

SEMESTER AT SEA COURSE SYLLABUS

Colorado State University, Academic Partner

Voyage: Spring 2018
Discipline: Management
Course Number and Title: MGT 301 Supply Chain Management
Division: Upper
Faculty Name: Professor Diane Holt
Semester Credit Hours: 3

Prerequisites: Sophomore standing or higher

COURSE DESCRIPTION

Firms of all kinds are attempting to improve their competitive positions by strategically managing their supply chains through product design, procurement, operations management and logistics. This course is built around the topic of managing supply chains through planning, sourcing, making and delivering an organization's goods and/or services – from innovation of new designs and suppliers of raw materials through to the final customer. Adopting a value chain approach that consider the upstream and downstream flow of materials, products and services we use case examples seen in the regions visited to develop a fundamental awareness and understanding of the various stages of the value chain. It explores how organizations that learn how to leverage their supply chains can obtain speed, innovation, dependability, flexibility, cost and quality benefits, particularly across the boundaries of functions, firms and nations. It considers the basic fundamental concepts underpinning supply chain management through experiential learning by considering localized and global supply chains and the particular challenges and opportunities of firms operating in the various markets visited. Real-life examples of multinational, fair trade, sustainable, digital and informal economy supply chains in these regions are used to explore these foundational concepts.

INTRODUCTION

Since this is a semester at sea module we are going to take advantage of the excellent experiential learning opportunities that we have in our various countries by looking at examples of various 'specialized' supply chains like fair trade. However this is also a foundational module where we need to make sure you get to grips with the basics to take back to your future classes that will build on this module. So we are going to use a standard text book and have a series of 'quizzes' and reading that cover these basics. Then we are going to have our discursive sessions exploring these basic concepts using examples from the places we visit and especially those that reflect the specific contexts that are pertinent.

LEARNING OBJECTIVES

After completing this course, the successful student will be:

- Able to describe the components of supply chains and the role they play in competitive advantage for firms
- To understand how supply chains reflect different routes to market;
- To discuss how organizations manage supply and demand in supply chains;

- To discuss how organizations create value in their supply chains;
- To recognize the complexity in supply chains;
- To discuss the risks that face firms in supply chains; and
- How they might manage social, environmental and economic issues in their supply chains

REQUIRED TEXTBOOK

AUTHOR: Mckeller, J.M.
 TITLE: Supply Chain Management Demystified
 PUBLISHER: McGraw Hill
 ISBN #: 978-0-07-180512-4
 DATE/EDITION: 2014
 (a kindle/electronic version is also available)

Required after class activities

The following are additional exercises that take place during the classroom activities that require some additional preparation. In addition you are asked to watch the films on the loop I identify in the schedule and undertake the reading detailed in the following class schedule.

Exercise 1:

Go to your room and pick 5 items you have with you (a mix of textiles/toiletries/other). In a table write down what they are, where they were made, where you bought them, whether you think all the components came from the same location as where it was manufactured. Then go visit someone else on your floor – get them to show you 5 items and do the same. Bring this table to the next class.

Exercise 2:

This exercise can be completed straight after you finish midterm 1. Fast moving consumer goods. Go to your room after and look at all the items you have with you paying special attention to electronics. List all the items you have that come from China. Go visit one other person and see what they have that is ‘made in china’ (check clothes electronics etc). Summarize this information and bring to next class.

Exercise 3:

In your groups read the Mattel case and prepare before next class

1. Why do firms contract overseas for production or products they sell?
2. What were the primary causes of Mattel’s recall problems?

Exercise 4:

Read the Sundie article for discussion in next class

- 1) What are the key arguments?
- 2) Can you think of examples of conspicuous consumption from your own experience?

TOPICAL OUTLINE OF COURSE A Day 1400-1520, Lido Restaurant

Date	Topic	Core Text reading	Other after class – do after the class and before next.
January 5	Depart Ensenada, Mexico		
A1–January 7	Introductions & Course Overview.		Exercise 1.
A2–January 9	Basic SCM Concepts (i)	Chapter 1	On loop: Watch 'story of chocolate'
A3–January 11	Supply Chain Collaboration. Preparing for field visit. The Chocolate Supply Chain	Chapter 2	Read Mars case/ Cadbury factsheet/ pg 54 in B&H. (Reading pack 1)
January 12	Honolulu, Hawaii		FIELD CLASS
A4–January 14	Reflection on field day. Thinking about the Chocolate supply chain		Plan your scheduled meetings in group for the assignment. Read over Cargill Cocoa Promise Report
January 16	(Lost Day)–International Date Line crossing		
A5–January 17	SC Strategies and Planning	Chapter 3	On loop: Watch Nothing like Chocolate
January 19	No Class		Revision for Midterm 1
A6–January 20	Midterm I (after this do Exercise 2/watch clip)		Exercise 2. Watch on Moodle - Dark side of Chocolate
A7–January 22	Sourcing and SCM.	Chapter 4	On Loop: Watch addicted to shopping
	Kobe, Japan – January 24-28		
A8–January 29	Reflection on Japan. China the factory of the world.		On Loop: Watch Wal*mart the high price of low cost.
	Shanghai, China / Hong Kong SAR – Jan 31 - Feb 1-5		
A9–February 6	Reflection on China. Garment supply chains		Watch - Behind the Swoosh /Fashion Factories Undercover
	Ho Chi Minh City, Vietnam – February 8-13		
A10–February 14	Reflection on Vietnam. Manufacturing and Production	Chapter 5	Read: OECD (2017) & Follow the Thread Reports
February 16	No Class		
A11–February 17	Thinking about logistics	Chapter 6	Field Class Report due in 17 th January
	Yangon, Myanmar - February 19-23		
A12–February 24	Reflection on Burma. Introducing BoP Businesses and Subsistence Markets and the Informal economy		Read papers after midterm II - Payaud, 2014; Parmigiani & Rivera-Santos, 2015 (also A14 papers)
A13–	Midterm II (Ch. 4,5,6)		On loop: Watch Global

February 26			sourcing IKEA DVD (20 mins)
	Cochin, India - February 28 - March 5		
A14–March 6	Reflection on India. Exploring SCM in the informal economy further		London et al., 2010; Kolk et al., 2014; Webb et al., 2009 Chen, 2005.
March 7	No Class		
A15–March 9	Reverse Logistics. Gaining value from 'returned' products. Shipping containers	Chapter 6	Holt & Littlewood, 2017.
	Port Louis, Mauritius – March 11		
A16–March 12	Supply Chain Risks.	Chapter 7	Read Schroeder et al. 2012. Exercise 3: Prepare Q1/Q2 for Mattel case in groups
A17–March 14	Thinking about the Mattel case and other supply chain failures		
A18–March 16	Fairtrade as a Supply Chain Issue		Doherty et al., 2013. Watch Black Gold
	Cape Town, South Africa – March 18-23		
A19–March 24	Reflection on South Africa. Supply Chain Metrics	Chapter 8	Exercise 4 (Sundie et al., 2011)
A20–March 26	Conspicuous consumption, the circular economy and Green Supply Chains.	Chapter 9	Hanson and Holt, 2014.
A21–March 28	Thinking about air miles. Carbon and the supply chain		Holt & Watson, 2008 Mini essay due in
	Takoradi/Tema Ghana – March 30 - April 3		
A22–April 4	Competitive advantages through the supply chain – vertical and horizontal integration		De voorde et al 2009 (skim)
A23–April 6	The Future of SCM	Chapter 10	
April 8	Study Day		Latest date for submission of Field Journal
A24– April 9	Reflection on the module and the voyage. Preparation for final		
	Casablanca, Morocco – April 11-14		
A25–April 15	Final Exam		Based on learning in A15-A22 inclusive
	Arrive Bremerhaven, Germany – April 19		

FIELD WORK

Semester at Sea field experiences allow for an unparalleled opportunity to compare, contrast, and synthesize the different cultures and countries encountered over the course of the voyage. In addition to the one field class, students will complete independent field assignments that span multiple countries.

Field Class attendance is mandatory for all students enrolled in this course. Do not book individual travel plans or a Semester at Sea sponsored trip on the day of your field class. Field Classes constitute at least 20% of the contact hours for each course.

Field Class and Assignment

The Field Class for this course will take place on *Friday January 12th in Honolulu, Hawaii*

Field Class Title: Exploring the Chocolate Supply Chain from field to store

Field Class Description: We are going to see supply chains ‘in action’ by looking at the chocolate supply chain. The proposed field class will take place in Hawaii. We will focus on examining the cocoa/chocolate supply chain as a way to start to understand the basics of supply chains, their management and the various issues this supply chain faces.

Field Class Learning Objectives:

1. To understand the various components of the chocolate supply chain
2. To explore the key issues that economic, social, environmental issues that face firms using chocolate in their products; and
3. To discuss the kinds of initiatives that can be used to make such supply chains more environmentally and socially responsible.

Field Class Report (20%)

After our field day, in groups of 2-3, teams should prepare a field report that addresses the following:

- (1) Introduce the sites/companies providing a 200-400 word symposium of their ‘journey’
- (2) Map their extended supply chain.
- (3) Describe what you think the key economic, social, and environmental challenges might be for each stage of this supply chain for the company(ies) producing these items. (*Hint – use a table*)
- (4) Identify the different types of customers for their products and explain what you think these customers ‘want’ from these products.
- (5) Using additional research materials what social, environmental and economic issues are facing chocolate producers elsewhere in the developing world (such as Ghana).
- (6) Compare how the visited sites/companies are similar or different (i) in comparison with each other and (ii) in comparison with others in the chocolate industry in the developing world.

This report should be no more than 6 pages of text and no more than an additional 4 pages of tables/diagrams (excluding references), in Times New Roman 12 point, 1.5 line spaced,

1" margins. All names should be listed on the front cover of the report. You should take minutes of meetings and I may ask to see field notes if I need to arbitrate if groups feel a team member is not contributing

This report should be submitted by **17th February**

INDEPENDENT FIELD ASSIGNMENTS

In addition to the field day we are going to reflect on what we see across our voyage. These assignments are linked to these reflections enhanced by wider-reading

Field Journal (20%)

In each of the locations we visit you are to keep a field journal. In each country make a note of any examples of interesting supply chain 'issues' that you see. This can include (i) retail products that come from outside the country we are visiting and that are sold in street markets/the informal economy (ii) fair-trade/sustainable/green retail goods sold in supermarkets. (e.g. coffee, tea, wine, flowers, nuts), (iii) garment manufacturing/sweat shops.

What I am looking for in this journal is a 'reflection' on supply chain issues seen during the time in-country. I would expect to see 300-400 words and a few photographs (minimum of 2, maximum of 4) per country. You do not have to cover all the issues above – you just need to make notes on some of the things that you see. You will visit 10 countries – so I would expect to see a minimum of 6 locations with reflections. Once you have six you are happy with you can submit.

At the end of the journal (after 6 entries) you need to write a 1500-2000 word summary of your reflections on how what you have seen demonstrates aspects of the syllabus you have covered in this course. The best responses will also link this reflection to wider reading. Latest date for submission **8th April**. (*hint- once you have 6 entries you can submit*)

Mini-essay (20%) – due 28th March

Using examples from your field experiences and/or readings discuss the major challenges facing a firm that seeks to incorporate small suppliers located in the informal economy or in subsistence markets into their supply chains and the benefits it can bring to these suppliers. This reflection should be 1500-2000 words (excluding references). Use Times New Roman 12 point, 1.5 line spaced, 1" margins and Harvard or APA referencing style. On the front cover type your name and the word count.

Please note guidelines on academic plagiarism and collusion. You are encouraged to discuss your readings and experiences during this course with each other but I suggest when it comes time to write this assignment you are careful not to cross into the territory of collusion. Your research should be independent and it is NOT a good idea to 'share' files.

OTHER ASSESSMENT

Midterm I: 10% (A6) This test is based on chapter 1-3 of the core text
Each quiz will be based on specified core chapter(s) or classes and will test your understanding, through short answer or multiple choice responses. If you do not attend the session when a quiz happens without an adequate reason then you will fail to gain the mark for that exercise.

Midterm II – 10% (A13) Based on chapters 4-6

Final 20% (A25) Based on A15-22 inclusive

METHODS OF EVALUATION / GRADING SCALE

Field Class Report (Group of teams 2-3)	20% (due 17 th February)
Mini-essay (individual)	20% (due 28 th March)
Field Journal (individual)	20% (8 th April)
Midterms and Final test (individual)	40% (across voyage)

Overall Grading Scale

The following Grading Scale is utilized for student evaluation. Pass/Fail is not an option for Semester at Sea coursework. Note that C-, D+ and D- grades are also not assigned on Semester at Sea in accordance with the grading system at Colorado State University (the SAS partner institution). Your final grade will be scale to the nearest grade category.

Pluses and minuses are awarded as follows on a 100% scale:

<u>Excellent</u>	<u>Good</u>	<u>Satisfactory/Poor</u>	<u>Failing</u>
97-100%: A+	87-89%: B+	77-79%: C+	Less than 60%:
93-96%: A	83-86%: B	70-76%: C	
90-92%: A-	80-82%: B-	60-69%: D	

Grading for Class Quizzes

There will typically be 10-15 questions.

These will be marked with one point per correct answer. Questions where definitions presented are predominantly correct will receive ½ or 1 point.

The final mark will be the total points given scaled to a percentage.

The overall mark for this component will consist of the total for the three quizzes.

Grading for Mini-essay/ Field Report

I will use the rubric below to guide grading. Assignments received after the submission deadline will be reduced a letter grade per day late. Assignments received more than 5 days after the submission deadline will receive a score of zero.

Grade	
A	Excellent work! There is a clear focus on what the assignment should achieve. Demonstrates critical and original thinking, and arguments are convincingly articulated and supported. Work is well written and free of errors. Demonstrates thorough understanding of key issues reflecting examples from readings and/or from field experiences. Demonstrates serious reflection, sophisticated analysis, and insightful discussion with clear examples. Written work is insightful and clear.
B	Good, competent, informed work well supported by course content. Well planned, organized and written. Demonstrates good understanding of key issues reflecting examples from readings and/or from field experiences. Clearly references relevant readings and includes some independent thought, but could go into more depth. Demonstrates good written communication.

C	Adequate or satisfactory work. The basic requirements have been carried out. Demonstrates a general understanding of the major issues, but reflection and analysis is superficial. Demonstrates some understanding of key issues reflecting examples from readings and/or from field experiences. Competently written but could go into more depth and could be improved.
D	Work does not fulfil the necessary requirements for the assignment. Does not demonstrate clear understanding of issues of relevance to this question and uses few if any relevant examples. Responds incompletely or inaccurately to the assignment with limited reflection, analysis and application of course concepts. Ideas are not clearly expressed.
F	Unacceptable work. Shows little understanding of the issues, and ideas are poorly expressed.

Grading for Field Journal One grade will be given covering all journal entries and the final reflection.

“A” range: Excellent. Insightful, clear independent commentary for the majority of all the journal entries. Reflections shows clear integrative, analytical reflection. Has 6 very good journal entries.

“B” range: Good. Shows some insight, some independent thought in journal entries. Reflection shows some integration across the entries and analytical depth. Has 6 good journal entries.

“C” range: Average. Some insight, some independent thought in journal entries. Reflection rather descriptive or lacking analytical depth. May have less than 6 suitable entries into the journal

“D” range: Poor. Does not really meet the set brief, and/or significant errors in presentation. Little if any insight/little independent thought. Poor integrative reflection or section missing. May have less than 6 suitable entries into the journal

“F” range: Descriptive, missing significant elements such as 4+ entries and reflection.

ATTENDANCE/ENGAGEMENT IN THE ACADEMIC PROGRAM

Attendance in all Semester at Sea classes, including the Field Class, is mandatory. Students must inform their instructors prior to any unanticipated absence and take the initiative to make up missed work in a timely fashion. Instructors must make reasonable efforts to enable students to make up work which must be accomplished under the instructor’s supervision (e.g., examinations, laboratories). In the event of a conflict in regard to this policy, individuals may appeal using established CSU procedures.

LEARNING ACCOMMODATIONS

Semester at Sea provides academic accommodations for students with diagnosed learning disabilities, in accordance with ADA guidelines. Students who will need accommodations in a class, should contact ISE to discuss their individual needs. Any accommodation must be discussed in a timely manner prior to implementation.

A letter from the student's home institution verifying the accommodations received on their home campus (dated within the last three years) is required before any accommodation is provided on the ship. Students must submit this verification of accommodations to academic@isevoyages.org as soon as possible, but no later than two months prior to the voyage.

STUDENT CONDUCT CODE

The foundation of a university is truth and knowledge, each of which relies in a fundamental manner upon academic integrity and is diminished significantly by academic misconduct. Academic integrity is conceptualized as doing and taking credit for one's own work. A pervasive attitude promoting academic integrity enhances the sense of community and adds value to the educational process. All within the University are affected by the cooperative commitment to academic integrity. All Semester at Sea courses adhere to this Academic Integrity Policy and Student Conduct Code.

Depending on the nature of the assignment or exam, the faculty member may require a written declaration of the following honor pledge: "I have not given, received, or used any unauthorized assistance on this exam/assignment."

TEACHING MATERIALS

RESERVE BOOKS

- Bozarth, C.B. and Handfield, R.B. (2015). Introduction to Operations and Supply Chain Management, Global Edition, 4th Edition. Pearson
- Christopher, M. (2016) Logistics and Supply Chain Management. Financial Times
- Hugos, M.H. (2011) Essentials of Supply Chain Management (Essentials Series). John Wiley & Sons; 3rd Revised edition ISBN-10: 0470942185
- Locke, R.M (2013) The Promise and limits of private power: promoting labor standards in a global economy. Cambridge University Press
- Mangan, J. and Lalwani, C.L. (2016). Global Logistics and Supply Chain Management. Wiley & Sons
- Manners-Bell, J. (2017) Supply Chain Ethics: Using CSR and Sustainability to Create Competitive Advantage. Kogan Page
- Mckeller, J.M. (2014) Supply Chain Management Demystified. McGraw Hill

FILMS

Title of Film: Ikea's global sourcing challenge (2007). Distributor: Harvard Business School; Harvard Business School Publishing Corporation.

Title of Film: Addicted to cheap shopping? Why the real cost of goods keeps going down
Distributor: Films for the Humanities & Sciences (Firm); British Broadcasting Corporation; BBC Education & Training.

Title of Film: Inside A Factory 2: Cadbury's. Distributor: TV Choice Films (2005)

Title of Film: Wal*Mart - The High Cost Of Low Price. Distributor: Brainstorm (2005)

Title of Film: Black Gold. Distributor: California Newsreel (2007) www.newsreel.org

Title of Film: The Story of Chocolate. Distributor: Globe Trekker (2016)

Title of Film: Nothing like Chocolate. Distributor: Bullfrog films

Title of Film: The dark side of chocolate. Distributor: Films for the humanities and sciences (2010)

ELECTRONIC COURSE MATERIALS – all these are available in the course folder

Chen, M. A. (2005). Rethinking the informal economy: Linkages with the formal economy and the formal regulatory environment (Vol. 10, pp. 18-27). United Nations University, World Institute for Development Economics Research.

Doherty, B., Davies, I. A., & Tranchell, S. (2013). Where now for fair trade? *Business History*, 55(2), 161-189.

Ferdows, K., Lewis, M. A., & Machuca, J. A. (2005). Zara's secret for fast fashion. *Harvard Business Review*, 82(11), 98-111.

Human Rights Watch et al., (2017). *Follow the Thread- The Need for Supply Chain Transparency in the Garment and Footwear Industry report*.

https://www.hrw.org/sites/default/files/report_pdf/wrdtransparency0417_brochure_web_spreads_3.pdf. Downloaded 13.5.17

Hanson, J. & Holt, D. (2014). Sustainable food procurement in British and Irish zoos. *British Food Journal* 116(10), 1636-1651

Holt, D & Littlewood, D (2017). Waste Livelihoods – through the lens of bricolage. *Business Strategy and the Environment*, 26(2), 253–264

Holt, D. & Littlewood, D. (2015). The informal economy as a route to market in sub-Saharan Africa – observations amongst Kenyan informal economy entrepreneurs In S. Nwanko and K. Ibeh (Eds.) *The Routledge Companion to Business in Africa*, Routledge 978-0-415-63545-5 pp. 198-217.

Holt, D. & Watson, A. (2008), Exploring the dilemma of local sourcing versus international development – the case of the flower industry, *Business Strategy and the Environment*, 17(5), pp. 318 – 329.

Kolk, A., Rivera-Santos, M., & Rufín, C. (2014). Reviewing a decade of research on the “base/bottom of the pyramid”(BOP) concept. *Business & Society*, 53(3), 338-377.

London, T., Anupindi, R., & Sheth, S. (2010). Creating mutual value: Lessons learned from ventures serving base of the pyramid producers. *Journal of Business Research*, 63(6), 582-594.

OECD (2017), *OECD Due Diligence Guidance for Responsible Supply Chains in the Garment and Footwear Sector*. OECD.

Parmigiani, A. E & Rivera-Santos, M (2015) Sourcing for the Base of the Pyramid: Constructing Supply Chains to Address Voids in Subsistence Markets, *Journal of Operations Management*, (33-34), 60-70.

Schroeder, R., Rungtusanatham, M.J. & Goldstein, S. (2012). Unsafe for Children: Mattel's toy calls and supply chain management. In *Operations Management in the Supply Chain: Decisions and Cases*. McGraw-Hill/Irwin Series pp. 479-491

Sundie, J. M., Kenrick, D. T., Griskevicius, V., Tybur, J. M., Vohs, K. D., & Beal, D. J. (2011). Peacocks, Porsches, and Thorstein Veblen: conspicuous consumption as a sexual signaling system. *Journal of personality and social psychology*, 100(4), 664.

Van de Voorde, E., & Vanellander, T. (2008). *Market power and vertical and horizontal integration in the maritime shipping and port industry* (No. 2009-2). OECD/ITF Joint Transport Research Centre Discussion Paper.

Webb, J.W., Laszlo T., Ireland, R.D. & Sirmon, D.G. (2009). "You say illegal, I say legitimate: Entrepreneurship in the informal economy." *Academy of Management Review* 34(3), 492-510.

Reading pack 1: Mars case/ Cadbury factsheet/ pg 54 in B&H.

Additional materials may be placed in the course folder to enhance your access to wider reading so check the folder regularly.