Lives of Significance and Service
NORTH PARK UNIVERSITY CHICAGO

School of Business and Nonprofit Management

Course Syllabus

BSE 3630 Fall 2012 Quad A
Marketing Channels and Supply Chain Management
(revised title beginning Fall 2012)
Aug 28-Oct 16 Tuesdays 6:30-9:50

Instructor
Michele Klich Wayte PhD
Professor of Marketing
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mkwayte@northpark.edu
See Instructor Bio in Appendix A.

Office Hours
Tuesday/Thursday 12:30-1:30
Wednesday 11-2 or by appointment

Required Text
Hugos, Michael H., *Essentials of Supply Chain Management* 3e, Hoboken, NJ: John Wiley & Sons, 2011. ISBN 978-0-470-94218-5

Other course materials such as PowerPoints, articles/cases, case analysis questions and study guide will be posted on Moodle.

Course Description
An analysis of marketing channels as systems of interrelated and interdependent organizations engaged in marketing goods and services to industrial, institutional, or household consumers. Behavioral dimensions of channel relations such as communication procedures, roles of channel members, and conflicts within the distribution network are discussed. Construction of effective and efficient distribution networks of manufacturers, wholesalers, retailers, transportation, and Internet based firms are emphasized. In particular, this course focuses on retail management and Internet marketing management. Prerequisite: BSE 2610.

Class Format
This class utilizes class discussion, cases, team activities / presentations, and a final exam. Students are expected to be prepared and participate.

Course Objectives

1. Articulate the key concepts of supply chain management (SCM) and the different functions performed by participants.
2. Describe the four major steps of supply chain operations: Planning, Sourcing, Making and Delivering, and the strategic guidelines for designing a sustainable, competitive supply chain.
3. Understand the role of information technology (IT) in SCM and identify the trends and innovative tools used for effective and efficient SCM.
4. Describe the metrics used for assessing the performance of supply chain operations, and how performance data is used to solve problems and create opportunities.
5. Evaluate the methods such as collaborative planning, forecasting and replenishment (CPFR) to help improve supply chain coordination.
6. Discuss the importance of and movement toward real-time supply chain.

Individual Development and Education Assessment

The University is moving to a standard student assessment instrument based on the IDEA Center's recommended approach. This approach requests that the instructor identify three key overriding objectives of the class. "Rather than emphasizing teaching style or personality, the IDEA system focuses on student learning and the methods used to facilitate it," noted the IDEA Center (2009) when discussing its rating system.

The three IDEA goals are:

1. Develop specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.
2. Work with others as a member of a team.
3. Express yourself orally or in writing.

Student Expectations

Successful completion of the assignments in this course requires thorough preparation, critical analysis, and reflection, which, in turn, demand an adequate allocation of time and effort. *There is simply no shortcut to producing good, thoughtful work. As a result, I expect you to put forth an honest and enthusiastic effort towards your performance in the course.*

Submission of work

Written assignments are expected to be turned in on time (at or before the start of class on the due date) and be single-spaced with 1" margins to allow me to easily insert comments. **No late assignments will be accepted** except for extreme and extraordinary circumstances. I strongly encourage you to complete assignments well ahead of the due date so sudden, unforeseen circumstances do not preclude you from competently completing and submitting on time your assignments.

Course Assignments and Grading
See Grading Rubrics in Appendix B.

1. **a. Weekly Class Participation** - 5 (possible) points x 7 weeks = 35 points (14%)
   b. Week 6 - Online Discussion Forum Participation = 12 (possible) points (5%)

2. **Case Analyses** - 2 x 40 possible points = 80 points (32%)

   Analyses of two (2) case studies from a trade publication and/or academic journal. ***Your three-page double-spaced*** typed response to case questions will be evaluated in terms of the support for your responses using relevant facts of the case, solid reasoning and applicable business concepts and strategies.

3. **Team PowerPoint/Presentation** = 40 possible points (16%)
   Your team (*up to 3 members*) will research, analyze, and present a major topic in Supply Chain Management. Specific guidelines and possible topics will be discussed in class Week 1.

4. **Final Exam** = 83 possible points (33%)
   The final exam will consist of multiple-choice/short answer questions from the text, class discussion, articles/cases, and PowerPoint presentations. A study guide will be posted on Moodle.

Final Grade and Grade Mapping
Your final grade will be based on a **total of 250 points**. The following scale will be used to determine your final letter grade.

Grade / % of Total Points		Points (Out of 250)
A	93%+	232+
A-	90-92%	225-231
B+	87-89%	217-224
B	83-86%	207-216
B-	80-82%	200-207
C+	77-79%	192-199
C	73-76%	182-192
C-	70-72%	175-181
D+	67-69%	167-174
D	63-66%	157-166
D-	60-62%	150-156
F	Less than 60%	<150

Use of *APA Publication Manual*
The School of Business and Nonprofit Management (SBNM) has adopted the *Publication Manual of the American Psychological Association* (APA) as the standard and required format for all written assignments in SBNM courses.

Our goal in adopting the *APA Manual* is to enhance student learning by:

1. Improving student's writing skills.
2. Standardizing the required format of all written assignments in all SBNM courses.
3. Emphasizing the importance of paper mechanics, grammatical constructs, and the necessity of proper citations.
4. Holding students accountable for high quality written work.

If you are unfamiliar with the requirements of the *APA Publication Manual*, we recommend that you purchase the reference manual and/or that you consult one or more of the suggested resources as listed on the Student Resources section of the SBNM website. ***It is your responsibility to learn and ensure that all written work is formatted according to the standards of the APA Manual.***

Academic Honesty

In keeping with our Christian heritage and commitment, North Park University (NPU) and the SBNM are committed to the highest possible ethical and moral standards. Just as we will constantly strive to live up to these high standards, we expect our students to do the same. To that end, cheating of any sort will not be tolerated. Students who are discovered cheating are subject to discipline up to and including failure of a course and expulsion.

Our definition of cheating includes but is not limited to:

- Plagiarism – the use of another's work as one's own without giving credit to the individual. This includes using materials from the Internet.
- Copying another's answers on an examination.
- Deliberately allowing another to copy one's answers or work.
- Signing an attendance roster for another who is not present.

In the special instance of team work, the instructor will make clear his/her expectations with respect to individual vs. collaborative work. A violation of these expectations may be considered cheating as well. For further information on this subject you may refer to the Academic Dishonesty section of the University's Catalog (available at http://www.northpark.edu)
In conclusion, it is North Park's mission to prepare you for a life of significance and service. Honesty and ethical behavior are the foundation upon which such lives are built. We therefore expect the highest standards of each student in this regard.

Disabilities

Students with disabilities who believe that they may need accommodations in this class are encouraged to contact the SBNM program office (773.244.6270). Please do so as soon as possible to better ensure that such accommodations are implemented in a timely manner. For further information please review the following website: http://www.northpark.edu/ada.

Laptop Computer and Other Electronic Devices Use in Class

You may use laptop computer in class to take notes and support presentations. They not may be used for personal use to search the Internet (for activities unrelated to class), send and receive email messages, play games, etc., as these activities may be disturbing to the students near you and disrupt their learning. Cell phones must be shut off or placed on silent/vibrate mode and may not be used during the class to send text messages.

Course Schedule of Topics, Readings, Activities and Assignments

Week 1 Aug 28 Introduction to Class Key Concepts of Supply Chain Management (SCM) ***Select SCM Topic/*** ***Form Team for PowerPoint/Presentation***	 *Course Syllabus* Hugos, Chapter 1
Week 2 Sep 4 Supply Chain Operations: Planning and Sourcing Supply Chain Operations: Making and Delivering	 Hugos, Chapter 2 Hugos, Chapter 3
Week 3 Sep 11 Using Information Technology (IT)	 Hugos, Chapter 4 **Due: Case Analysis #1 by email 6:30pm**
Week 4 Sep 18 Metrics for Measuring Supply Chain Performance Supply Chain Coordination	 Hugos, Chapter 5 Hugos, Chapter 6
Week 5 Sep 25 Defining Supply Chain Opportunities Creating Supply Chains for Competitive Advantage	 Hugos, Chapter 8 Hugos, Chapter 9 **Due: Case Analysis #2 by email 6:30pm**
Week 6 Oct 2-Online Discussion Forum Supply Chain Innovation for the Real-Time Economy The Promise of a Real-Time Supply Chain	Your initial post in response to questions on the Discussion Forum should be no later than Oct 2 by 11:59pm. Then reply to two other posts by Friday Oct 6 at 11:59pm. Hugos, Chapter 7 Hugos, Chapter 10
Week 7 Oct 9 *Walmart and the Green Supply Chain* Current Topics in Supply Chain Management (SCM)	 **Due: Team PowerPoints/Presentations**
Week 8 Oct 18	**Final Exam**

N.B. The instructor reserves the right to change the schedule in order to better serve the needs of students.

Appendix A
Instructor Bio

Michele Klich Wayte, PhD has been a full tenured Professor of Marketing in the SBNM faculty at NPU since 2011. Born and raised in nearby Gary, Indiana, she relocated back to Chicago in August 2010 after 20 years on the West Coast and abroad.

With over 10 years in academia, Dr. Wayte has been a marketing professor at Concordia University-Portland, California State University at Fullerton, and University of Guam. She has taught principles of marketing, consumer behavior, advertising, personal selling, global marketing, research and analytics, as well as psychology and communication courses. She also taught graduate marketing courses in Hangzhou, China in association with the Beijing School of Management. She has conducted seminars, presented conference papers and published articles on transformational leadership, new product development (NPD) and the innovative use of case studies in business education.

She has served as both a research director and senior analyst for global marketing research firms in Chicago, Phoenix, Los Angeles and Portland, OR. She is also a private marketing consultant and principal of the MKR/C Group. As a market researcher, she has designed and managed large-scale research projects for a number of Fortune 500 companies including Procter & Gamble, IBM, Colgate-Palmolive, SC Johnson, and Anheuser-Busch. For Hormel International Foods, she completed the all-island SPAM® study on Guam.

Entrepreneurship and small business development have long been research interests. On Guam, she was an advisor to Citibank's Women in Business (WIB) group and a contributing editor for *Business Success* which profiled small business owners in Asia Pacific. She examined the psychological development of Portland-area social change leaders in *Social Entrepreneurs: Profiles in Faith, Courage and Risk-Taking* and has served as a judge for several business plan competitions including the Seattle Pacific University (SPU) Social Venture Competition. In 2012, she presented on the accountability of social enterprises at the IACBE Annual Conference in Kansas City, MO and at the NPU Social Justice and Reload Conference in Chicago. Current research projects include an international study assessing cultural impact on social enterprise development.

Dr. Wayte received her PhD in Communication from Purdue University, specializing in marketing and media studies. Her dissertation was the first comprehensive study of the Hispanic market in the United States. She also holds a master's degree in Clinical Psychology from DePaul University and was formerly a professor of psychology and a marriage and family therapist.

She lives with husband, Kevin, a retired USAF officer turned retail manager, teenage daughter Cher, and a Norwegian Forest cat named Caramel. She has traveled extensively in Europe and parts of Asia and Australia and speaks fluent French and Spanish.

Appendix B
Grading Rubrics

1a. Your Weekly In-Class Participation will be graded according to the following criteria:

A (4.5-5) Contributes in a significant way to the classroom discussion by regularly adding own insight, integrating with or relating concepts to real-world applications, other topics in this and other business classes and draws relevant and appropriate observations from readings.
B (4.25) Active participation, may answer only when called on, but demonstrates good understanding of concepts and application of the material to real-world situations.
C (3.75) Minimal participation. Answers only when called upon with little understanding of material.
D (3.25) Present but not involved in class discussion. Answers with little more than "I don't know."
F (0) Absent

1b. Your Participation in the Week 6 Discussion Forum will be graded according to the following criteria:

	2 pts	1 pt	0 pts
Timeliness	The initial post created by Thursday, allowing time for others to respond.	The initial post created on Friday.	Initial post not created or created after Friday of the week.
Initial Response	Provides a thorough and insightful response to the prompt question(s).	Post partially answers the prompt question(s).	Does not address the prompt question(s).
Integration of Content (Initial & Reply Responses)	Reinforces course material or challenges interpretation of material, and does so in a concise manner. Any references to external sources provide references (URL link or page number in text) so others can follow the thought process.	Refers to lesson content but not integrated effectively.	Does not refer to key points with no evidence participant understands the key points. Or, is excessively long.
Reply Responses	Responds to the ideas presented in the original post and 2 reply responses posted.	Response are loosely related to the ideas of the original post, and only 1 reply response posted	Responses do not relate to the original post, and no reply response posted
Constructive Comments (Reply Responses)	Is characterized by at least 3 of the following: a. supportive b. thought-provoking c. challenging d. reflective e. ties to course concepts	Is characterized by two of the following: a. supportive b. thought-provoking c. challenging d. reflective e. ties to course concepts	Response is one or none of the following: a. supportive b. thought-provoking c. challenging d. reflective e. ties to course concepts

Clear Writing	Organized, concise, grammatically correct, clearly written in understandable language.	Writing is adequate but may include inconsistencies or inaccuracies.	Writing is poor, unclear, disorganized or contains significant grammatical errors.

2. Your Case Analysis will be graded according to the following criteria:

	8 pts	7 pts	6 pts	5 or less pts
Content	Effectively references course content and properly applies principles to real-world situation outlined in case. Length of paper is within the stated limit (approx. 3 double-spaced pages).	References course content but application of principles is only partially appropriate for the particular case situation.	References course content but principles not correctly applied, or unfitting to case situation.	Does not refer to course content. Little or no application of course principles. Paper is not the proper limit.
Case Questions	Fully addresses all posed case questions. Provides a thorough and insightful response to the questions.	Addresses all posed case questions. Responses adequate but not exhaustive.	Addresses some but not all of the posed case questions. Responses less than adequate.	Does not address the posed case questions
Overall Analysis	Thorough and concrete analysis, going beyond posed case questions. Firm position taken, with strong justification. Discussion, conclusions and recommendations demonstrate strong grasp of course content and principles being studied in this course.	Solid analysis, sufficient depth. Firm position taken and justified in analysis. Conclusions are recommendations follow directly from stated rationale.	Adequate analysis, adequate depth. Conclusions and recommendations are unclear or questionable, and/or do not correctly apply principles being studied in this course.	Poor analysis. Insufficient depth, no conclusions drawn or rationale is questionable.
Clear Writing	Organized, concise, grammatically correct, clearly written in understandable language.	Writing is adequate.	Writing is adequate but may include inconsistencies, inaccuracies, and/or some grammatical errors.	Writing is poor, unclear, disorganized or contains significant grammatical errors.
APA Format	Follows APA format	Follows APA format with some errors	Partially follows APA format	Does not follow APA format

3. Your Team PowerPoint/Presentation will be graded according to the following criteria:

	10 pts	9 pts	8 pts	7 or less pts
Content	Effectively references course content and properly applies principles to real-world situation. Conforms to suggested length.	References course content but application of principles is only partially appropriate for the particular situation.	References course content but principles not correctly applied, or unfitting to situation.	Does not refer to course content. Little or no application of course principles. Does not conform to suggested length.
Response to Questions	Fully addresses all posed issues. Provides a thorough and insightful response to the issues.	Addresses all posed issues. Responses adequate but not exhaustive.	Addresses some but not all of the posed issues. Responses less than adequate.	Does not address the posed issues.
Overall Analysis	Thorough and concrete analysis, going beyond posed questions. Firm position taken, with strong justification. Discussion, conclusions and recommendations demonstrate strong grasp of course content and principles being studied in this course.	Solid analysis, sufficient depth. Firm position taken and justified in analysis. Conclusions are recommendations follow directly from stated rationale.	Adequate analysis, adequate depth. Conclusions and recommendations are unclear or questionable, and/or do not correctly apply principles being studied in this course.	Poor analysis. Insufficient depth, no conclusions drawn or rationale is questionable.
Quality of PowerPoint/Presentation	Organized, concise, grammatically correct, clearly written in understandable language.	PowerPoint is adequate.	PowerPoint is adequate but may include inconsistencies, inaccuracies, and/or some grammatical errors.	PowerPoint is poor, unclear, disorganized/ contains significant grammatical errors.

Grading rubrics adapted from Acles, K., SBNM 4550 Course Grading Rubrics, Spring 2012.