

MNGT447: Supply Chain Management Strategy, Planning and Operations

College of Graduate and Continuing Studies, Norwich University

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Seminar Focus

This seminar focuses on understanding and developing a Supply Chain Strategy. Topics we will study this term include: basic supply chain topics, technology, metrics, and innovation. The seminar will focus on an end-to-end understanding of what supply chain management is all about, key concepts, important issues, best-in-class, benchmarking and overall strategic approaches to successful supply chain management, development and operation.

Major Seminar Goals

In today's competitive business environments successful management of an organization's plans, schedules, and the flow of information, are critical to satisfying the customer's needs and creating competitive advantages for the company. As a result, defining and implementing supply chain strategies is quickly emerging as an essential management competency and critical to long-term success for a company.

Seminar Goals

- Articulate the importance elements of supply chain management & logistics necessary in today's business environment.
- Structure the important elements and attributes for successful supply chain management & logistics strategies.
- Prioritize key elements of any business supply chain and its operation.
- Assess the key processes and knowledge areas related to supply chain management & logistics and the activities associated with these areas.
- Propose the tools and techniques that drive successful supply chain management & logistics operations.

Student Learning Outcomes

- Incorporate the concepts, techniques, and decision processes associated with constructing a successful supply chain management & logistics business strategy.
- Manage the key elements of supply chain management and logistics, while recognizing the important elements of a supply chain management and logistic construct for an organization.
- Assess the importance of supply chain management & logistics from sourcing to inventory and parts management strategies.
- Design appropriate supply chain management and logistics strategies.
- Identify key supply chain archetype strategies with a focus on flexibility, speed and technologies as part of an overall business supply chain strategy.

Teaching Strategies and Methods of Evaluation

The items that will be used to assess your learning progress are directly related to seminar goals and learning outcomes. These assessments will be a combination of individual and group written assignments, discussion activities, short quizzes.

Grades

The following table shows the graded assessment types contained within this course and the assigned weighting to determine the final course grade.

Graded Assessment Types	Number	Points per Activity	Points	Weights (%)
Team Assignments	3	55 (Week 2) 75 (Week 5) 60 (Week 7)	190	19%
Individual Assignments	4	55 (Week 1) 55 (Week 3) 55 (Week 4) 55(Week 6)	220	22%
Individual 10 Question Multiple Choice Timed Quizzes	7	40	280	28%
Discussions	4	40	160	16%
Final Exam	1	150	150	15%
Totals			1000	100%

Letter grades for the course will be based on the following grading scale:

Letter Grade	Percentage	Grade Point
A	93-100%	4.0
A -	90-92.9%	3.7
B +	87-89.9%	3.3
B	83-86.9%	3.0
B -	80-82.9%	2.7
C +	77-79.9%	2.3
C	75-76.9%	2.0
C -	73-74.9%	1.7
D +	70-72.9%	1.3
D	67-69.9%	1.0
D-	63-66.9%	0.7
F	0-62.9%	0.0

For complete information on the Grading Policy, please refer to the [CGCS Online Catalog](#) (Sub-Section of Catalog on "Grades.")

APA Writing Style

All assignments and discussion posts are required to be written in American Psychological Association (APA) 6th edition, unless otherwise another format such as a business memorandum is specified.

- All papers must be prepared in Microsoft Word, not in Microsoft Works, WordPerfect, or another word processing program.
- All papers must be double-spaced, in a Times New Roman 12-point regular font, and formatted according to the APA style.
- All papers must have a title page formatted according to the APA style and the sample APA title page.
- Include running heads, page numbers and appropriate headings.
- Abstracts are not required for graduate papers unless specifically requested by your instructor. Abstracts may be required by a specific stated requirement of papers. (Review the requirements of each assignment.)
- All ideas that are not your own, whether quoted or paraphrased, must be documented in your paper in APA style citations, unless the idea is common knowledge. They must also be documented in an APA-formatted reference list at the end of the paper.
- [*APA Style Website*](#): This web site by the APA is a useful complement to the APA manual, but has only a fraction of the information, and should not be a primary resource. It does have a section on electronic references, and check out the FAQ (frequently asked questions) section.

For more information on APA style please refer to the *Writing Guides* link located in the top section of the seminar.

[Assignments and Discussions](#)

The written exercises in this seminar are intended to cover supply chain strategic planning, transportation, inventory, product plans and schedules, and then flow of information, all of which are critical to satisfying their customers and creating competitive advantages for the company. The team efforts focus on the interpersonal areas and feedback from other classmates in support of MNGT447 assignments. In addition, the team exercises reinforce the type of collaboration that supply chain managers must practice on a daily basis.

Note the following about graded discussions:

- Substantive postings: Per the *Grading Standards for Discussions* (in Guidelines and Rubrics) students are expected to make 2 substantive posts, meaning at least one outside scholarly citation per post. The instructor will evaluate the outside scholarly reference for:
 - Proper APA citation: Up to 1 point may be deducted if not correct.
 - Sufficiency: Instructor will evaluate the reference for relevancy and scholarly input to the discussion. Up to 1 point may be deducted if the reference is not relevant to the discussion topic.
 - Outside reference requirement: Up to 1 point may be deducted if student cites "non-scholarly" references (e.g., Wikipedia); or if the student cites the assigned textbooks. While the texts may be cited, they do not count towards this requirement.
- Quantity of postings:
 - Original posting by student: Student can earn up to 40% of total points available.
 - Additional postings by student: Student can earn up 60% of total points available.
- Effective writing and communication: Points will be deducted for improper grammar, spelling, and incomplete sentences.

[Late Work](#)

Late assignments: Without prior approval from the instructor, an assignment posted after the due date will incur a 5 percentage-point penalty for each day that it is late. Assignments over one week late will automatically receive a zero. Final grades for the seminar are subject to adjustment (please refer to the *Grade Adjustments* section of the *Grading Standards for Written Assignments, Discussions and Working in Groups*). **All due dates**

are based on Eastern Standard Time not local time. Your papers will be marked late if submitted after the time noted in Moodle if you have not received prior approval from your instructor.

Discussions: See *Grading Standards for Discussions* (in Guidelines and Rubrics).

No assignment or discussion can be skipped. This course adheres to a systematic process that requires engagement in each of the stages. Delays in meeting deadlines will hold others back!

[Guidelines and Rubrics and Writing Guides](#)

The lectures and course outlines for this course will incorporate the applicable information (e.g. guidelines and formats of project, annotated bibliography, outline, metrics for publishable paper and samples). It is always good practice to carefully review this area of the classroom at the start of the course to determine if the materials listed may be useful for preparation of course assignments. See the *Guidelines and Rubrics* and *Writing Guides* located at the top of each main page in the seminar.

[Grading Rubrics](#)

The grading rubrics will address a number of issues, such as timeliness in submitting assignments, quality of participation in group discussions, following feedback from the instructor, synthesizing appropriate suggestions from other students offered during group discussions, and compliance with the format requirements established for the course deliverables as well as compliance with the citation requirements of the APA.

Below are the grading rubrics for individual and team written assignments, the Independent Research Paper (IRP) and the discussion activities. The rubrics address a number of criteria your instructor will use to grade these assignments.

Individual and Team Assignments

Note: Possible points indicates the maximum possible points given for each criteria level based on assignments with total point values of 15/20.

	Meets Expectations	Approaches Expectations	Below Expectations	Limited Evidence
Possible Points	3.75/5	3.2/4.25	2.8/3.75	2.45/3.25
Requirements	Includes all of the required components regarding source and assignment length requirements, as specified in the assignment.	Includes most of the required components, as specified in the assignment.	Includes some of the required components, as specified in the assignment.	Includes few of the required components, as specified in the assignment.
Possible Points	3.75/5	3.2/4.25	2.8/3.75	2.45/3.25
Content	Demonstrates strong or adequate knowledge of the relevant theories, concepts, and research related to critical reasoning;	Some significant but not major errors or omissions in writing organization, focus, and clarity.	Major errors or omissions in writing organization, focus, and clarity.	Fails to demonstrate knowledge of the materials/assignment focus.

	correctly represents knowledge from the readings and other source material provided.			
Possible Points	3/4	2.2/4.25	2.8/3.75	2.45/3.25
Critical Thinking	Provides a strong critical analysis and interpretation with regard to personal critical thinking skills.	Some significant but not major errors or omissions in analysis and interpretation.	Major errors or omissions in analysis and interpretation.	Fails to provide critical analysis and interpretation of the information given / focus of the assignment.
Possible Points	1.5/2	1.3/1.75	1.5/1.75/2.5	1.25/1.5/2
Sources/Examples	Sources or examples meet required criteria and are well chosen to provide substance and perspective on the assignment.	Sources or examples meet required criteria but are less-than adequately chosen to provide substance and perspective on the assignment.	Sources or examples meet required criteria but are poorly chosen to provide substance and perspective on the assignment.	Sources or examples selection and integration of knowledge from the seminar is clearly deficient.
Possible Points	1.5/2	1.3/1.75	1.5/1.75/2.5	1.25/1.5/2
Demonstrated graduate-level proficiency in organization, grammar and style	Assignment is clearly organized, well written, and in proper format as outlined in the assignment requirements. Strong sentence and paragraph structure; few errors in grammar and spelling.	Assignment is fairly well organized and written, and is in proper format as outlined in the assignment. Reasonably good sentence and paragraph structure; significant number of errors in grammar and spelling.	Assignment is poorly organized; does not follow proper paper format. Inconsistent to inadequate sentence and paragraph development; numerous errors in grammar and spelling.	Assignment is not organized or well written, and is not in proper paper format. Poor quality work; unacceptable in terms of grammar and spelling.
Possible Points	1.5/2	1.3/1.75	1.5/1.75/2.5	1.25/1.5/2
Demonstrates proper use of APA style	Assignment contains proper APA formatting, with no more than one significant error.	Assignment contains proper APA formatting, with no more than two to three significant errors.	Assignment contains proper APA formatting, with no more than four to five significant errors.	Numerous errors in APA formatting with more than five significant errors.
Total Points	15/20	12.75/17	11.25/15	9.9/13

Discussions

See the *40 Point Discussion Rubric* in Guidelines and Rubrics.

[Required Textbooks and Reading](#)

The textbooks and readings are provided as a starting point for any research you should conduct in order to fully participate in discussions and written assignments.

The following textbooks are used in this seminar:

- Cohen, S., & Roussel, J.H. (2013). *Strategic supply chain management* (2nd ed.). New York, New York: McGraw Hill Education.
- Dittmann, P. J. (2013). *Supply chain transformation – Building and executing an integrated supply chain strategy*. New York, New York: McGraw-Hill.
- Hugos, M.H. (2018). *Essentials of supply chain management* (4th ed.). Hoboken, New Jersey: Wiley and Sons.

Additional articles and reports used in the course may be available online either through other sources or through electronic reserve readings from the Norwich Kreitzberg Library (online). While you are encouraged to find and use information from your own searches to prepare for each week's assignment, any conflicts in specific guidance should be resolved in favor of that offered in the listed readings (in cases of doubt, please contact your instructor).

See the [Required Readings](#) page for weekly readings in this seminar found at the top of each of the main pages.

[Academic Honesty and the Norwich University Honor Code](#)

A student must submit work that represents the student's own original analysis and writing. Copying another's work is not appropriate. If the student relies on the research or writing of others, the student must cite those sources. Words or ideas that require citations include, but are not limited to all hardcopy or electronic publications, whether copyrighted or not, and all verbal or visual communication when the content of such communication clearly originates from an identifiable source. While students are encouraged to seek editing feedback, extensive revisions of one's work by another person is considered a lack of academic honesty, as it is representing another student's work as one's own.

For more information see:

[Academic Dishonesty](#)

[Academic Integrity](#)

[Norwich University Honor Code](#)

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[Section 504 of the Rehabilitation Act of 1973/ADA](#)

Please consult [Appendix H: University Policy - Section 504 of the Rehabilitation Act of 1973/Americans with Disabilities Act \(ADA\)](#) for instructions on obtaining an accommodation.

Disclaimer: Please note the specifics of this Course Syllabus are subject to change. Students are responsible for abiding by any such changes. Your instructor will notify you of any changes.

