

GSCM 400: Managing Global Operations and Value Chains

School of Business and Management

5 Credits

Effective Date: 10/1/2022

Grading Type: Decimal

List any Pre-requisite or Co-Requisite: None

Access to the Internet is required.

All written assignments must be in Microsoft-Word-compatible formats.

See the library's APA Style Guide tutorial for a list of resources that can help you use APA style.

Faculty Information

Professional experience information for instructors is found under *Syllabus, Schedule, and Course Team* in the online course menu.

Contact Information

Contact information for instructors is found under *Syllabus, Schedule, and Course Team* in the online course menu.

Course Description

This class helps students understand the role of operations within the supply chain in both goods-producing and service-providing organizations. Three major components cultivate students' foundation in relevant areas: (1) Basic concepts, terminology, and models of operations and supply chain management; (2) design of goods and services to support business strategy and the global value chains and processes that create and deliver them to customers; and (3) more tactical and day-to-day management issues of operating systems and supply chains. The cohesive body of knowledge that students gain in this course enables them to achieve competitive advantage in the growing field of supply chain management.

Course Resources

Required and recommended resources to complete coursework and assignments are found on the course [Reading List](#). Access is provided through the *Reading List* link in your online course as well as from the library homepage ("Find Your Reading List" button).

Note: Required resources that must be purchased by the student are tagged "Purchase from a vendor of your choosing." Required resources with a direct link, "Available through CityU Library", are available electronically at no cost to students.

Students in Canada may purchase course resources from the [Canada Bookstore](#), and students outside the U.S. and Canada should contact their advisor or textbook coordinator for additional information.

Course Outcomes

This course will prepare students to:

- Describe the key trade-offs that managers must consider in designing supply chains.
- Identify, explain, and evaluate the integrated processes along the supply chain.
- Understand and apply the SCOR model to analyze and describe an organization's supply chain and provide a basis for relevant improvements.
- Apply analytical concepts and frameworks to operations and supply chain management scenarios and develop relevant solution(s), recommendation(s), and/or action plan(s).
- Utilize critical thinking skills in operations and supply chain management to structure, analyze, and solve practical qualitative and/or quantitative problems.

Grading Scale

The grades earned for the course will be calculated using City University of Seattle's decimal grading system, found in the current [University Catalog](#).

Grading rubrics with details on how each assignment will be graded are located under *Assignments* and/or in *My Grades* in the online course menu. Students should review the rubric for each assignment prior to completing their work in order to understand how it will be assessed.

Course Assignments and Grading

<i>Overview of Required Assignments</i>	<i>% of Final Grade</i>
Exam	20%
Mini-Case Study	20%
Final Team Project: Applying the SCOR Model	30%
Instructor Determined Assignments and Activities	30%
TOTAL	100%

Exam (20% of Final Grade)

Students will complete an exam during the quarter. The instructor selects assessment topics from the textbook chapters discussed during previous sessions. The purpose of the exam is to allow students and the instructor to evaluate learning progress. This knowledge allows students to focus on those areas that need further clarification and enables the instructor to assist those students that need additional support. The questions primarily assess students' theoretical and practical knowledge of operations and supply chain management.

Mini-Case Study (20% of Final Grade)

Students complete a mini-case study during the quarter. The case is designed to encourage students to apply analytical concepts and frameworks to an operations and supply chain management scenario and develop relevant solution(s), recommendation(s), and/or action plan(s). The concepts and frameworks for assessment will be selected from one or a combination of the following knowledge areas: (1) Basic concept of operations management and value chains, (2) designing operations and supply chains, and (3) managing operations and supply chains. A different case will be utilized each quarter; therefore, requirements for each case will vary depending upon the nature of the scenario of interest. Accordingly, specific instructions and requirements (e.g., format, references, and page count) will be included in the description of each case.

Components	% of Grade
Case Analysis	25%
Application of Operations and Supply Chain Management (OSCM) Concepts, Models, and Frameworks	30%
Recommendations	30%
Technical Requirements	10%
Citations	5%
TOTAL	100%

	% of Grade	Below Standard	Approaching Standard	At Standard	Exceeds Standard

Case Analysis	25	<p>Conducts minimal or superficial case analysis.</p> <p>Discusses a sparse assessment of the facts of the case, and some are not based on available research.</p> <p>Weighs and assesses only one alternative solution for the case.</p>	<p>Conducts basic case analysis.</p> <p>Discusses a somewhat thorough assessment of the facts of the case in relation to available research.</p> <p>Weighs and assesses a limited variety of alternative actions that address multiple issues in the case, some of which are realistic options.</p>	<p>Conducts thorough case analysis.</p> <p>Discusses a mostly in-depth assessment of the facts of the case in relation to available research.</p> <p>Weighs and assesses a variety of alternative actions that address multiple issues in the case, most of which are realistic options.</p>	<p>Conducts thorough case analysis.</p> <p>Discusses an in-depth and critical assessment of the facts of the case in relation to available research.</p> <p>Weighs and assesses a variety of alternative actions that address multiple issues in the case, all of which are realistic options.</p>
Application of Operations and Supply Chain Management (OSCM) Concepts, Models, and Frameworks	30	<p>Applies few OSCM concepts, models, or frameworks, or applies them inappropriately, incompletely, or in limited parts of the case.</p>	<p>Applies some OSCM concepts, models, or frameworks in a general and appropriate way. At times the description or application may be incomplete.</p>	<p>Applies several OSCM concepts, models, or frameworks appropriately, and sometimes in advanced or novel ways, to support case analysis and/or recommendations.</p>	<p>Applies several OSCM concepts, models, or frameworks in advanced or novel ways, to support case analysis and/or recommendations. Applies concepts across all parts of the case.</p>

<p>Recommendations</p>	<p>30</p>	<p>Generates a limited action plan of final recommendations that is not fully informed by relevant analysis.</p> <p>Proposed recommendations for implementation may be lacking clear rationale.</p>	<p>Generates a limited action plan of final recommendations with some connections to relevant analysis.</p> <p>Recommendations for implementation have some rationale.</p>	<p>Generates a proper action plan that is clearly informed by relevant analysis.</p> <p>Each possible alternative is assessed and recommendations for implementation have a strong rationale.</p>	<p>Generates a strong action plan that is clearly informed by relevant analysis and use of appropriate methods, tools, and techniques.</p> <p>Each possible alternative is critically assessed and recommendations for implementation have a strong and persuasive rationale.</p>
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<p>Technical Requirements</p>	<p>10</p>	<p>Multiple required sections, headers, diagrams, illustrations, and the like, as described in the syllabus are missing, severely impacting the reader's ability to understand the writer's main ideas.</p> <p>Writing clarity is severely compromised due to poor spelling, grammar, punctuation, vocabulary, structure, and/or organization.</p> <p>APA conventions are not followed.</p>	<p>One or more required sections, headers, diagrams, illustrations, and the like, as described in the syllabus are missing, with minor impact on the reader's ability to understand the writer's main ideas.</p> <p>Writing clarity is generally acceptable, with some errors in spelling, grammar, punctuation, vocabulary, structure, and/or organization. Errors do not impede the reader's overall understanding.</p> <p>APA conventions are only sometimes followed.</p>	<p>All required sections, headers, diagrams, illustrations, and the like, as described in the syllabus are included.</p> <p>Writing is clear, with minimal or no errors in spelling, grammar, punctuation, vocabulary, structure, and/or organization.</p> <p>APA conventions are consistently followed.</p>	<p>All required sections, headers, diagrams, illustrations, and the like, as described in the syllabus are included.</p> <p>Writing is clear, with vocabulary, structure and organization that enhances the readers ability to understand the writer's intent and purpose. The writing is almost entirely free of errors in spelling, grammar, and punctuation.</p> <p>APA conventions are strictly followed.</p>
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Citations	5	Fails to cite and reference sources to support ideas.	Attempts to cite and reference credible and relevant sources, appropriate to the discipline, to support ideas. The required minimum number of citations/references is not met.	Consistently cites and references credible and relevant sources, appropriate to the discipline, to support ideas. The required minimum number of citations/references is met.	Consistently cites and references credible and relevant sources, appropriate to the discipline, to support ideas. Exceeds the required minimum number of citations/references.
TOTAL	100 %				

Final Team Project: Applying the SCOR Model (30% of Final Grade)

Students self-select into teams to apply the SCOR model to analyze and describe an organization’s supply chain and provide a basis for supply chain improvement for global and/or site-specific projects. Suggestions for the company will be provided by the instructor that students can choose from, or teams can select and focus their analysis on their preferred organization upon the instructor’s approval. Students have access to a template that they should utilize to guide and inform their analysis.

Scope of SCOR

For this project, teams apply SCOR as a process reference model to understand and describe process architecture in a manner that aligns with key business functions and goals. Students should refer to the template to address the questions and areas under the four major sections of the SCOR Model as shown below. Each section marks a checkpoint for teams to complete and submit their draft to the instructor to receive feedback and make necessary corrections. The checkpoints and due dates can be found in the course schedule.

- **Performance:** Describe process performance.
- **Processes:** Describe key management processes and process relationships.
- **Practices:** Identify and explain management practices that produce significant better process performance.
- **People:** Provide standard definitions for skills required to perform supply chain processes.

Teams pursue a gap analysis approach to guide their case analysis. The research work and analyses associated with “Performance” and “Processes” enable students to generate a baseline for the performance of the company’s supply chain (i.e., current state). Students then identify some best practices and compare them against relevant processes across the supply chain to propose 1-2 areas for improvement (i.e., desired/future state). Subsequently, teams should contribute to closing the gap between the current and desired state by identifying skills required to implement and support the proposed improvements.

The final case report should be 10-15 pages (excluding cover page and reference page); APA writing conventions should be followed with a minimum of eight sources referenced and cited. Each team member is expected to fill out an evaluation form to indicate the level of individual performance in the team. This evaluation contributes to the “Team Contribution” component of the associated rubric.

Components	% of Grade
Case Analysis	20%
Application of the SCOR Model	30%
Recommendations	20%
Team Contribution	15%
Technical Requirements	10%
Citations	5%
TOTAL	100%

	% of Grade	Below Standard	Approaching Standard	At Standard	Exceeds Standard

Case Analysis	20	<p>Conducts minimal or superficial case analysis.</p> <p>Discusses a sparse assessment of the facts of the case, and some are not based on available research.</p> <p>Weighs and assesses only one alternative solution for the case.</p>	<p>Conducts basic case analysis.</p> <p>Discusses a somewhat thorough assessment of the facts of the case in relation to available research.</p> <p>Weighs and assesses a limited variety of alternative actions that address multiple issues in the case, some of which are realistic options.</p>	<p>Conducts thorough case analysis.</p> <p>Discusses a mostly in-depth assessment of the facts of the case in relation to available research.</p> <p>Weighs and assesses a variety of alternative actions that address multiple issues in the case, most of which are realistic options.</p>	<p>Conducts thorough case analysis.</p> <p>Discusses an in-depth and critical assessment of the facts of the case in relation to available research.</p> <p>Weighs and assesses a variety of alternative actions that address multiple issues in the case, all of which are realistic options.</p>
Application of the SCOR Model	30	<p>Multiple components of the SCOR model have not been applied to describe and analyze the organization's supply chain.</p> <p>The application of the model fails to provide the basis for supply chain improvements</p>	<p>Not all components of the SCOR model have been applied to describe and analyze the organization's supply chain.</p> <p>The application of the model provides a partial baseline for supply chain improvements.</p>	<p>All four components of the SCOR model have been applied to describe and analyze the organization's supply chain. Minor details are missing.</p> <p>The application of the model somewhat provides the basis for supply chain improvements.</p>	<p>All four components of the SCOR model have been accurately applied to describe and analyze the organization's supply chain.</p> <p>The application of the model effectively provides the basis for supply chain improvements.</p>

Recommendations	20	<p>Generates a limited action plan of final recommendations that is not fully informed by relevant analysis.</p> <p>Proposed recommendations for implementation may be lacking clear rationale.</p>	<p>Generates a limited action plan of final recommendations with some connections to relevant analysis.</p> <p>Recommendations for implementation have some rationale.</p>	<p>Generates a proper action plan that is clearly informed by relevant analysis.</p> <p>Each possible alternative is assessed and recommendations for implementation have a strong rationale.</p>	<p>Generates a strong action plan that is clearly informed by relevant analysis and use of appropriate methods, tools, and techniques.</p> <p>Each possible alternative is critically assessed and recommendations for implementation have a strong and persuasive rationale.</p>
Team Contribution	15	<p>Does not complete all assigned tasks by deadline.</p>	<p>Completes all assigned tasks by deadline. Advises others of progress. Work produced advances the project.</p>	<p>Completes all assigned tasks by deadline. Advises others of progress regularly and seeks assistance where necessary. Work is thorough, as required, and advances the project.</p>	<p>Completes all assigned tasks by deadline and/or seeks advice from others if delays are anticipated. Work is creative, thorough, comprehensive, and significantly advances the project. Proactively helps other team members complete their assigned tasks to a similar level of excellence.</p>

<p>Technical Requirements</p>	<p>10</p>	<p>Multiple required sections, headers, diagrams, illustrations, and the like, as described in the syllabus are missing, severely impacting the reader's ability to understand the writer's main ideas.</p> <p>Writing clarity is severely compromised due to poor spelling, grammar, punctuation, vocabulary, structure, and/or organization.</p> <p>APA conventions are not followed.</p>	<p>One or more required sections, headers, diagrams, illustrations, and the like, as described in the syllabus are missing, with minor impact on the reader's ability to understand the writer's main ideas.</p> <p>Writing clarity is generally acceptable, with some errors in spelling, grammar, punctuation, vocabulary, structure, and/or organization. Errors do not impede the reader's overall understanding.</p> <p>APA conventions are only sometimes followed.</p>	<p>All required sections, headers, diagrams, illustrations, and the like, as described in the syllabus are included.</p> <p>Writing is clear, with minimal or no errors in spelling, grammar, punctuation, vocabulary, structure, and/or organization.</p> <p>APA conventions are consistently followed.</p>	<p>All required sections, headers, diagrams, illustrations, and the like, as described in the syllabus are included.</p> <p>Writing is clear, with vocabulary, structure and organization that enhances the readers ability to understand the writer's intent and purpose. The writing is almost entirely free of errors in spelling, grammar, and punctuation.</p> <p>APA conventions are strictly followed.</p>
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Citations	5	Fails to cite and reference sources to support ideas.	Attempts to cite and reference credible and relevant sources, appropriate to the discipline, to support ideas. The required minimum number of citations/references is not met.	Consistently cites and references credible and relevant sources, appropriate to the discipline, to support ideas. The required minimum number of citations/references is met.	Consistently cites and references credible and relevant sources, appropriate to the discipline, to support ideas. Exceeds the required minimum number of citations/references.
TOTAL	100 %				

Instructor Determined Assignments and Activities (30% of Final Grade)

The instructor will determine a set of activities that support the course outcomes and major assignments of the class. These activities could include collaboration, discussion, participation, peer-review, learning reflections, learning checks or other activities online or in-class. Descriptions are provided by the instructor in the course.

Components:	% of Grade
Quality of Responses	50%
Quantity of Responses	30%
Timeliness	20%
TOTAL	100%

	% of Grade	Below Standard	Approaching Standard	At Standard	Exceeds Standard
Participation	100	Frequency of student participation is not in line with instructor	Frequency of required participation is somewhat consistent with	Student regularly gives input into discussions and responds	Student input into discussions is regular and timely; content is thoughtful and inspired, and contains insightful problem connections

		<p>expectations; participation is spontaneous, not well thought out , and last minute; analysis is superficial and undeveloped; no insight or thoughtfulness present; responses are off topic, or merely indicate "me, too"; instructor's comments are not addressed; many serious grammatical or spelling errors making comprehension extremely difficult or impossible.</p>	<p>instructor expectations but most is at the last minute without allowing for response time; analysis is poorly developed or incoherent; few if any new ideas are presented; responses merely rephrase or parrot other students' input; student occasionally addresses instructor's comments to original question; mostly anecdotal examples with no references to subject matter; several serious grammatical or spelling errors making comprehension</p>	<p>to instructor questions, but sometimes is not timely; generally competent; analyses are somewhat insightful and thoughtful; some new ideas or connections are presented, but lack depth and/or detail; usually address instructor's comments to original questions; some connections to previous and current sessions are made; references are made to materials provided by instructor; only a few serious grammatical or spelling errors are observe</p>	<p>made to previous sessions and/or real life situations; always address instructor's comments to original questions and comments; clear connection to previous and current sessions; detailed new ideas are presented, with references to materials other than those provided by instructor; few, if any, grammatical or spelling errors.</p>
TOTAL	100 %				

Course Policies

Late Assignments

A critical aspect of management is to meet predefined deadlines. Therefore, all assignments are expected to be submitted when due. No late assignments are accepted. Life-situations do occur. When an issue arises, coordinate with the instructor prior to the assignment's due date and the due date may be adjusted. It is in the best interest of the student to ensure that all assignments are submitted on time.

Participation

Class participation will be evaluated during class. Participation includes being prepared for class discussions and contributing meaningful content when appropriate. It also includes individual effort contributed to the team project.

Professional Writing

Assignments require error-free writing that uses standard English conventions and logical flow of organization to address topics clearly, completely, and concisely. CityU requires the use of APA style.

University Policies

Students are responsible for understanding and adhering to all of City University of Seattle's academic policies. The most current versions of these policies can be found in the [University Catalog](#) that is linked from the CityU Web site.

Antidiscrimination

City University of Seattle and its staff and faculty are committed to supporting our students. We value equity, diversity, and inclusion as a way of life as well as the educational opportunities it provides. City U will not tolerate any form of discrimination based on race, color, ethnicity, sexual orientation, gender identification, socioeconomic status, or religious values. If you have experienced any discrimination based on any of the above, we encourage you to report this to the University. Please report this to your instructor. If you do not feel safe reporting this to your instructor, please report to the Provost or to the Vice President of Student Affairs.

Non-Discrimination & Prohibition of Sexual Harassment

City University of Seattle adheres to all federal, state, and local civil rights laws prohibiting discrimination in employment and education. The University is committed to ensuring that the education environment is bounded by standards of mutual respect and safety and is free from discriminatory practices.

In the U.S., the University is required by Title IX of the Education Amendments of 1972 to ensure that all of its education programs and activities do not discriminate on the basis of

sex/gender. Sex include sex, sex stereotypes, gender identity, gender expression, sexual orientation, and pregnancy or parenting status. Sexual harassment, sexual assault, dating and domestic violence, and stalking are forms of sex discrimination, which are prohibited under Title IX and by City University of Seattle policy. City University of Seattle also prohibits retaliation against any person opposing discrimination or participating in any discrimination investigation or complaint process internal or external to the institution. Questions regarding Title IX, including its application and/or concerns about noncompliance, should be directed to the Title IX Coordinator. For a complete copy of the policy or for more information, visit the [Title IX](#) portal page or contact the Title IX Coordinator.

In Canada, in compliance with the British Columbia Human Rights Code, the Alberta Human Rights Act, WorksafeBC, and the Workers' Compensation Board of Alberta, the University believes that its environment should at all times be supportive and respectful of the dignity and self-esteem of individuals. Discrimination, harassment and bullying conduct, whether through person-to-person behaviour or via electronic communications such as email or social media is not acceptable and will not be tolerated. As an educational institution, it is our responsibility to cultivate an environment of excellence, equity, mutual respect and to recognize the value and potential of every individual. The University will take all necessary steps to meet or exceed the requirements of the law to prevent discrimination, harassment and bullying. The Respectful Workplace Policy for the prevention of discrimination, harassment and bullying policy and procedure can be found at the [CityU website](#) under the Policies section or at [CityU in Canada](#) website.

Religious Accommodations

City University of Seattle has a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The University's policy, including more information about how to request an accommodation, is available in the University Catalog and on the my.cityu.edu student portal. Accommodations must be requested by the 20% mark of this course (e.g. day 14 of a ten-week course, day 7 of a 5-week course) using the Religious Accommodations Request Form found on the student dashboard in the my.cityu.edu student portal.

Academic Integrity

Academic integrity in students requires the pursuit of scholarly activity that is free from fraud, deception and unauthorized collaboration with other individuals. Students are responsible for understanding CityU's policy on academic integrity and adhering to its standards in meeting all course requirements. A complete copy of this policy can be found in the [University Catalog](#) under *Student Rights and Responsibilities* on the page titled *Academic Integrity Policy*.

Attendance

Students taking courses in any format at the University are expected to be diligent in their studies and to attend class regularly.

Regular class attendance is important in achieving learning outcomes in the course and may be a valid consideration in determining the final grade. For classes where a physical presence is required, a student has attended if they are present at any time during the class session. For online classes, a student has attended if they have posted or submitted an assignment. A complete copy of this policy can be in the [University Catalog](#) under *Student Rights and Responsibilities* on the page titled *Attendance*.

Final Assignment Due Date

Final assignments for each class at CityU must be due on or before the final date of the course as indicated in the university's course information system. Due dates that extend beyond the final date of the course may negatively impact tuition funding for students.

Support Services

Disability Services Accommodations Statement

Students with a documented disability who wish to request academic accommodations are encouraged to contact Disability Support Services to discuss accommodation requests and eligibility requirements. Please contact Disability Support Services at disability@cityu.edu or 206.239.4752 or visit the [Disability Support Services](#) page in the my.cityu.edu portal. Confidentiality will be observed in all inquiries. Once approved, information about academic accommodations will be shared with course instructors.

Library Services

CityU librarians are available to help students find the resources and information they need to succeed in this course. Contact a CityU librarian through the [Ask a Librarian](#) service, or access [library resources and services online](#), 24 hours a day, seven days a week.

Smarthinking Tutoring

CityU students have access to free online tutoring offered through Smarthinking, including writing support, from certified tutors 24 hours a day, seven days a week. Contact CityU's Student Support Center at mycityusupport@cityu.edu to request a username and password.