

GSCM 500: Managing Global Operations and Value Chains

School of Business and Management

3 Credits

Effective Date 1/1/2023

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 introduces students to the role of operations within the supply chain in both goods-producing and service-providing organizations. This course includes the major areas of supply chain management that cultivate students' foundation in relevant concepts, including the design of goods and services to support business strategy and the global value chains and processes that create and deliver them to customers. In addition, students will explore the 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:

- CO.1: Apply analytical concepts and frameworks to operations and supply chain management scenarios. **(Case Studies)**
- CO.2: Analyze an organization's supply chain utilizing the SCOR model and provide a basis for relevant improvements. **(Final Team Project)**
- CO.3: Evaluate the integrated processes along the supply chain. **(Final Team Project)**
- CO.4: Develop relevant solution(s), recommendation(s), and/or action plan(s) to solve supply chain issues and/or improve processes. **(Case Studies and Final Team Project)**

Additional Information

This is a new heading for our syllabus template. Programs are using this to list additional information required by accreditors, or core concepts/knowledge/skills.

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> |
|--|-------------------------|
| Final Project Milestones | 15% |
| Case Studies | 30% |
| Final Team Project: Applying the SCOR Model | 30% |
| Instructor Determined Assignments and Activities | 25% |
| TOTAL | 100% |

Case Studies (30% of Final Grade)

CO.1: Apply analytical concepts and frameworks to operations and supply chain management scenarios. **(Case Studies)**

CO.4: Develop relevant solution(s), recommendation(s), and/or action plan(s) to solve supply chain issues and/or improve processes. **(Case Studies and Final Team Project)**

Students will complete two case studies during the quarter. The cases are 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. 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% |
| Writing Quality and Format | 15% |
| TOTAL | 100% |

| | % of Grade | Below Standard | Approaching Standard | At Standard | Exceeds Standard |
|--|------------|----------------|----------------------|-------------|------------------|
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| <p>Case Analysis (CO.1)</p> | <p>25</p> | <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> |
| <p>Application of Operations and Supply Chain Management (OSCM) Concepts, Models, and Frameworks (CO.1)</p> | <p>30</p> | <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> |

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| Recommendations (CO.4) | 30 | <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> |
| Writing Quality and Format | 15 | <p>Frequent problems with organization, clarity and/or conventions make the paper hard to read.</p> <p>APA conventions are not followed.</p> | <p>Numerous mechanical errors are distracting; and organization of ideas are lacking, but not enough to interfere with meaning.</p> <p>APA conventions are only sometimes followed.</p> | <p>There are few problems with organization, clarity or conventions that should have been fixed.</p> <p>APA conventions are consistently followed.</p> | <p>The writing clearly communicates the message(s) with a high degree of fluency throughout; near mastery of writing organization and writing conventions. There are minimal problems with spelling, punctuation, and grammar.</p> <p>APA conventions are strictly followed.</p> |
| TOTAL | 100 % | | | | |

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

CO.2: Analyze an organization's supply chain utilizing the SCOR model and provide a basis for relevant improvements. **(Final Team Project)**

CO.3: Evaluate the integrated processes along the supply chain. **(Final Team Project)**

CO.4: Develop relevant solution(s), recommendation(s), and/or action plan(s) to solve supply chain issues and/or improve processes. **(Case Studies and Final Team Project)**

Students will self-select into teams based on an industry 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.

Scope of SCOR

For this project, teams will 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 will pursue a gap analysis approach to guide their case analysis. The research work and analyses associated with "Performance" and "Processes" will enable students to generate a baseline for the performance of the company's supply chain (i.e., current state). Students will 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 will 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 will 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 sources. Each team member will fill out an evaluation form to indicate the level of individual performance in the team. This evaluation will contribute to the "Team Contribution" component of the associated rubric.

Components**% of Grade**

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| 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 |
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| Case Analysis (CO2) | 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> |

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| <p>Application of the SCOR Model</p> <p>(CO2) (CO3)</p> <p>(PO.4)</p> | <p>30</p> | <p>Multiple components of the SCOR model have not been applied to describe and analyze the organization's supply chain. 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. 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. 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. The application of the model effectively provides the basis for supply chain improvements.</p> |
| <p>Recommendations</p> <p>(CO4)</p> | <p>20</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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| Team Contribution | 15 | Does not complete all assigned tasks by deadline. | Completes all assigned tasks by deadline. Advises others of progress. Work produced advances the project. | 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. | 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. |
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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 Project Milestones (15% of Final Grade)

Students submit portions of their final project for the instructor to review. Instructors provide feedback for clarification and improvement on the final project. There are three milestones during the course:

- **Milestone 1 (due at end of module 3):** Chose a a company within your chosen industry – Milestone 1 Plan of Attack – Team Roles and Responsibilities Document
- **Milestone 2 (due at end of module 5):** Describe the current baseline/supply chain of the company
- **Milestone 3 (due at the end of module 7):** Gap Analysis

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| Components | % of Grade |
| Milestone Content | 85% |
| Writing Quality and Format | 15% |
| TOTAL | 100% |

| | % of Grade | Below Standard | Approaching Standard | At Standard | Exceeds Standard |
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| Milestone Content | 85 | Content submitted does not address the majority of | Content submitted somewhat addresses milestone instructions. | Content submitted mostly addresses milestone instructions. | Content submitted fully addresses milestone instructions. |

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| | | milestone instructions. | | | |
| Writing Quality and Format | 15 | Frequent problems with organization, clarity and/or conventions make the paper hard to read. APA conventions are not followed. | Numerous mechanical errors are distracting; and organization of ideas are lacking, but not enough to interfere with meaning. APA conventions are only sometimes followed. | There are few problems with organization, clarity or conventions that should have been fixed. APA conventions are consistently followed. | The writing clearly communicates the message(s) with a high degree of fluency throughout; near mastery of writing organization and writing conventions. There are minimal problems with spelling, punctuation, and grammar. APA conventions are strictly followed. |
| TOTAL | 100 % | | | | |

Instructor Determined Assignments and Activities (25% 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:

Quality of Responses
Quantity of Responses
Timeliness
TOTAL

% of Grade

50%
30%
20%
100%

| | % of Grade | Below Standard | Approaching Standard | At Standard | Exceeds Standard |
|-----------------------|------------|--|---|---|---|
| Quality of Responses | 50 | Superficial, undeveloped and unsupported analysis that lacks insight or thoughtfulness. Never addresses instructor's comments to original posts; no connections are made to previous and current sessions' concepts and materials. No references to readings. Obvious grammatical or stylistic errors, making understanding difficult. | Scattered and poorly developed analysis rarely supported by academically appropriate resources. Sometimes addresses instructor's comments to original posts; offers few new ideas or connections made to previous and current sessions' concepts and materials. Mostly anecdotal examples with no references to readings; may rephrase or summarize other postings. | Generally competent analysis, supported by various academically appropriate resources. Usually addresses instructor's comments to original posts; offers some new ideas or connections to previous and current sessions' concepts and materials. References readings provided by instructor. Grammatical or stylistic errors do not interfere with content. | Rich, thoughtful and insightful problem analysis well supported by various academically appropriate resources. Always addresses instructor's comments to original posts; offers detailed new ideas and connections to previous sessions' concepts and/or real-life situations. References materials beyond those provided by instructor. Almost entirely free of grammatical or stylistic errors. |
| Quantity of Responses | 30 | Some, or all, required quality posts missing. | Initial post and fewer than minimum number of required quality posts. | Required minimum number of quality posts. | Exceeds minimum number of required quality posts. |

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| Timeliness of Responses | 30 | All posts submitted at the last minute without allowing for response time. | Posts submitted on fewer than three days of the discussion time. | Posts submitted on three different days of the discussion time. | Posts submitted on more than three days of the discussion time. |
| 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.ed to request a username and password.