Course Syllabus
SCMS 7313-001 – Global Operations Management
Spring Semester, 2016
3.0 Credit Hours

(Last updated: 12/10/2015)

Instructor: Gensheng (Jason) Liu, PhD
Phone: 901.678.4617
E-mail: gliu@memphis.edu
Office: FCB-326
Class Meetings: Tuesday/Thursday 5:30-6:55PM in FCB-369
Office Hours: Tuesday/Thursday 3:45-5:15PM and by appointment

Course Overview
This is a comprehensive course that addresses the acquisition, transformation, and distribution of goods and services within the global supply chain. It covers concepts, tools, and strategies to design and manage operations, such as strategic implications, performance measurement, process management, sourcing, operations design, quality, inventory, logistics, enabling information systems and technology, and global issues among other topics.

Pre-Requisites:
None

Required Texts:

Students are required to read the corresponding textbook chapters and lecture notes before class. Additional readings of business journal articles are optional unless otherwise stated.

Location of Course Materials:
All course materials, including lectures notes, online quizzes, grades, and announcements, etc., are located on the eCourseware website (https://elearn.memphis.edu). Lecture notes are provided in PDF format instead of PPT format. Students can print out the notes with however many pages per sheet as they want.
Course Objectives:
By successfully completing this course, students will understand:

1. The strategic role of operations management in organizational survival.
2. The operations function’s relationships with other functional areas of a business and how they work together to achieve the business strategy.
3. How operations managers design selected products and services.
4. Approaches to designing and improving processes and layouts.
5. Quality and quality management, including TQM and its tools.
6. How to make capacity and location decisions.
7. How supply chain management is applied to make-or-buy decisions, and the selection and integration of suppliers.
8. Inventory management tools and techniques, including JIT.
9. Operations planning and control, including sales and operations planning, master production scheduling, and material requirements planning.
10. How to analyze real-world operations management problems, to make recommendations for improvement and to effectively communicate the results.

Fogelman College: Learning Outcomes for Your Degree
This course is designed to help you to meet the overall learning objectives for the MBA/IMBA degree offered by the Fogelman College. You should take the time to become familiar with the overall learning objectives as a student in the MBA program (http://www.fbeassessment.net/LearningOutcomes/MBADegreeLearningOutcomes.pdf) or the IMBA program (http://www.fbeassessment.net/LearningOutcomes/IMBADegreeLearningOutcomes.pdf)

Professor’s Expectations of Students:
In general, you should assist the instructor in creating a positive, supportive environment for learning by staying engaged in the course and actively participating in all class discussions.

Student’s Expectations of the Professor:
In my role as your instructor, there are certain things you can expect from me including: well-organized and engaging learning experience, response to emails within 2 business days, and feedback on all work submitted within 7-10 calendar days.

Grading and Evaluation Criteria
Over the semester, you will have a variety of opportunities to earn points towards your overall letter grade in this course. This section of the syllabus describes the assessed work you will be doing and how overall letter grades will be computed.
Summary of Graded Activities:

Your overall grade for the semester is based on how well you perform on a mixture of formal activities including tests, quizzes, etc. Points earned on the assessed activities will be distributed as follows:

<table>
<thead>
<tr>
<th>Deliverable</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Five out of six quizzes (5 @ 14pts each)</td>
<td>70</td>
</tr>
<tr>
<td>Two exams (2 @ 40pts each)</td>
<td>80</td>
</tr>
<tr>
<td>Team case study and presentation</td>
<td>30</td>
</tr>
<tr>
<td>Team peer evaluation</td>
<td>10</td>
</tr>
<tr>
<td>Participation</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>200</strong></td>
</tr>
</tbody>
</table>

Any concern about any grade item, including extra credits, must be raised within a week following posting of the grades.

Quizzes:

There are six quizzes that are taken online in eCourseware. Each quiz is composed of 14 multiple-choice problems that are randomly selected from a larger pool of problems. The problems are one point each. Hints are given on some problems. Upon submission of your answers, the system will instantly report your grade as well as the correct answer to all the questions. Explanations are given on certain problems. Up to two attempts are allowed on each quiz, and the grade is the higher attempt. At the end of the semester, the five highest scores from the six quizzes are taken to calculate your course grade. In other words, you have the chance to do poorly on one quiz or even miss one quiz without affecting your course grade.

Quiz schedule is listed below. Each quiz is open for seven consecutive days, from 12:00AM on the first day to 11:59PM on the last day of the scheduled period. Be aware that the days the quizzes are available may fall on weekends or holidays. There is no time limit on an attempt. Mark your calendar so that you do not miss any quiz. One beauty of online quizzes is that even if you are out of town you can still take them. If you want to wait until the last day or even the last few hours to take the quiz, be aware that you are taking the risks of possible internet connection problems, illness, or not being able to submit your answers in time, etc. Attempts that are not submitted in time will not be graded. If you miss a quiz, you should refrain from asking me to reopen it for you unless you can provide written evidence for really extreme situations such as being hospitalized during the entire time that the quiz was open. If you missed a quiz and want to have a look at the questions just for learning purposes, see whether any other student in the class is willing to share his/her record with you.

<table>
<thead>
<tr>
<th>Quiz</th>
<th>Topic</th>
<th>Open Date</th>
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<tbody>
<tr>
<td>1</td>
<td>1, 2</td>
<td>1/27 – 2/2</td>
</tr>
<tr>
<td>2</td>
<td>3, 4</td>
<td>2/17 – 2/23</td>
</tr>
<tr>
<td>3</td>
<td>5, 6</td>
<td>3/4 – 3/10</td>
</tr>
<tr>
<td>4</td>
<td>7</td>
<td>3/30 – 4/5</td>
</tr>
<tr>
<td>5</td>
<td>8</td>
<td>4/13 – 4/19</td>
</tr>
<tr>
<td>6</td>
<td>9, 10</td>
<td>4/27 – 5/3</td>
</tr>
</tbody>
</table>
Quiz problems are very similar to exam problems and are a good opportunity to practice for exams. Students are encouraged to use the textbook, lecture notes, and other resources when taking the quizzes. Quiz problems are not discussed in class. Questions should be asked after a quiz is closed.

Exams:

Both exams are on selected chapters; neither one is comprehensive. Each exam is composed of 30 multiple-choice questions which are one point each, and a few essay or calculation questions which account for 10 points together. Exams are closed-book and closed-notes, but one double-sided paper-size cheat sheet is allowed for each student in each exam. Students should bring their own calculators, pencils and erasers, and everything else must be off the table. Computers and cell phones are forbidden in exams.

Makeup exams are available only to students with excused absences that are due to illness or participation in university authorized activities. In case of an emergency on the exam day, I need to be notified within four hours of the scheduled exam. Otherwise, a zero will be assigned. Regardless of the excuses, students who miss more than 30% of classes according to the attendance record are not allowed to take makeup exams.

Team Case Study and Presentation:

Here is the team case presentation schedule:

<table>
<thead>
<tr>
<th>Team #</th>
<th>Date</th>
<th>Case Title</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2/4</td>
<td>Home-Style Cookies</td>
<td>Strategy</td>
</tr>
<tr>
<td>2</td>
<td>3/3</td>
<td>Avion, Inc.</td>
<td>Supply chain management</td>
</tr>
<tr>
<td>3</td>
<td>3/3</td>
<td>Wiring Harness</td>
<td>Supply chain management</td>
</tr>
<tr>
<td>4</td>
<td>4/7</td>
<td>Tip Top Markets</td>
<td>Quality management</td>
</tr>
<tr>
<td>5</td>
<td>4/12</td>
<td>Tiger Tools</td>
<td>Quality management</td>
</tr>
<tr>
<td>6</td>
<td>4/19</td>
<td>Harvey Industries</td>
<td>Inventory management</td>
</tr>
<tr>
<td>7</td>
<td>4/21</td>
<td>MasterTag</td>
<td>Supply chain management</td>
</tr>
<tr>
<td>8</td>
<td>4/26</td>
<td>Integrated Devices</td>
<td>Quality and SCM</td>
</tr>
</tbody>
</table>

After we finish the first topic, students should form teams of 4 to 6 by self-enrolling in one of the eight teams. Each team will work on one case study, and present their case to the class in a business presentation setting. All team members should present, unless some extreme circumstances prevent only one member to participate. Presentations are to be no more than 25 minutes in length.

Before class on the presentation day, an electronic copy of the written case study (docx) and the presentation slides (pptx) should be submitted in eCourseware Dropbox, and a hard copy of both files should be turned in to the professor. Files should be named using the following format: SCMS7313S16.Team1-Home-Style.Cookies.docx (and .pptx). My feedback on your case study and presentation will be provided in eCourseware Dropbox within one week following the presentation.
Grading of the case study is based on the following criteria:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analysis of the problem using relevant techniques and data</td>
<td>6</td>
</tr>
<tr>
<td>Appropriateness of the suggestions made</td>
<td>6</td>
</tr>
<tr>
<td>Quality of written case, including comprehensiveness and clarity</td>
<td>6</td>
</tr>
<tr>
<td>Quality of oral presentation and slides</td>
<td>6</td>
</tr>
<tr>
<td>Following instructions, especially timely submission of materials</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>30</strong></td>
</tr>
</tbody>
</table>

Here are some issues that warrant special attention in the case study report:

- All quiz questions should be answered;
- Division of work and consistency throughout the report;
- Consistency between the report and the presentation slides;
- Technical details could be attached to the report as appendixes;
- Structure and professionalism of report:
  - A case report is more than a homework answer;
  - Divide report into sections;
  - An intro section and a summary/conclusion section;
  - Second (or even third) level titles and bullet points;
  - Page numbers;
  - Cover page;
  - Professional binding is not required but highly recommended.

Special attention should be paid to the following issues in case presentation:

- An introduction of team members;
- Introduction of the company and the problems;
- Transition among presenters;
- Eye contact with audience;
- A Q&A section;
- Dress code should be at least business casual and consistent among presenters.

A class discussion is held after the case presentation. Therefore, all students should prepare and get familiar with the case before class on the presentation day.

**Team Peer Evaluation:**

The main purpose of the peer evaluation is to identify and penalize team members who fail to make satisfactory contributions to a team. Primary responsibility for handling such “free riders” will fall on the members of each team; I will intercede on the team’s behalf only if the team brings it to my notice. Using the attached form of peer evaluation, you should rate each member in your team, excluding yourself, on a 0-10 scale (no fractions please). Your grade in this category will be the average of your ratings from all other team members. If you don’t turn in your peer ratings in time, your grade in this category will be 0. Hard copies of the peer evaluations will be due before class on the presentation day. To ensure honest ratings, each team member should submit his/her peer evaluation form to me individually.
Participation:
Participation is evaluated by the following criteria:

- Attendance including punctuality;
- Attentiveness;
- Contribution to class discussion (quality is more important than quantity);
- Appropriate conduct.

Students are expected to be punctual to class and deliver all course works on time. A great portion of the participation points is based on your attendance record. Punctual (on-time) attendance means that the student is seated in his/her designated seat by the class start time. Repetitive absence or tardiness, or any other disruptive behavior could directly lead to a lower or even failing final grade in addition to its impact on the participation grade.

None of the participation items can be made up. A seating chart will be used for the instructor to better recognize students. From the second class meeting on, you are expected to take a fixed seat.

Extra Credits:
Extra credit quizzes might be given in class occasionally without previous notice, which cannot be made up even with excused absences. Other extra credit opportunities might also be available during the semester. All these opportunities are open to all students and no special opportunity will be provided to specific students.

Final Course Grades:
A student's grade percentage is calculated by dividing the total points earned (including possible extra credits) by 200, rounded to the second decimal place. The final course grade will be assigned according to the following scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>95.00%</td>
</tr>
<tr>
<td>A</td>
<td>90.00%</td>
</tr>
<tr>
<td>A‐</td>
<td>87.00%</td>
</tr>
<tr>
<td>B+</td>
<td>83.00%</td>
</tr>
<tr>
<td>B</td>
<td>80.00%</td>
</tr>
<tr>
<td>C+</td>
<td>73.00%</td>
</tr>
<tr>
<td>C</td>
<td>70.00%</td>
</tr>
<tr>
<td>C‐</td>
<td>67.00%</td>
</tr>
<tr>
<td>D</td>
<td>60.00%</td>
</tr>
</tbody>
</table>

I reserve the right to lower the cutoff points, leading to higher grades, but I will never raise these cutoff points. After your final course grade is assigned, I won't raise it to the next level no matter how close your percentage is to the next cutoff point (e.g., 0.01%).

Other than the above mentioned grade items, there is no other way to raise your grade. At any time during the semester, you can calculate the ratio of your total earned points to the total points offered so far. Keep a close eye on this ratio if you have a target grade in mind. After your final grade is assigned, nothing can be done to raise it. Keep in mind that what eventually determines your grade is your performance rather than my decision.

Schedule of Activities:
Please refer to page 9-12 of this syllabus for the detailed course schedule.
Final Exam Schedule:
The final exam for this class will be scheduled according to the Registrar's academic calendar website (http://www.memphis.edu/registrar/calendars/index.php). It is in class on 5/5, 5:30-7:30PM in the same classroom.

Course Policies

E-MAIL:
All students are required to maintain and access their University of Memphis (@memphis.edu) email account. You will receive all official course correspondence at this email account. Any inability to receive incoming mail in a timely fashion (e.g., not regularly checking your email, having a “full mailbox” condition, etc.) is the student's responsibility.

Attendance:
Student attendance is expected. A seating chart will be used for the instructor to better recognize students. From the second class meeting on, you are expected to take a fixed seat.

It is the responsibility of the students to make every effort to catch up on what was missed due to absence. Due dates of all class requirements can be found in this syllabus, so please don’t ask me about it every time you miss a class. However, students should notify me in a timely manner of any issue that could seriously affect their performance, such as missing exams.

Adding / Dropping:
If you have questions about adding or dropping classes, please refer to this page on the Registrar's website (http://www.memphis.edu/ugcatalog/acad_reg/attendance.php).

Academic Integrity:
The University of Memphis has clear codes regarding cheating and classroom misconduct. Expectations for academic integrity and student conduct are described in detail on the website of the Office of Student Conduct website (http://www.memphis.edu/studentconduct/). Students are expected to be aware of these guidelines and to conduct themselves accordingly. In this course, cheating on exams is especially intolerable. Any student involved in these activities could get a lower or even failing grade. If you have any questions about academic integrity or plagiarism, you are strongly encouraged to review the Fogelman College's Website on Academic Integrity (http://www.memphis.edu/fcbe/students/integrity.php).

Classroom or Online Behavior:
All participants in the course should be considerate of the other course participants and treat them (as well as their opinions) with respect. The class will operate under the assumption that any and all feedback offered is positive in nature and that the intentions of the person providing feedback are strictly honorable. Insensitivity in this area will not be tolerated. If you have any questions about this, you should review the Fogelman College’s Netiquette website (http://www.memphis.edu/fcbe/students/netiquette.php).
Syllabus Changes:
The instructor reserves the right to make changes as necessary to this syllabus. If changes are necessitated during the term of the course, the instructor will immediately notify students of such changes both by individual email communication and posting both notification and nature of changes on the course bulletin board.

Student Services
Please access the FCBE Student Services page (http://www.memphis.edu/fcbe/students/services.php) for information about:

- Students with Disabilities
- Tutoring and other Academic Assistance
- Advising Services for Fogelman Students
- Technical Assistance
<table>
<thead>
<tr>
<th>#</th>
<th>Topic</th>
<th>Reading Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to operations</td>
<td>Ch. 1</td>
</tr>
<tr>
<td>2</td>
<td>Strategy and performance measurement</td>
<td>Ch. 2</td>
</tr>
<tr>
<td>3</td>
<td>Product and service design</td>
<td>Ch. 4</td>
</tr>
<tr>
<td>4</td>
<td>Capacity planning and location analysis</td>
<td>Ch. 5, 8</td>
</tr>
<tr>
<td>5</td>
<td>Process selection and facility layouts</td>
<td>Ch. 6</td>
</tr>
<tr>
<td>6</td>
<td>Supply chain management</td>
<td>Ch. 15</td>
</tr>
<tr>
<td></td>
<td><strong>Exam 1</strong> (on topics 1-6)</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Quality management and control</td>
<td>Ch. 9, 10</td>
</tr>
<tr>
<td>8</td>
<td>Inventory management</td>
<td>Ch. 13</td>
</tr>
<tr>
<td>9</td>
<td>Aggregate planning and MRP</td>
<td>Ch. 11, 12</td>
</tr>
<tr>
<td>10</td>
<td>JIT and lean operations</td>
<td>Ch. 14</td>
</tr>
<tr>
<td></td>
<td><strong>Exam 2</strong> (on topics 7-10)</td>
<td></td>
</tr>
</tbody>
</table>
Course Schedule

Course schedule is tentative, subject to minor revision, depending on class progress.

1/19:
- Syllabus & overview

1/21 & 1/26:
- Topic 1: Introduction to operations management
  - Textbook readings: Ch. 1
  - Additional readings
- Video: What is Operations Management

1/28:
- Topic 2: Strategy and performance measurement
  - Textbook readings: Ch. 2
  - Additional readings

2/2 & 2/4:
- Topic 3: Product and service design
  - Textbook readings: Ch. 4
  - Additional readings
  - Video: Product Design at Regal Marine
  - 2/4: Group 1 case presentation – Home-Style Cookies

2/9, 2/11 & 2/16:
- Topic 4: Capacity planning and location analysis
  - Textbook readings: Ch. 5, 8
  - Additional readings
  - Video: Capacity Planning at Arnold Palmer Hospital
  - Video: Locating the Next Red Lobster Restaurant
  - Video: The New Age of Walmart
2/18 & 2/23:
- Topic 5: Process selection and facility layouts
- Textbook readings: Ch. 6
- Additional readings
- Video: The Product-Process Matrix
- Video: Layout at Arnold Palmer Hospital's New Facility

2/25, 3/1 & 3/3:
- Topic 6: Supply chain management
- Textbook readings: Ch. 15
- Additional readings
- Video: Supply Chain Management at Regal Marine
- Video: International Logistics – APL
- 3/3: Group 2 case presentation – Avion, Inc.
- 3/3: Group 3 case presentation – Wiring Harness

**No Classes on 3/8 & 3/10 – Happy Spring Break!**

3/15:
- **Exam 1** (on topics 1-6)

3/17, 3/22, 3/24 & 3/29:
- Topic 7: Quality management and control
- Textbook readings: Ch. 9, 10
- Additional readings
- Video: Quality Management at Honda (3 segments)
3/31, 4/5, 4/7 & 4/12:
- Topic 8: Inventory management
- Textbook readings: Ch. 13
- Additional readings
- Video: Managing Inventory
- 4/7: Group 4 case presentation – Tip Top Markets
- 4/12: Group 5 case presentation – Tiger Tools

4/14 & 4/19:
- Topic 9: Aggregate planning and MRP
- Textbook readings: Ch. 11, 12
- Additional readings
- Video: MRP at Wheeled Coach Ambulance
- 4/19: Group 6 case presentation – Harvey Industries

4/21 & 4/26:
- Topic 10: JIT and lean operations
- Textbook readings: Ch. 14
- Additional readings
- Video: JIT at Federal Signal
- 4/21: Group 7 case presentation – MasterTag
- 4/26: Group 8 case presentation – Integrated Devices (only answer questions 1, 3, 5, 8, 10, 11)

5/5, 5:30-7:30PM
- **Final exam** (on topics 7-10)
Team Peer Evaluation Form

Please rate each team member, excluding yourself, on a 0-10 scale, where
0 = Poor, team member did not make contribution at all;
10 = Excellent, team member has made outstanding contributions to the team.

Brief justifications could also be provided, but they are optional.

Team #: _____  Case title: __________________________

Your name: __________________

<table>
<thead>
<tr>
<th>Team Member Name</th>
<th>Your Rating (0-10)</th>
<th>Your Justification (Optional)</th>
</tr>
</thead>
<tbody>
<tr>
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