

# LINCOLN UNIVERSITY COURSE SYLLABUS & GUIDE

## COURSE NUMBER: BA-318

### Course Title: Import-Export Management

(3 Units, 45 Hours)

Course Start Date: January 27, 2025

Course End Date: May 12, 2025

Time: Monday, 9:00 AM to 11:45 AM

Office Hour: Monday, 3:30 pm to 4:30 pm by arrangement

Classroom: TBD by Registrar's Office by the 1<sup>st</sup> Day of Class (check website or posted classroom schedule when you arrive at the university)

#### Lincoln University Course Catalog Description:

Consideration of procedures and transactions involved in the import-export business. Practical financial, legal, transportation and technical aspects are considered. (3 units) *Prerequisite: BA 110 or BA 302, BA 310, or BA 315 (Mastery 2)*

#### Required Text, Supplemental Texts, Technology & Web Sites

##### Required Text (print, digital, rental)(HEOA compliant):

David, P., Stewart, R.

2022 International Logistics: The Management of International Trade Operations, 6 edition. Cicero Publishing. Mason, Ohio. ISBN 9781736945629

E-Text: \$85.00

##### Suggested Supplemental Text:

Weiss, E.

2005 The Elements of International English: A Guide to Writing Correspondence, Reports, Technical Documents, Internet Pages For A Global Audience. M.E. Sharpe. Armonk, N.Y., ISBN: 0-7656-1572X

E-Text: \$16.76

##### Required course digital site(s) and access:

Lincoln University has an institutional Canvas account so you will be able to access ALL of your classes and you will already be on the roster for each of your courses. From Canvas, you can download course

materials in the “files” section, see your progress in each of your courses, and review feedback from Turnit-In on the course work you submit for grading. The following link is on the LU website at:

<https://students.lincolnuca.edu/canvas/>

**Film: “Go Back to China” (2019):** One of the homework assignments for this course is to analyze this film and answer five questions. We will be viewing this film in class; however, if you miss class, want to refresh your memory, or want to view it with subtitles in a different language; you can find the film in a variety of online locations for free or for a small fee. Some of those are: Pluto (free), Plex, (free), Amazon Prime (free), Roku (free), Apple TV (\$3.99), etc.

### **Lincoln University Course, Program, and Institutional Learning Outcomes:**

Lincoln University has established program and institutional learning outcomes for our graduate business students, which are listed and available on the LU website. You should re-familiarize yourself with all of them because our aim in this course is for you to have multiple opportunities to achieve them. Detailed descriptions of the institutional and program learning outcomes and information about the assessment procedure are available at the Learning Outcomes Assessment page on the LU website: <https://acqa.lincolnuca.edu/learning-outcomes-assessment/>.

### **Instructor’s Competency-Based Student Learning Goal(s) & Outcomes for this Course:**

Based on my professional management practitioner background, industry background, and academic experience; I have developed the following competency-based learning goals and outcomes for this course that will focus on equipping students with those skills and abilities that have real-world relevance and align with the requirements to be successful in the current and future dynamic workforce.

Students working individually and collaboratively in small learning groups will have multiple opportunities to effectively demonstrate their mastery of organizational management competencies, techniques, and policy concepts in this course at the level of a graduate student.

#### **Instructor’s Course Learning Goals:**

1. Students will be able to increase their ability to link theory with practice and develop the knowledge of how to use import and export concepts to plan, structure, and manage global supply-chain networks.
2. Students will be able to conduct strategic research by being able to identify, collect, verify, and analyze data related to global supply-chain policies, costs, and strategies.
3. Given a hypothetical business scenario involving a firm, students will be able to work in a group and individually to select and recommend a detailed course(s) of action(s) for establishing a realistic workable global supply-chain network.
4. Students will be able to determine the value of ethical conduct within a global supply-chain network, and the problems and issues that are created as a result of unethical behavior in transnational, multinational, or international settings.
5. Students will be able to apply effective management concepts to manage organizational culture(s) within a global supply-chain network.

6. Students will become professionally competent (knowledge, skills, abilities, attitude) in the field of global supply-chain management to be employable within the industry.

Instructor's Course Learning Outcomes:

1. Students will steadily develop his or her self-confidence in their ability to assume responsibility, critically research, have a positive attitude toward import-export concepts, and use this ability to apply analytical tools including AI to evaluate and optimize supply-chain processes to make informed decisions to solve supply-related issues. Students will be able to present a professional, ethical, and persuasive written and oral report of his or her viewpoint that aligns with organizational goals.
2. Students will have the managerial skills to examine and evaluate the need for understanding the cultural, legal, and economic differences that impact global supply-chain and related digital/traditional marketing operations. This includes developing cross-border negotiation skills and adapting supply-chain strategies to international markets.
3. Students will exercise effective ethical leadership in managing diverse globalized work forces within a global supply-chain network including the use of AI tools and will provide leadership in his or her work with diverse individuals and firms providing complementary or supporting services to members of the supply-chain.
4. Students will develop risk management models/frameworks and contingency plans to ensure resilience in global supply-chain operations including the use of AI, and to identify potential risks and disruptions in global supply-chain operations, and design strategies to mitigate them. This includes learning how to create and implement an incident response plan tailored for supply-chain disruptions, including identifying response roles, communication strategies, and recovery processes.
5. Students will understand the need to select and utilize supply-chain software and technologies including AI to enhance and optimize efficiency, visibility, and control across global supply-chains.
6. Students will understand how to effectively collaborate with cross-functional teams and external partners to effectively communicate and execute supply-chain strategies, risk management, and performance metrics clearly and persuasively to diverse stakeholders.
7. Students will have developed the ability to understand various types of cyber threats that can affect a global supply-chain and will be able to apply the fundamental cybersecurity best practices for securing the supply-chains, such as: employing multi-factor authentication, regular software updates, employee training programs, and secure data handling processes. This also includes the ability to conduct a risk assessment of supply-chain partners to identify potential vulnerabilities and threats within the supply-chain network. Students will accomplish this by becoming familiar with various cybersecurity technologies and tools used to protect supply-chains, such as firewalls, intrusion detection systems, and encryption methods. Students will be able to analyze how globalization affects cybersecurity risks and challenges, including cultural differences in cybersecurity practices, varying regulatory environments, and the complexity of managing diverse suppliers.
8. Students will have gained familiarity with relevant laws and regulations regarding cybersecurity, such as GDPR, CCPA, or industry-specific standards (like NIST, ISO 27001), and understand implications for global supply-chains.

While I believe, from my professional experience, that my student learning goals and outcomes listed above are important for you to succeed in organizational life; Lincoln's institutional goals, program, and course learning outcomes are a priority for our University, for you, and are my priority for this course. You should familiarize yourself with them and they are located on the LU website at: <https://acqa.lincolnuca.edu/learning-outcomes-assessment/>. I am committed to do my best to help you achieve **all** goals and outcomes for this course.

### **Smartphone, Tablet, Notebook Computer Technology:**

Organizational, business, and social culture in most parts of the world utilize technology as if it were an additional limb or extension of our body. Think about how you feel when you forget or leave your smart phone at home, or you have a low-battery when you need to have that quick Zoom call while riding in a Grab car. For most of us, we experience at least some degree of discomfort not having it available for our immediate use. With that in mind, our class sessions (ground classes, and if necessary, online) will involve opportunities to participate in class exercises and discussions using the personal technology devices, and free web-based software that are readily available to everyone and routinely used for business and management.

Consequently, **you are encouraged** to have your smart phones, smart devices, notebook, or tablet readily available to use in class just as you would in the workplace. However, you need to have your devices on vibrate so that it will not distract the class or your classroom manager (me). If your phone rings in any class, you will be warned once. If it rings after your one warning, you will be asked to leave class for the day. If a student develops a pattern of interruptions, they may be asked to leave the class and referred to the Provost's office for counseling before being admitted back to class.

Using your personal devices for things that are unrelated to our coursework is **not allowed** unless we are on a class break. The instructor will take corrective action if this privilege is abused.

### **Instructor**

Dr. Mike Guerra, Associate Professor of Business Administration & Leadership Studies

Lincoln Phone Number: 1.510.628.8031 (e-mail preferred)

**Lincoln University e-mail address:** [mguerra@lincolnuca.edu](mailto:mguerra@lincolnuca.edu) (you can e-mail me any time)

Course Specific Office Hour: Room 301, Thursday, 3:15 pm to 4:15 pm) by arrangement in advance.

I've provided a brief instructor profile below because an important step in instructional design is for an instructor to establish professional practitioner **credibility** in the discipline, he or she is teaching for students taking a course so students can understand how concepts and approaches discussed in a textbook are actually used and/or adapted in professional practice. Also, understand that my primary position at Lincoln is the Administrative Vice-President, and I am essentially a part-time instructor.

### **Instructor Profile:**

**Academic Degrees:** AS degree in Social Science from the College of San Mateo, BS degree in Organizational Behavior from the University of San Francisco (USF), Master of Human Resources &

Organization Development degree (USF), Doctor of Education in Organization & Leadership with a concentration in Pacific Leadership International degree (USF).

Professional Practitioner Experience: Manager with senior, executive, and chief executive officer experience in for-profit, government and non-profit organizations. Have recently been the CEO of a financial services and investment company with operations in Singapore, the EU, Malaysia, and Vietnam. Also involved in consulting for Southeast Asian companies importing and exporting consumable products on supply-chain strategies and optimization. Current and past experience also includes serving as a member and officer of several Boards of Directors for public and private organizations. Currently serving as the elected President of the Board of Directors for the Downtown Oakland Business Association Community Benefit District, and Clean & Safe committee chairperson of the Downtown/Uptown Oakland Community-Benefit Business Districts. International management consulting experience specializing in process, management audits, problem-solving, talent development and management, strategic, and organization development in NGOs, government, and a small number of for-profit firms. Past subject matter expert on ethics for the State of California POST bureau. Have experience working with national, state, county, and local government organizations to shape management, problem-based learning, talent recruitment, ethics, training and performance policies, practices, and procedures.

Has extensive professional experience in managing WEB-3 blockchain investment operations; domestic procurement; service operations; capital budgeting; policy development; MIS administration, needs assessment and purchasing; HR compensation; organizational training and education systems; organizational and regional strategy formulation, implementation and evaluation; managerial accounting; management audits; problem-based-learning (PBL) training programs; and both contract and labor union negotiations (as a union negotiator and as a management representative). Additionally, have designed, implemented, and managed marketing, recruitment, retention, and hiring programs for attracting and keeping new talented employees.

Professional Academic Experience: Has taught part-time at Lincoln since 2001 and have been teaching part-time at other institutions of higher education since 1998. Has occasionally been a paid guest lecturer on a variety of topics, taught undergraduate management courses online for eight years, and have been a guest lecturer in organization (not organizational) development and leadership at other universities. In addition, has occasionally consulted with local colleges and universities external to Lincoln to design or revise lower/upper division undergraduate, graduate, and doctoral degree educational programs. Additionally, has been a member of academic advisory boards for the South Bay Community College Consortium (SF Bay Area region), and the University of San Francisco's School of Management (USF). As a professional practitioner, have been involved in designing and delivering legally defensible professional training programs and courses that received lower division undergraduate course credit since 1986.

Select professional affiliations related to this course: International Management Consultants (IMC-USA), International Society for Performance Improvement (ISPI), Society for Human Resource Management (SHRM), International Society for Organization Development and Change (ISODC), American Association for Adult Continuing Education (AAACE).

## Introduction

The current global business environment (for-profit, non-profit, NGOs) has significantly evolved from what it was before and during the COVID-19 pandemic, and in order for organizations to succeed and grow in this environment, we need to be able to evolve and adapt to rapid change and make the right strategic decisions for our organizations in this globalized business setting. There is an old Chinese proverb (a graphic hangs in my LU office) that I think about often: “Don’t be a frog in the well!” I will try my best to provide current or even real-time relevant international business situations and issues, so you do not acquire a perspective based on viewing the business world by looking in the rear-view mirror of your vehicle of what has been, i.e., relying only on even a great textbook and the accompanying PP slides.

As a kid and young adult, I hung around my dad and grandfather while they were at work in the family export business located in San Francisco, which was called Hawaii Pacific International. They were in the business of procuring, supplying, and exporting construction supplies to commercial construction companies building US military bases, hotels and resorts, office buildings, and other commercial construction projects in Hawaii, Guam, the Philippines, Vietnam, Samoa, Tonga, Okinawa, and many other locations in the Pacific Rim. It was here that I became interested in the import-export field and business in general. This was before the Internet age and GPS, so we had to track cargo ships through the print media (newspaper published daily when a cargo ship left port and was due to arrive in port) and the teletype machine in the office, which was a game for me. I used to try to predict the actual day and time when a cargo ship would finally arrive at its destination. I also used to like examining construction blueprints for things like a Hilton hotel as my grandfather would try to figure out how many feet of wood, steel, and concrete would be needed for the project so they could submit a bid to supply the building materials. As you can see, I am still enthusiastic about this field, but I do miss the days of waiting for my grandfather at the gate to arrive home at SFO (back then you could actually walk up to the gate where passengers de-planed) from overseas with cases of fresh pineapple that he traded with his overseas business associates for Italian salamis from San Francisco.

To be successful in this course, you need to be skilled in effective time management. This means completing the assignments as proscribed in the schedule at the end of this syllabus. In addition, the expectation is that you will have completed assignments on time. For example, if the topic for the class is Chapter 5, the expectation is that you have read Chapter 5 before class starts.

In addition, your presentation skills will be refined during this course to help prepare you for your transition from the academic world to employment in the business world at the performance level of a graduate business student. I am confident that this course will be of value to you by helping you think more wisely, act more competently, and to make better decisions.

My role, as your facilitator, is to guide you along the learning path and engage your ability to learn. Should there be any questions regarding this course material, attendance, and participation in this course, please contact me via my Lincoln University e-mail or on Telegram.

I have also designed this course so that you will have multiple learning opportunities to achieve each of the student learning outcomes for this course and those applicable to Lincoln’s institutional and programmatic learning outcomes. In practice, this means that each assignment you complete during this

course is connected to one or more learning outcomes and at the course level and at least one of the programmatic and institutional learning outcomes. You will receive feedback on your assignments that you can apply to future assignments within this course. From this syllabus, you will also see that you will receive feedback as your work toward completing and submitting a final version of your high point value assignments instead of submitting them at the end of the course for a final grade on the last day of the course with no feedback that can be used for future assignments.

Keep in mind that a master's degree level course prepares you to teach, and when you graduate with your degree, at some universities, you are "...welcomed into the company of scholars." With this in mind, I will provide opportunities for graduate students to develop their teaching skills.

### **Class Procedures**

Before you arrive for a classroom/online session, you are responsible for reviewing the course syllabus for: instructions, assignments, exams, topics, questions for discussion, my comments, or a description of the activities for the day. In addition to communicating information in-class. It is important for you to come to class prepared just as your employer expects you to arrive at work ready to take care of business!

**Instructional methodology includes:** lectures, class discussions, individual/team presentations, guest presentations (not yet confirmed), demonstrations, role-playing, group work, buzz groups, practical exercises, social networking, and crowdsourcing as it relates to this course, web-based instruction, and video (some videos will be in South Korean or another language with English subtitles). As mentioned above; having your smartphones, tablets, and notebook computers readily available in class will enhance your ability to contribute to class exercises and discussions.

**As you can imagine, university level coursework requires significant work outside of the classroom. For each class session, you should plan to spend at least one to three hours of your time studying, researching, working with your learning group, and completing assignments for each class session. Based on prior classes, if you choose to not read and study the textbook chapters, you will not use the concepts and processes from the text, which will result in a lower grade than you would otherwise earn if you studied our text and course materials.**

This semester, there may be one or two times where a class session may need to be held online through Canvas due to me having to be away on university/professional business. In these circumstances, I will cover the instructional material and have class discussion using Canvas and Zoom platforms.

Students will also be asked during the semester to evaluate this course by the Registrar's office and the LU Faculty Association. It is important that you take this seriously because your feedback helps my professional development and serves to see what parts of the instructional methodology and material needs to be changed, modified, and improved. In addition to this course evaluation, I will ask you to complete a learning assessment based on Lincoln's institutional and programmatic learning outcomes where you will assess the degree that this course provided you multiple learning opportunities for you to achieve these individual outcomes, and how successful they were for you.

## Classroom Management

Consider that a classroom is similar in many respects to an organization that provides a product or service. The education business, depending on your perspective, either provides a service to consumers/customers—YOU the student, or produces a product—YOU the educated graduate. So, it should be no surprise that managing the classroom is an essential element for creating a learning environment for you to succeed. It just happens that because close to over 90% of our business students are from outside the US, we might think of ourselves in this course as being in a live management setting. As such, we need policies and procedures for conducting business or instructing in our case, which are indicated below:

- **Students are required to behave in class in accordance with Lincoln University’s Student Honor Code and Standards of Conduct.** Both of these are found in your student handbook at the following link:  
[http://file.lincolnuca.edu/catalog/student%20Handbook/Student%20Handbook%20\(2020-2021\).pdf](http://file.lincolnuca.edu/catalog/student%20Handbook/Student%20Handbook%20(2020-2021).pdf). Misconduct will have an adverse impact on your grade.
- **Disruptive Classroom Behavior:** Lincoln University expects students and instructors to work together to create a classroom or lab environment that is conducive to learning and educational discovery so that students can achieve their student learning outcomes. To create this classroom/lab learning environment it is essential that respect for the rights of others who are trying to learn, respect for the professionalism of the instructor, and the goals of academic freedom are established and maintained. If there are differences in viewpoints or concerns, they should be expressed in a way that supports the learning process, and in a way that creates learning opportunities for instructors to help students learn to reason and to present their points-of-view with clarity and supporting facts. It is also important in this learning environment for students to be able to share of themselves without losing their identities, and for students to explain their personal self/place in their respective fields of study. Student conduct that disrupts the learning process will not be tolerated and I may ask students to leave the class session, which could eventually lead to administrative disciplinary action and/or removal from the class depending on the severity of the misconduct and if there are patterns of misconduct.
- **Eating is not allowed in class.** You may have water and/or a beverage container that is spill resistant. This is a recent policy change for me since Lincoln needs to economize of maintenance services for classrooms. Chewing gum is fine but no blowing bubbles.
- **Plagiarism Detection:** Lincoln University subscribes to Turnit-In plagiarism prevention service, and you will need to submit written assignments on Canvas that has Turnit-In activated. Student work will be used for plagiarism detection. Originality Reports WILL be available for your viewing.
- **AI Assist Detection:** Turnit-In incorporates AI detection software that integrates with their plagiarism detection software. AI detection includes comparing your past assignment submissions with the current one the software is reviewing. If the writing styles do not match it will flag your submission for further analysis for AI assistance. You are encouraged to use the grammar/writing assistance tools along with the plagiarism correction tools that are part of Turnit-In. You can upload review copies to Turnit-In up the deadline for the submission to get feedback to improve your assignment. Once the deadline for the assignment is past, you can only submit once to Turnit-In, which is the one that will be graded. If you use a vendor like Grammarly, please indicate this by adding a note in Canvas for the assignment explaining what



software you used to modify your coursework so I can review it if the AI in Turnit-In flags it as AI generated. If you don't post a note identifying your use of software to assist your writing, the assumption will be that it is AI generated and you will receive zero points for the assignment. Spell check or MS Word editing software is not flagged as an AI assist so don't mention that you used it. Also, Google Docs and Apple Pages is not flagged.

- **Copyright Policy:** Copyright laws and fair use policies protect the rights of those who have produced the material. The copy in this course has been provided for private study, scholarship, or research. Other uses may require permission from the copyright holder. The user of this work is responsible for adhering to copyright law of the U.S. (Title 17, U.S. Code).
- **Subject to Change Statement:** "This syllabus and schedule are subject to change in the event of extenuating circumstances." If the syllabus is revised during the semester, all versions will remain available to you in Canvas so you can track changes. This is especially important to take note of since I may need to modify the syllabus if the number of enrolled students is below 15, or larger than 45.
- **Student Composition:** For classes comprised of multiple student classifications, the instructor will try to modify the educational experience to best accommodate everyone's instructional needs.
- **Academic honesty** in the advancement of knowledge requires that all students and instructors respect the integrity of one another's work and recognize the important of acknowledging and safeguarding intellectual property.
- **Online Netiquette:** Rules for those courses with web-enhancement so classroom members behave online. Students are to comply with the following rules of netiquette: (1) identify yourself, (2) include a subject line, (3) avoid sarcasm, (4) respect others' opinions and privacy, (5) acknowledge and return messages promptly, (6) copy with caution, (7) do not spam or junk mail, (8) be concise, (9) use appropriate language, (10) use appropriate emoticons (emotional icons) to help convey meaning, and (11) use appropriate intensifiers to help convey meaning [do not use ALL CAPS or multiple exclamation marks (!!!)].
- **Students with Disabilities:** Students in this course who have a medically documented disability that might prevent them from fully demonstrating their abilities should inform the instructor and their Program Director as soon as possible to initiate disability verification as defined by California and federal laws. The recommended reasonable accommodations to ensure full participation in the successful completion of course requirements according to the verified disability will help guide modifications to course instructional materials, assignments, and exams. If a student believes he or she has a professionally undiagnosed learning disability, please complete the request below so that the university can help suggest options for obtaining medical assistance (student health insurance is a possible option) for your perceived disability so your disability can be validated, and accommodations can be made in class as soon as the validation can be used to guide the accommodation. You can use this link to expedite your request: <https://acqa.lincolnuca.edu/ada-accommodations/>
  - **I have included a link from the University of California system that describes what is required to obtain a medically documented disability as a guide:**  
<https://dsp.sa.ucsb.edu/sites/default/files/2020-07/ldpractices.pdf>
- **Academic Counseling/Tutoring/Remedial Instruction:** If you find yourself in need of tutoring for this course or any of your other courses Lincoln has resources to help you in the form of tutoring (one-to-one), and small group remedial instruction. Go to student services or use this link: <https://students.lincolnuca.edu/academic-counseling/>.

- **Information Literacy Requirement:** In this course, our teaching and learning processes will employ the following information literacy standards, as endorsed by the American Association for Higher Education (1999), the Association of College and Research Libraries (2000), and the Council of Independent Colleges (2004). The students in this course will:
  - Determine the nature and extent of the information needed, access needed information effectively and efficiently, evaluate information and its sources critically, incorporate selected information into their knowledge base and value system, individually or as a member of a group, use information effectively to accomplish a specific purpose, explain many of the economic, legal, and social issues surrounding the use of information and access and use information ethically and legally.
- **Use of the LU Library:** To complete assignments, you will find it helpful to use resources available through the Lincoln University Library. Detailed guide to business *resources of the library* as well as the description of Lincoln University approach to *information literacy* are available at the [LU Library](http://lincolnuca.libguides.com) website (lincolnuca.libguides.com).
- **Cheating and Plagiarism:** Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit. Acts of cheating include, but are not limited to, the following: (a) plagiarism; (b) copying or attempting to copy from others during an examination or on an assignment; (c) communicating test information with another person during an examination; (d) allowing others to do an assignment or portion of an assignment; (e) collaborating with other students to complete assignments with the instructor's approval (f) using a commercial term paper service.

If coursework is submitted that contains significant evidence of plagiarism (10%-80% of submitted assignment), the grade for the assignment will be 40% of the total point value for the first infraction. Between 80-100%, there will be zero points. The assignment cannot be re-done. If assignments continue to be submitted that contain evidence of plagiarism, the grade will be reduced severely using the following criteria. If there is minor evidence (0-9% of submitted assignment) of plagiarism, the grade/evaluation will be reduced to reflect low-satisfactory to poor achievement (73% or less). If there is evidence of 10-25% of plagiarism, the grade/evaluation will be "F" or 59% of the points. If there is more than 25% of plagiarism, there will be "0" points for the assignment. Repeat violations will be referred to the provost office for misconduct. And, assignments cannot be re-done.

If more than one student in class is found to have plagiarized by copying the same assignment from another student, all of the involved students will receive "0" points for the assignment regardless of the percentages listed above.

- **Syllabus Confirmation and Explaining:** The syllabus can be downloaded from the LU website and Canvas. Your first assignment is to read the course syllabus, which is in addition to our class discussion of the syllabus in session one. If you have any questions or you need clarification, please contact me.
- **Assignments must have:** The student's first and last name at the top of the page, and the student's identification number. The title of the assignment must also be in the heading. Simply putting the date of the assignment is not correct and it will be downgraded 1% for not following instructions. Electronic submissions without these items will not be counted, late deductions will apply, and you must use your lincolnucaf account for electronic submissions.

- **Format Requirements:** Use 12-point font, normal margins, and single or double spacing for text. Tables can be 9-10 point font. Use the APA/Chicago-Turabian/MLA guidelines (pick one and be consistent) for citing and documenting sources. If you need to refresh your knowledge of these guidelines, there are resources online and in the library. Lincoln’s library staff is there to help you locate those resources. There are also free templates at the MS Office Word website that you can download.
- **Late Assignment Point Deductions:** Individual (includes homework exams) and Learning Group Case assignments can be turned in late under the following conditions. If the assignment is turned in late after one full week (class day to class day), there will be a 5% deduction for the assignment point value before it is graded if it is submitted by the end of the second full week. **Assignments are not accepted if they are submitted more than two full weeks late (see below for assignments due the last day of class). So, 2-weeks late, “0” points for the assignment even if submitted.** The reason for this is that when I had a more generous late submission policy, students would use the late submission deadline as their due date and would submit their assignments one month late, which affected their learning ability to keep pace with the instructional methodology for the course.
- Assignments uploaded into the “comments” section of an individual assignment on Canvas will not be graded since it has not been evaluated by Turnit-In.
- Assignments due on the last class session can be turned in up to 2-days late without any late point deduction; however, assignments submitted after the 2-day deadline will receive zero points. The only exception is if the student provides verifiable documentation that the circumstances were involuntary as determined by this instructor.
- **Late Registration:** If you register for the class late (up to three weeks), you are still responsible for all assignments. I will work with you to set a deadline that will allow you time to do the current work and catch-up (typically one extra week for each week missed) with individual assignments. Assignments with other students cannot be made up because this coursework is connected to the learning objectives for the course and environment for a specific class session. In addition, the material presented in each session is cumulative and are connected to each other. To make-up these types of assignments, an alternative group type of assignment will have to be completed that is equal to the missed assignment. This probably means some form of contacting an organization outside of Lincoln to research a topic. Please contact the instructor to request this and arrange a date/time—it is your responsibility to contact the instructor. These late registration options are not available to students who are registered at the time of the first class session.
- **Late Exams:** If you missed an in-person exam due to late registration, a make-up in-person exam will be given using the same schedule for late registration. For online quizzes/homework exams, please pay attention to the due dates and availability dates indicated in Canvas.
- **Missed In-Person Exams (Not Homework Exams/Quizzes):** If you miss an in-person exam, and have a valid excuse (healthcare providers note, accident report number, subpoena, etc.), you can take a make-up in-person exam within one week of the original exam date. It is the student’s responsibility to contact the instructor and request a date/time for the make-up exam, which the instructor may approve, or provide an alternative date for when the instructor is available on campus. If a student misses an exam because of parental issues, please contact the instructor to discuss if the circumstances qualify for a make-up exam. Missing an in-person exam for the student’s convenience such as: a doctor’s appointment, an appointment with an attorney, work, etc. do not qualify as an excuse for missing an exam.

- **There is no extra credit available in this course and assignments cannot be re-done once submitted to Canvas by the assignment deadline.**
- **Late Registration Attendance:** If you start to attend classes after a course has already started, you need to check with the Registrar's office to verify your attendance requirements. Depending on university policy, if you've already missed class sessions before you even registered, the missed class sessions could count toward your university attendance record. It's better to check to ensure you do not receive a warning letter for missing too many class sessions.
- **Student Working Groups:** In many classes' students are allowed to form their own class groups for group assignments. There is something to be said for working with people you are familiar with and who you may have worked with in previous classes. Since this is essentially a cross-cultural management class, part of your education is to experience working with new and unfamiliar people who may come from cultural backgrounds that may be very different from your own. In this class, you will be randomly assigned to a group of approximately 4-5 students. In addition, you will be rotating through different groups during this course to simulate real work situations. However, this practice depends on the number of students in the class. If there is a small number, you may be allowed to form your own groups.
- **Group Assignments:** When students participate in group assignments, problems can emerge where there is an unequal distribution of the work. While there is no specific percentage of a group project assigned to each student, the expectation is that everyone in the group contributes their fair share of the work just as it would be expected in a real work setting. If a group experiences unequal participation and work, there are several ways that may help the group resolve the problem. One way is to decide as a group what the deliverables are for each member, and the deadline for submitting those deliverables. Another way is for the group to indicate what part of the assignment was completed by each group member by identifying the work of each student on each page of the document. Third, a different font and color can be used to identify individual students (this works best when submitting digital versions). I would hope that the group would try to resolve internal issues themselves just as they would have to do working in an organization. Finally, if groups have internal dysfunction and they are unable to resolve it themselves, they should contact the instructor. If there is significant dysfunction within the group, group members may be graded separately and removed from the group. Should you be removed from a group, and another group is unwilling to let you join their group, you will not be able to earn credit for group assignments. You will not be able to complete the group assignment by yourself, and there is no alternative assignment.
- The goal of the classroom environment is to be collaborative and communicative. To help facilitate collaborative communication, I would suggest that before you proofread or carefully consider your thoughts before speaking. There are times when an innocent comment can be miss-interpreted. Most of the time, any miss-communication can be rectified through open communication. However, if you find the content of a message offensive, please notify me.

### **Class Attendance Defined**

You are expected to contribute to class discussions in meaningful ways because it will help you understand the course instructional materials better, and you will be able to interact with other students who can offer different perspectives of the instructional materials and share them with other students. Maintaining attendance may help you achieve a higher grade in this course. You can help yourself and other students in class by:

- contributing new and relevant information to the course discussion and from readings of the textbooks;
- commenting in a positive manner;
- building on the remarks of your fellow students;
- posing questions of your fellow students; and
- Sharing quotes, websites, and other supplementary information.

Please note that in past classes I have included points for attending each class session. This is no longer the case. You do not receive any grade for attendance. Also, I track attendance in Canvas for the university and the system includes 100 points in the Assignment section and includes this in the total grade points for your coursework, which inflates your actual grade if you have been attending all the sessions. Near the end of the course, I delete the attendance section since it does not count toward your grade, which can raise or lower your graded points/percentage. To know your actual grade, only count those assignments listed in the Assignment section. There are only 100 points in total for the course, so it is pretty easy to calculate your grade.

You cannot make-up group assignments or in-class group activities if you are absent or are unable to participate in the group regardless of the reason since it is a group grade not an individual grade. Students who have a medically verified learning disability from a medical professional that specifically relates to working in a group can have this assignment modified to follow the recommended accommodations specified in their medical report.

If you miss any part of a class session, it is **your responsibility** to follow-up to learn what you missed. This could mean assignment modifications, group assignments, instructional material, etc. so you may have missed something that is important for your success in this course.

**Class attendance is taken only once for each class session at the beginning of class** (first 25 minutes of in-person classes) using either coursework, textbook checks, or by a student's presence. **I do not record late students if they have not arrived at class within the first 25 minutes of class.**

In an online or Zoom classroom, I will check on attendance throughout the online session. You may need to register to enter each class session, which then automatically documents attendance.

**If you miss three consecutive sessions, you will be dropped from this course since your absence should have a negative effect on the workload and/or on the grades of your fellow group members.**

## Grading

**Homework, Assignments, Exam Grades will appear in Canvas, and your final grade will be in Canvas, and may also be listed in Blackbaud.**

### **Course Grade Weighting:**

<b>Category</b>	<b>Percent</b>	<b>Point(s)</b>
Individual: Homework Assignments (x2, 5 points each)	10%	10
Individual: Doverex Procurement Diagnostic Business Case	8%	8
Individual: Crisis at Away (A) Business Case	8%	8
Individual: Naresh Kumra and the Amazon Debacle (A&B) Business Case	8%	8
Individual: Artificial Intelligence for Improving the procurement Experience of Non-Stock Items at Indian Railways Business Case	8%	8
Individual: Review & Analysis of Global Supply-chain Management Review Podcast	8%	8
Individual: Homework Quizzes (x13, 115 questions, 0.191 points for each question)	22%	22
Individual: Global Supply-chain Game (x4 Roles, 1.50 points each)	6%	6
Individual: Analysis of film “Go Back to China” (5 questions, 2-points each)	10%	10
Group: Case Analysis and Presentation of Cost of the Cold Chain: Perishable Shipping Solutions. Report is 10 points and graded on an A-F scale. Presentation is 2 points and graded on a CR/NR/PC scale.	12%	12
<b>Total:</b>	<b>100%</b>	<b>100</b>

**VERY IMPORTANT: Be familiar with what is considered a “passing” grade for your master’s degree program, which according to the LU catalog on page 48 is: “A grade of C or better is required in all courses to fulfill degree requirements for graduate programs. “**

As you will see below, the criteria or standard for each grade is defined. This is done because you need to understand how performance is evaluated in order to prepare for your work career. As an employee, you will have standards of performance and your work will be compared to your performance objectives. To what degree you achieve those objectives will determine if you continue to be employed, promoted, or receive some other form of organizational reward. There is nothing more frustrating if a student asks:” What do I need to do to earn an ‘A’ grade?” This question can be answered in this class. Also, if you have questions concerning a grade you received for an assignment, please refer to the corresponding grade definition below. If this does not answer your questions, please contact me.

**As in any course I teach, you may ask for a re-evaluation of your grade for an assignment. I am happy to do so. However, this can mean that the existing grade may go up, stay the same, or be lowered. If you would like to challenge a grade for an assignment, you must submit an e-mail request no more than two class sessions after you have received the original grade. For exams, if a question from the textbook’s test bank is determined to be inaccurate or confusing, the instructor may eliminate that question from the grading and adjust student scores as necessary**

***Point/Grade Conversion***

100-95	A	76-74	C
94-90	A-	73-70	C-
89-87	B+	69-67	D+
86-84	B	66-60	D
83-80	B-		
79-77	C+	59 or <	F

**A = Superior performance for a graduate student.** A superior performance. Has shown exceptional insight into the application of course material to the assignment and presents an original analysis or argument. The student has identified and understood many aspects of an issue and has effectively used primary reference sources for supporting their analysis, argument, or conceptual approach. Has included major theoretical approaches to reinforce their key points and central theme. Displays superior written and oral communication skills that includes being able to effectively communicate logically and clearly. The analysis, argument, or approach is persuasive. Makes serious attempts to integrate to integrate ideas, theories, concepts, models learned from this and other disciplines. Incorporates insight and thought into the next steps in the progression of ideas, theories, and concepts. For a grade of 100%, the standard is publication quality.

**A- = Excellent performance for a graduate student.** An excellent performance. The analysis and/or argument is interesting, clear, logical, and sound. However, it is not as original, or the analysis and argument is not as in-depth as an “A” paper. The analysis, argument, or approach is not as well researched and supported as in an “A” paper.

**B+ = Very good performance for a graduate student.** A very good performance. The analysis, approach, argument is reasonably clear. The ideas are not as clearly expressed as in the “A” or “A-” categories, but the analysis, approach, or argument contains some interesting points. There are some supporting references from primary sources; however, more supporting references would have strengthened the analysis, argument, or approach.

**B = Good performance for a graduate student.** A good performance that demonstrates a competent grasp of the course material. The analysis, approach, or argument is not as effectively structured as it should have been. There are a few interesting ideas or points within the paper. However, the analysis, approach, or argument would have been strengthened with more thought, insight, creativity, and organization. The applicable theories and concepts are briefly covered in the key points of the analysis, the approach, or the argument. However, serious improvement in these areas is required. Reliance more on secondary data sources than primary sources of data. The ideas are not as clearly expresses as in the “B+” category above.

**B- = Above Average performance for a graduate student.** An above average performance. Performance indicates a competent understanding, but not to the degree as indicated in the “B” grade category above. Argument, approach, or analysis primarily based on secondary reference sources. There are some problems with the organization and structure of the argument, analysis, or approach.

**C+ = A marginally above-average performance for a graduate student.** The structure and organization of the approach, analysis, or argument is often ineffective, unclear, or unpersuasive. The

central theme is either absent or unclear. Supporting references are based solely on secondary sources. Performance is not to the “B-“grade level above.

**C = Average performance for a graduate student.** An average level of performance that indicates an acceptable comprehension of the basic concepts and theories being studied. The argument, approach, or analysis is sometimes incoherent with significant organizational and structural problems. Communication is an acceptable level for a university student. Supporting references are limited and based solely on secondary sources.

**C- = Below-average performance for a graduate student.** A below-average performance based on deficient studying of the course material and secondary research sources. Significant grammar, style, and punctuation errors to the degree that communication is unclear. There is no identifiable approach, argument, or analysis.

**D+ = Poor performance for a graduate student.** A poor level of performance with very little evidence of organization and structure. Serious grammar, punctuation, and style errors. Very little evidence of an argument, analysis, or approach.

**D = Very poor performance for a graduate student.** A very poor level of performance. There is virtually no evidence of a thoughtful expression of analysis, argument, or approach. Incoherent and unclear communication, structure, and organization.

**F = Failing performance for a graduate student.** Work is not acceptable and/or timely. Academic credit is not earned. Performance borders on plagiarism.

To be successful in this course, you need to be skilled in effective time management. This means completing the assignments as proscribed in the schedule at the end of this syllabus. In addition, the expectation is that you will have completed assignments on time. For example, if the topic for the class is Chapter 5, the expectation is that you have read Chapter 5 before class starts.

In addition, your presentation skills will be refined during this course to help prepare you for your transition from the academic world to employment in the real world at the performance level of a graduate business student. I am confident that this course will be of value to you by helping you think more wisely, act more competently, and to make better decisions.

My role, as your facilitator, is to guide you along the learning path and engage your ability to learn. Should there be any questions regarding this course material, attendance, and participation in this course, please contact me via my Lincoln University e-mail or on Telegram.

I have also designed this course so that you will have multiple learning opportunities to achieve each of the student learning outcomes for this course and those applicable to Lincoln’s institutional and programmatic learning outcomes. In practice, this means that each assignment you complete during this course is connected to one or more learning outcomes and at the course level and at least one of the programmatic and institutional learning outcomes. You will receive feedback on your assignments that you can apply to future assignments within this course. From this syllabus, you will also see that you will receive feedback as your work toward completing and submitting a final version of your high point



value assignments instead of submitting them at the end of the course for a final grade on the last day of the course with no feedback that can be used for future assignments.

Keep in mind that a master's degree level course prepares you to teach, and when you graduate with your degree, at some universities, you are "...welcomed into the company of scholars." With this in mind, I will provide opportunities for graduate students to develop their teaching skills.

### **Class Procedures**

Before you arrive for a classroom/online session, you are responsible for reviewing the course syllabus for: instructions, assignments, exams, topics, questions for discussion, my comments, or a description of the activities for the day. In addition to communicating information in-class. It is important for you to come to class prepared just as your employer expects you to arrive at work ready to take care of business!

**Instructional methodology includes:** lectures, class discussions, individual/team presentations, guest presentations (not yet confirmed), demonstrations, role-playing, group work, buzz groups, practical exercises, social networking, and crowdsourcing as it relates to this course, web-based instruction, and video. As mentioned above; having your smartphones, tablets, and notebook computers readily available in class will enhance your ability to contribute to class exercises and discussions.

**As you can imagine, university level coursework requires significant work outside of the classroom. For each class session, you should plan to spend at least one to three hours of your time studying, researching, working with your learning group, and completing assignments for each class session. Based on prior classes, if you choose to not read and study the textbook chapters, you will not use the concepts and processes from the text, which will result in a lower grade than you would otherwise earn if you studied our text and course materials.**

Students will also be asked during the semester to evaluate this course by the Registrar's office and the LU Faculty Association. It is important that you take this seriously because your feedback helps my professional development and serves to see what parts of the instructional methodology and material needs to be changed, modified, and improved. In addition to this course evaluation, I will ask you to complete a learning assessment based on Lincoln's institutional and programmatic learning outcomes where you will assess the degree that this course provided you multiple learning opportunities for you to achieve these individual outcomes, and how successful they were for you.

## Assignments & Coursework

**Except for presentations, you will only have to submit your coursework to Canvas. Please see the schedule at the end of this syllabus for further details.**

### Description of Assignments:

**\*\*\*Note: In the Canvas system, I have turned on the feature so you can submit multiple versions of your assignment so you can obtain feedback from Turnit-in. This will allow you to obtain feedback about your writing mechanics and plagiarism that you can use to revise your assignments and re-submit them. This feature will not work after the due date. It will only accept one late assignment submission.**

**If you think there is conflicting information, please refer to the course session schedule at the end of this syllabus for any updated and/or revised information concerning assignment instructions, modifications, or due dates. If there is conflicting information, the course session schedule is the final determinant for coursework.**

**For analyzing business cases, there is a guide at the end of the syllabus that provides guiding questions along with a simplified example of a case analysis.**

- 1) Reading Assignments: Please refer to the course schedule at the end of this syllabus.**  
When you see a textbook chapter listed for a specific day, it means that you should read the chapter and be familiar with the concepts **before** coming to class because it will provide a framework for what we discuss in class for the session. You are accountable for all the material within the assigned textbook chapters so if there is a concept that you are having trouble Explaining, please raises the issue during our class.
- 2) Group: Cost of the Cold Chain: Perishable Shipping Solutions Case:** In groups of 3-5 students, groups will analyze the case and present solutions that are supported in detail. A digital report will be submitted to Canvas on the last day of class and will be graded on an A-F scale. The group will present their findings to the class at the last class session in a 10-minute time frame and the group presentation will be grade on a CR/NC/PC scale for the group members. Exceeding 10 minutes will reduce the presentation grade at a rate of 0.15 of the 2-point presentation grade for each minute over time.
- 3) Individual: Review and Analysis of Supply-chain Management Review Podcast:** Listen to a podcast of your choosing at the following Supply-chain Management Review website where you can listen, view, stream, and download: <https://www.scmr.com>. At this site you can also select the best podcast App that works for you including RSS feeds. After you have listened/viewed to a podcast, you are required to analyze through discussion of the following questions:
  - a.** Discuss the potential challenges and opportunities associated with integrating AI technologies into global supply-chains, using any points of discussion highlighted in the

- podcast. How can MBA concepts on technology management and digital transformation be leveraged to address these challenges and maximize the benefits of AI adoption?
- b. What are the key trends and challenges discussed in the podcast regarding managing a global supply-chain, and how do they align with current MBA coursework related to operations management and logistics?
  - c. How does the podcast address the impact of technological advancements, such as blockchain, AI, or IoT, on optimizing global supply-chain operations? Evaluate the potential benefits and risks associated with adopting these technologies from an MBA standpoint.
  - d. Analyze the strategies recommended in the podcast for mitigating risks and disruptions in global supply-chains, such as geopolitical instability, natural disasters, or trade barriers. How do these strategies align with MBA frameworks on risk management and business continuity planning?
  - e. Explore any of the ethical considerations and risks associated with AI implementation in global supply-chains, such as data privacy, bias in algorithmic decision-making, or job displacement that you can find from the podcast. How can MBA principles on responsible AI governance and change management help organizations navigate these ethical dilemmas and mitigate potential risks?

Make sure you include the link to your podcast along with the title of the podcast in your submission to Canvas. Graded on an A-F scale.

**4) Individual: Film “Go Back to China”:** During class, we will view this film as a simulation that encapsulates global supply-chain issues between a Chinese mainland factory that produces toys that exports them to businesses in the U.S. and Europe. If you miss viewing the film in class, want to refresh your memory, or want to have subtitles in a different language; the film is available on a variety of online locations for a nominal fee. Answer the following questions and upload them to Canvas. Questions are graded on an A-F scale and valued at 2-points each:

- a. Analyze the entrepreneurial challenges faced by Sasha Li when she is tasked with revitalizing her father's toy factory in China. What strategic decisions did she make, and how did they align with key MBA concepts such as global supply-chain optimization, operations, innovation, market analysis, and strategic management?
- b. Identify and discuss the cultural differences and business practices illustrated in the film, particularly between American and Chinese business environments. How did Sasha navigate these cross-cultural challenges while trying to achieve her business goals?
- c. Evaluate the leadership styles demonstrated by Sasha Li and her father in the movie. How did their differing approaches to management impact the success or failure of the toy factory business? Relate these leadership styles to MBA theories on organizational behavior and leadership.
- d. Reflect on the financial aspects depicted in the movie, such as investment decisions, budgeting, and financial planning for the toy factory. How did Sasha apply financial knowledge and skills in her role, and what financial strategies could have been utilized to improve the business's financial performance?
- e. Considering the themes of globalization and international business portrayed in "Go Back to China," discuss the strategic implications for companies looking to expand operations

across borders. How can MBA concepts related to global strategy, supply-chain management, and international marketing be applied to Sasha's journey in the film?

- 5) **Individual: Doverex Procurement Diagnostic, Crisis at Away (A), Naresh Kumra and the Amazon Debacle (A&B), and Artificial Intelligence for Improving the procurement Experience of Non-Stock Items at Indian Railways Business Cases:** Analyze the cases and discuss your recommendations to resolve the issue(s) using the case analysis framework guide and the end of this syllabus. Each case analysis should be from 5-7 pages (including a title page) analysis and recommendations and will be submitted to Canvas. Graded on an A-F scale. DUE: Upload all four cases to Canvas by May 5.
- 6) **Individual: Reverse Logistics Assignment:** Type an approximate 250-400 word report on the development of Reverse Logistics as part of a company's strategy for offering superior customer service. You need to include at least two academic references. Graded on an A-F scale.
- 7) **Individual: Infrastructure Analysis:** In 250-400 words, evaluate the infrastructure of a country of your choice, using the CIA's website as well as others, in order to determine the state of the infrastructure of that country. You need to include at least two academic references. Graded on an A-F scale.
- 8) **Individual:** The Open University in the UK has "The Supply-chain Game" on their website, which is a free supply-chain simulation where you will have the opportunity to play as a factory, a wholesaler, a distributor, and as a retailer. The GOAL of the game for each role is to keep your supply-chain costs as low as possible and your customers happy. You are required to play 15 rounds in each of the roles and upload a reflection of your experience in each role to Canvas. If you want to play more rounds, it will be a benefit for you, but not required for the assignment. This is an assignment so you will earn 8 points for each of your roles by uploading a summary of what you learned from each of the assigned roles. See the "How to Play" section at this link: <https://www.open.edu/openlearn/money-business/business-strategy-studies/can-you-manage-supply-chain>
- 1: Factory  
2: Wholesaler  
3: Distributor  
4: Retailer
- In the game the focus is on:
- Factory (Supply)—raw materials supplied to manufacturing
  - Manufacturing—focuses on building, assembling, converting, or furnishing these raw materials into finished products
  - Distribution—focuses on ensuring these products reach consumers through an organized network of transporters, warehouses, and retailers
  - Consumption—customers
- 9) **Homework Quizzes:** We are going to have 13 quizzes in class covering the 22 textbook chapters for a total of 115 multiple-choice questions that are each valued at 0.191 points. The

quiz will contain five multiple-choice questions for each chapter and sometimes the quiz will be for a single chapter, and other times it will cover two chapters. So, refer to the schedule at the end of this syllabus that will show if it is a five question or 10 question quiz. You will have 15 minutes to complete five questions or 30 minutes to complete 10 questions. These exams are treated as homework assignments where you will have time to choose when you want to complete it on Canvas in the Assignment section. The same late homework policy for this course applies to these homework exams. Exams are graded using our A-F scale.

As you review the table above, you will notice that each assignment is connected to institutional, program, and course learning goals and outcomes. You should also see that you will have multiple opportunities to achieve most goals and outcomes throughout the course so you can build your level of competence. In addition, when you review the schedule of assignments below, you will see that you will receive feedback on your coursework throughout our course and that you can use it to improve your competency. You will also see that you will receive feedback to improve your performance for those assignments with high point values, so you have the opportunity to improve your work before a final submission.

### **Individual: Course Work Institutional (ILO), and Program Student Learning Outcomes (PLO) & Course SLOs**

<b>I/G Assignment (I = Individual, G = Group)</b>	<b>Course Grade Weighting</b>	<b>ILOs</b>	<b>MBA-PLOs</b>	<b>Instructor's Course LOs</b>
I/ Homework Quizzes (x13, 0.191 points per MC question)	22%	1,2,4,5,6,7	2,3,4,5,6,7	1,2,3,4,5,6,7,8
I/ Review & Analysis of Supply-chain Management Review Podcast. (5-questions, 2-points each)	10%	1,2,4,5,6,7	1,2,3,4,5,6,7	1,2,3,4,5,6,7,8
I/ "Go Back to China" Film Analysis (5-questions, 2-points each)	10%	1,2,4,5,6,7	1,2,3,4,5,6,7	1,2,3,4,5,6,7,8
I/ Business Cases (x4, 8 points each)	32%	1,2,4,5,6,7	1,2,3,4,5,6,7	1,2,3,4,5,6,7,8
I/ Global Supply-chain Game Simulation	6%	1,2,4,5,6,7	1,2,3,4,5,6,7	1,2,3,4,5,6,7,8
I/ Homework Assignments (x2, 5 points each)	10%	1,2,4,5,6,7	2,3,4,5,6,7	1,2,3,4,5,6,7,8
G/ Perishable Supply-chain Case	12%	1,2,3,5,6,7	1,2,3,4,5,6,7	1,2,3,4,5,6,7,8

## Schedule & Assignments

<i>Session</i>	<i>Course Outline</i>
<b>January 27</b>	<ul style="list-style-type: none"> <li>• Introduction to course and syllabus review.</li> <li>• Review of Institutional, MBA Program &amp; Course Student Learning Outcomes.</li> <li>• Learning Group Assignment (3-5 other students to form a learning group).</li> <li>• Introduction of The Open University (UK) “The Supply-chain Game.” <a href="https://www.open.edu/openlearn/money-business/business-strategy-studies/can-you-manage-supply-chain">https://www.open.edu/openlearn/money-business/business-strategy-studies/can-you-manage-supply-chain</a></li> <li>• Individual Homework (Due at the start of class on 2/3): Read Chapter 1: International Trade (30 pages).</li> <li>• Class Session Topic: Chapter 1.</li> <li>• <b>All four business case analyses need to be uploaded on Canvas by May 5. You may submit them earlier; however, make sure that your analysis considers the course material covered from Chapters 1-21.</b></li> </ul>
<b>February 3</b>	<ul style="list-style-type: none"> <li>• Individual Homework (Due at the start of class on 2/10): Read Chapter 2: International Supply-chain Management (23 pages).</li> <li>• Class Session Topic: Chapter 1.</li> <li>• <b>Supply-chain Game: Role Play “Factory.” Post on Canvas by 2/14.</b></li> <li>• <b>Individual Homework: Quiz #1: Chapters 1: 5 multiple-choice questions in 15 minutes on Canvas. Due on Canvas: 2/24.</b></li> </ul>
<b>February 10</b>	<ul style="list-style-type: none"> <li>• Class Session Topic: Chapter 2.</li> <li>• Individual Homework #1 (Post to Canvas by 3/3): Reverse Logistics Assignment.</li> <li>• Individual Homework (Due at the start of class on 2/24): Read Chapter 3: International Infrastructure (43 pages).</li> <li>• <b>Individual Homework: Quiz #2: Chapters 2: 5 multiple-choice questions in 15 minutes on Canvas. Due on Canvas: 3/3.</b></li> </ul>
<b>February 24</b>	<ul style="list-style-type: none"> <li>• Class Session Topic: Chapter 3.</li> <li>• Individual Homework (Due at the start of class on 3/3): Read Chapter 4: International Method of Entry (32 pages).</li> <li>• Individual Homework (Due at the start of class on 3/3): Read Chapter 5: International Contracts (31 pages).</li> <li>• Individual Homework #2 (Post to Canvas by 3/10): Infrastructure Analysis Assignment.</li> <li>• <b>Individual Homework: Quiz #3: Chapters 3: 5 multiple-choice questions in 15 minutes on Canvas. Due on Canvas: 3/10.</b></li> </ul>
<b>March 3</b>	<ul style="list-style-type: none"> <li>• Class Session Topics: Chapters 4 &amp; 5.</li> <li>• <b>Supply-chain Game: Role Play “Wholesaler” and “Distributor.” Post on Canvas by 3/17.</b></li> <li>• Individual Homework (Due at the start of class on 3/10): Read Chapter 6: International Method of Entry (32 pages).</li> <li>• Individual Homework (Due at the start of class on 3/10): Read Chapter 7: International Contracts (31 pages).</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Individual Homework: Quiz #4: Chapters 4&amp;5: 10 multiple-choice questions in 30 minutes on Canvas. Due on Canvas: 3/17.</b></li> </ul>
<b>March 10</b>	<ul style="list-style-type: none"> <li>• Class Session Topics: Chapters 6 &amp; 7.</li> <li>• Individual Homework (Due at the start of class on 3/17): Read Chapter 8: Managing Transaction Risks (31 pages).</li> <li>• Individual Homework (Due at the start of class on 3/17): Read Chapter 9: International Commercial Documents (38 pages).</li> <li>• Individual Homework: Supply-chain Management Review Podcast Analysis. Due Date: Post on Canvas by March 31.</li> <li>• <b>Individual Homework: Quiz #5: Chapters 6&amp;7: 10 multiple-choice questions in 30 minutes on Canvas. Due on Canvas: 3/24.</b></li> </ul>
<b>March 17</b>	<ul style="list-style-type: none"> <li>• Class Session Topics: Chapters 8 &amp; 9.</li> <li>• Individual Homework (Due at the start of class on 3/24): Read Chapter 10: International Insurance (49 pages).</li> <li>• Individual Homework (Due at the start of class on 3/24): Read Chapter 11: International Ocean Transportation (31 pages).</li> <li>• <b>Individual Homework: Quiz #6: Chapters 8&amp;9: 10 multiple-choice questions in 30 minutes on Canvas. Due on Canvas: 3/31.</b></li> </ul>
<b>March 24</b>	<ul style="list-style-type: none"> <li>• Class Session Topics: Chapters 10 &amp; 11.</li> <li>• Individual Homework (Due at the start of class on 3/31): Read Chapter 12: International Air Transportation (25 pages).</li> <li>• Individual Homework (Due at the start of class on 3/31): Read Chapter 13: International Land &amp; Multimodal Transportation (29 pages).</li> <li>• Individual Homework: Analysis of Film “Go Back to China”: We will begin viewing this film during this class session and will continue viewing parts of it over the following class session until completion. Upload your analysis to Canvas by the following due date: April 28.</li> <li>• <b>Individual Homework: Quiz #7: Chapters 4&amp;5: 10 multiple-choice questions in 30 minutes on Canvas. Due on Canvas: 4/7.</b></li> </ul>
<b>March 31</b>	<ul style="list-style-type: none"> <li>• Class Session Topics: Chapters 12 &amp; 13.</li> <li>• Individual Homework (Due at the start of class on 4/7): Read Chapter 14: International Terminal Operations (26 pages).</li> <li>• Individual Homework (Due at the start of class on 4/7): Read Chapter 15: Packaging for Export (31 pages).</li> <li>• <b>Individual Homework: Quiz #8: Chapters 12&amp;13: 10 multiple-choice questions in 30 minutes on Canvas. Due on Canvas: 4/14.</b></li> </ul>
<b>April 7</b>	<ul style="list-style-type: none"> <li>• Class Session Topics: Chapters 14 &amp; 15.</li> <li>• Individual Homework (Due at the start of class on 4/14): Read Chapter 16: International Warehouses &amp; Distribution Centers (22 pages).</li> <li>• Individual Homework (Due at the start of class on 4/14): Read Chapter 17: International Transportation of Dangerous Goods (33 pages).</li> <li>• <b>Supply-chain Game: Role Play “Retailer.” Post on Canvas by 4/21.</b></li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Individual Homework: Quiz #9: Chapters 14&amp;15: 10 multiple-choice questions in 30 minutes on Canvas. Due on Canvas: 4/21.</b></li> </ul>
<b>April 14</b>	<ul style="list-style-type: none"> <li>• <b>Class Session Topics: Chapters 16 &amp; 17.</b></li> <li>• <b>Individual Homework (Due at the start of class on 4/21): Read Chapter 18: International Transportation of Refrigerated Goods (35 pages).</b></li> <li>• <b>Individual Homework (Due at the start of class on 4/21): Read Chapter 19: International Logistics Security (21 pages).</b></li> <li>• <b>Individual Homework: Quiz #10: Chapters 16&amp;17: 10 multiple-choice questions in 30 minutes on Canvas. Due on Canvas: 4/28.</b></li> </ul>
<b>April 21</b>	<ul style="list-style-type: none"> <li>• <b>Class Session Topic: Chapters 18 and 19.</b></li> <li>• <b>Individual Homework (Due at the start of class on 4/28): Read Chapter 20: Customs Clearance (27 pages).</b></li> <li>• <b>Individual Homework (Due at the start of class on 4/28): Read Chapter 21: Cross-Border Trade (23 pages).</b></li> <li>• <b>Individual Homework: Quiz #11: Chapters 18&amp;19: 10 multiple-choice questions in 30 minutes on Canvas. Due on Canvas: 5/5.</b></li> </ul>
<b>April 28</b>	<ul style="list-style-type: none"> <li>• <b>Class Session Topic: Chapters 20 and 21.</b></li> <li>• <b>Individual Homework (Due at the start of class on 5/5): Read Chapter 22: Developing a Competitive Advantage (18 pages).</b></li> <li>• <b>Individual Homework: Quiz #12: Chapters 20&amp;21: 10 multiple-choice questions in 30 minutes on Canvas. Due on Canvas: 5/12.</b></li> </ul>
<b>May 5</b>	<ul style="list-style-type: none"> <li>• <b>Class Session Topic: Chapter 22.</b></li> <li>• <b>Individual Homework: Quiz #13: Chapter 22: 5 multiple-choice questions in 15 minutes on Canvas. Due on Canvas: 5/12.</b></li> <li>• <b>DUE TODAY: Four Individual Business Case Analyses, upload to Canvas.</b></li> </ul>
<b>May 12</b>	<ul style="list-style-type: none"> <li>• <b>Group: Cost of Cold Case Presentation. No longer that 10 minutes for each group. Exceeding 10 minute limit will cause a .10 point deduction from the 2 point presentation value for each minute past 10.</b></li> <li>• <b>DUE TODAY: GROUP PROJECT POST ON CANVAS &amp; GROUP PRESENTATION.</b></li> <li>• <b>Late Assignments due before May 12, 2025, ARE NOT accepted after May 15, 2025.</b></li> <li>• <b>Assignments DUE May 12, 2025 ARE NOT accepted after May 17, 2025 .</b></li> </ul>



## Guide for Supply-Chain Business Case Analysis (Guide Created with AI Assistance)

These questions are designed to help you think critically about the business cases assigned for homework and come up with an effective analysis with ways to resolve the issue or improve organizational effectiveness (OE). This is not a required format for you to apply to all of the assigned cases. Instead, use these questions as a framework to better understand the business situation presented in the case in a structured way. In addition, there is an example of a simplified case study analysis after the following questions.

### 1. **Company Overview**

- What does the company do, and what products or services does it provide?
- Who are the main customers of the company?

### 2. **Current Supply-chain Situation**

- How does the current supply-chain operate? What steps are involved from getting raw materials to delivering the final product?
- Are there any noticeable strengths or advantages in the supply-chain?

### 3. **Identifying Problems**

- What are the main challenges or problems the company is facing in its supply-chain?
- Why are these issues important to solve? How are they impacting the company (e.g., delays, costs, customer satisfaction)?

### 4. **Supply-chain Analysis**

- What specific parts of the supply-chain are causing inefficiencies or bottlenecks?
- Have there been any recent events (e.g., market changes, natural disasters, or economic shifts) that have affected the supply-chain?

### 5. **Risks and Opportunities**

- What are the key risks involved in the current supply-chain setup? (For example, dependence on certain suppliers or potential supply shortages.)
- Are there any opportunities for improvement or innovation in the supply-chain? (For example, new technologies or potential partnerships?)

### 6. **Alternative Solutions**

- What different options does the company have to improve its supply-chain?
- What are the advantages and disadvantages of each alternative?

### 7. **Recommendation**

- From the alternatives you identified, which solution do you think is the best? Why?
- How will this recommendation improve the overall supply-chain effectiveness?

### 8. **Implementation**

- What steps would need to be taken to implement your recommendation?
- Who would be responsible for each step, and what resources (time, money, people) will be needed?

### 9. **Measuring Success**

- How will the company know if your recommended changes are successful? What specific metrics (like delivery times, costs, customer feedback) should be monitored?

## 10. Conclusion

- What are the key takeaways from your analysis?
- Why is it critical for the company to address the supply-chain issues you've discussed?

## SIMPLIFIED EXAMPLE

### Case Study Analysis: Global Supply Chain Optimization at AsiaPack

#### 1. Title Page

- **Title:** Global Supply Chain Optimization Challenges at AsiaPack: An Analysis of the Asian Market
- **Your Name:** [Your Name]
- **University Name:** [Your University]
- **Course:** Graduate Degree in Business Administration
- **Date:** [Today's Date]

#### 2. Executive Summary

AsiaPack, a leading provider of innovative packaging solutions in Asia, has encountered significant challenges in its global supply chain operations, characterized by increasing raw material costs, fluctuating demand, and geopolitical tensions across the region. This analysis employs a thorough examination of the company's supply chain dynamics through SWOT and PESTEL frameworks. The report recommends strategies for supplier diversification, the incorporation of digital supply chain technologies, and sustainable sourcing to enhance resilience and efficiency in operations.

#### 3. Introduction

The supply chain landscape in Asia has evolved profoundly in the last decade. AsiaPack, established in 2010, focuses on producing sustainable packaging solutions tailored for various consumer goods. The company serves numerous markets, including food and beverage, cosmetics, and electronic products. However, recent supply chain challenges threaten AsiaPack's growth trajectory, necessitating a comprehensive analysis to propose strategic solutions.

#### 4. Background Information

##### - Company Profile:

- **Founded:** 2010
- **Headquarters:** Singapore
- **Products:** Biodegradable packaging, smart packaging solutions, and customizable design packaging services.

##### - Current Supply Chain Structure:

- **Suppliers:** Key suppliers located in Southeast Asia (Vietnam, Thailand) and North Asia (China, South Korea) for raw materials such as paper and bioplastics.
- **Manufacturing:** Operations based in Vietnam to leverage lower labor costs and favorable trade agreements.
- **Distribution:** Targeting markets in Southeast Asia, East Asia, and beyond, utilizing regional logistics hubs.

##### - Current Challenges:

- Volatile raw material prices driven by global market conditions.
- Increased competition from local and international players.
- Disruptions in logistics due to shipping delays and regulatory changes.

## 5. Problem Statement

AsiaPack's supply chain is increasingly susceptible to external disruptions, including rising costs of materials, dependency on limited geographical supply sources, and inefficiencies in distribution channels. These vulnerabilities threaten the company's operational effectiveness and customer satisfaction.

## 6. Supply Chain Analysis

### A) SWOT Analysis (Do not need to include SO, ST, WO, WT quadrants):

- **Strengths:** Strong brand presence; innovative product offering; commitment to sustainability.
- **Weaknesses:** Overreliance on specific suppliers; limited visibility in the supply chain.
- **Opportunities:** Growing demand for sustainable packaging; potential for expansion into new markets.
- **Threats:** Geopolitical risks; economic fluctuations; stringent regulations around packaging materials.

### B) PESTEL Analysis:

- **Political:** Trade policies affecting import/export regulations; political stability in supplier regions.
- **Economic:** Fluctuations in raw material prices; economic growth in Asia fueling packaging demand.
- **Social:** Increased consumer preference for sustainable products; shift towards e-commerce requiring innovative packaging solutions.
- **Technological:** Advances in packaging technologies; potential for automation and data analytics.
- **Environmental:** Growing emphasis on eco-friendly practices; regulatory requirements for waste reduction.
- **Legal:** Compliance with local packaging regulations; intellectual property issues with innovations.

### C) Cost Analysis:

- Operational costs have inflated by 20% over the past year due to increased shipping fees and material costs. The reliance on a limited supplier base has exacerbated issues with timely production.

## 7. Alternatives

### A) Supplier Diversification:

- **Description:** Broaden the supplier network by sourcing raw materials from additional countries such as Indonesia and India.
- **Pros:** Reduces risk of supply disruptions; increases negotiation leverage.
- **Cons:** Time-consuming to establish new supplier contracts; potential quality control issues.

### B) Investment in Digital Supply Chain Technologies:

- **Description:** Adopt technologies such as IoT (Internet of Things) and AI-driven analytics for inventory and demand forecasting.
- **Pros:** Enhanced supply chain visibility; improved demand management.
- **Cons:** High initial investment; requires training for staff implementation.

### C) Sustainable Sourcing Practices:

- **Description:** Build partnerships with suppliers committed to sustainable practices and materials.
- **Pros:** Enhances brand reputation; potentially opens opportunities for government incentives.
- **Cons:** Might involve higher costs initially; complex to integrate across the supply chain.

### 8. Recommendation

It is recommended that AsiaPack implement a strategy that focuses on **supplier diversification** alongside **the incorporation of digital supply chain technologies**. This dual approach would mitigate risks and enhance operational efficiency, allowing the company to respond promptly to market changes while maintaining sustainability commitments.

### 9. Implementation Plan

Step	Action	Timeline	Responsibility
<b>Step 1</b>	Conduct research to identify potential suppliers in Indonesia and India.	2 months	Procurement Manager
<b>Step 2</b>	Evaluate and negotiate contracts with chosen suppliers.	2 months	Procurement Team
<b>Step 3</b>	Select a suitable technology provider for implementing digital supply chain solutions.	3 months	IT Department
<b>Step 4</b>	Train staff on utilizing new technology tools for supply chain management.	1 month	HR and IT Department
<b>Step 5</b>	Monitor the operational impact of the implemented changes and adjust as necessary.	Ongoing	Supply Chain Manager

### Resources Needed:

- Estimated budget: \$600,000 for supplier development, technology adoption, and training programs.

### 10. Conclusion

To remain competitive and resilient in the Asian market, AsiaPack must address its supply chain vulnerabilities through proactive strategies. Supplier diversification, along with advanced digital technologies, will not only enhance operational efficiency but also align with the growing demand for sustainable practices among consumers.

### 11. References

1. Christopher, M. (2021). "Logistics & Supply Chain Management." Financial Times Press.
2. Dubey, R., Bryde, D. J., & Fynes, B. (2024). "The Role of Digital Technologies in Achieving Supply Chain Resilience." *International Journal of Production Economics*.
3. Kharabsheh, R. (2023). "Sustainable Supply Chain Management: The Case of Asian Businesses." *Global Journal of Business Research*.
4. Khan, M., & Haleem, A. (2023). "Impact of Technological Innovations on Supply Chain Efficiency: An Empirical Study of the Asian Market." *Asian Business & Management*.
5. Thai, V. V., & P. M. (2022). "Supply Chain Management Challenges in Emerging Markets: Implications for Policy and Practice." *Journal of Business Logistics*.