

Supply Chain Management
Course Number: 22:799:625
Course Title: Supply Chain Analytics Essentials

COURSE DESCRIPTION

This course is intended to prepare students for management opportunities in service firms, which represent the fastest-growing sector of the economy. Indeed, service industries account for a majority of the workforce in the U.S. and other industrialized economies in the world. The service sector includes for-profit institutions and non-profit organizations. Examples of services include hospitality, education, legal, entertainment, financial, logistics, healthcare, and government. Outstanding service organizations are managed differently than their competitors. Unlike manufacturing-based companies, successful service organizations have many unique performance measures of success, such as the employees' enthusiasm and quality of customer satisfaction. Beginning with the service encounter, service managers must blend marketing, technology, people, and information to achieve a distinctive competitive advantage.

This course provides a rigorous theoretical and analytical overview of successful service firms. Students taking this course will study critical aspects of service management from an integrated viewpoint. Although this course focuses on both the qualitative and quantitative aspects of operations, the material will also integrate marketing, strategy, information technology, and organizational issues. Finally, this course is also intended to help students discover entrepreneurial opportunities in the vast service economy.

COURSE MATERIALS

TEXTBOOK

The course will use the following textbook:

Title: Service Management {8th Edition}

Authors: James Fitzsimmons, Mona Fitzsimmons, and Sanjeev Bordoloi

ISBN 10: 0077841204; ISBN 13: 9780077841201

Publisher: McGraw-Hill

[This textbook is abbreviated as "Fitz" in the tentative course outline]

Chapters from this textbook have been assigned as background reading with the material being covered. Lectures will follow the book. You are especially required to read materials outside of the classroom including, but not limited to, extra readings.

Please feel free to share with everybody web-links/photocopies of newspaper/magazine articles informing us of topical issues and events in the world of service management. It will also be useful for you to keep abreast of important issues and events by reading popular business periodicals.

SLIDE DECKS & OTHER COURSE MATERIALS

Slide decks covering topics in the textbook will be reviewed and discussed in class and will also be provided to students through Canvas.

Other course materials will also be provided to students through Canvas.

Check Canvas (canvas.rutgers.edu) and your official Rutgers email account regularly for updates and announcements.

LEARNING GOALS AND OBJECTIVES

This course is designed to help students develop skills and knowledge in the following area(s):

Knowledge. Students should develop an understanding of the "state of the art" of service management thinking and the importance of service industries both domestically and internationally.

Students who complete this course will demonstrate ability:

- a. To structure and solve problems commonly found in service industries using both qualitative and analytical frameworks
- b. To develop an awareness of the opportunities that information technology can offer for enhancing service firms' competitiveness
- c. To study "breakthrough" services in order to understand the operations of successful service firms that can be a benchmark for future management practice
- d. To appreciate and discover the entrepreneurial opportunities in services

Effective communication. Students will be effective and professional communicators:

Students who complete this course will demonstrate

- a. Ability to construct clear, concise, and convincing written business communication
- b. Ability to construct and deliver clear, concise, and convincing oral communication

Students develop these skills and knowledge through the following course activities and assignments:

Lectures. Class lectures generally include a slide deck presentation of the material to transfer the knowledge to the students. Lectures use practical examples from business and industry and interactive group exercises to help ensure thorough comprehension of the material.

Class Participation. Students should be able to communicate their ideas to the class and create a positive learning environment. Through class participation, students will get an opportunity to listen to peers' perspectives and inform them of their own views/opinions. Participating in the question-answer format of instruction will stimulate independence in thought and action. For details, please refer to the section on "Course Requirements and Grading."

Mini-Case Report. Each student team will submit a written mini-case report during the semester. Each student in the group must work together in a team for effective analysis of the cases. The report should

include the case overview, the issues, analyses, and concise answers to the case questions. For details, please refer section on "Course Requirements and Grading."

Major Project Presentation. Each student would be part of a team that will make one major project presentation towards the end of the semester. Each student in the group must work together as a team to research the topic, develop a presentation, and deliver the presentation to the entire class. Each student must individually participate in the research, development, and delivery of the presentation. For details, please refer section on "Course Requirements and Grading."

Tests. The course includes two non-cumulative tests to assess students' knowledge and comprehension formally.

The Quality Council Leader(s) {QCL): The course is structured on two basic hypotheses- The instructor is a facilitator in the learning process, catalyzing the growth of everyone. To enable participative learning, the instructor shares the responsibility for learning, offering, and receiving continuous feedback.

The QCL will be implementing and testing the above hypotheses. The QCL will work with the class to form teams, plan the projects, conduct peer evaluations, set goals, coordinate presentations, and manage resources. S/he will provide continuous feedback to the instructor based on open channels of communication and mutual listening.

ACADEMIC INTEGRITY

I do NOT tolerate cheating. Students are responsible for understanding the RU Academic Integrity Policy (<http://academicintegrity.rutgers.edu/>)

I will strongly enforce this Policy and pursue *all* violations. On all examinations and assignments, students must sign the RU Honor Pledge, which states, "On my honor, I have neither received nor given any unauthorized assistance on this examination or assignment." I will screen all written assignments through *SafeAssign* or *Turnitin*, plagiarism detection services that compare the work against a large database of past work. Don't let cheating destroy your hard-earned opportunity to learn. See business.rutgers.edu/ai for more details.

COURSE REQUIREMENTS AND GRADES

Grading Scheme

The weights given to different activities in determining the final course grade follow:

Class participation:	10%
Exam 1:	25%
Exam 2:	25%

Homework Assignments 10%

Mini Case Report (MCR) 10%

Major Project Presentation (MPP)

Peer Evaluation 5%

Instructor Evaluation 15%

Class participation

Since this course requires critical thinking skills, the entire class's learning experience is enhanced by students' class participation. Through class participation, you will get an opportunity to listen to peers' perspectives and inform them of your own views/opinions. Participating in the question-answer format of instruction will stimulate independence in thought and action. True learning starts unfolding as the "right" questions start emerging from the class, which steers the analysis forward by finding answers to those questions.

A significant portion of your class participation will also depend on your preparedness and participation during the lectures and case/project presentations.

Exams

There will be two non-cumulative exams in this class. The exam will test your ability to analyze and model decision-making using analytical tools. The exams can serve as a tool for self-evaluation, provide feedback and deepen the learning. Please note that the exam will not be a mere exercise in number crunching. They will devote significantly to "why?" and "how?" of analyses. While the exams will be closed book, you are allowed to bring an 8.5" X 11" single-sided "cheat sheet" on which you may write anything you wish. In making the "cheat" sheet, you develop the skills to summarize important reference points. After going through this exercise, it is not unusual for students to say that they never used the sheet during the exam since they already knew what they wrote very well.

Homework Assignments

Homework problems will be assigned regularly, relating to the material covered in the class. Since these homework assignments will depend heavily on the class lectures, not attending the class will put you at a disadvantage in doing your homework assignments. Therefore, you are strongly encouraged to attend all class sessions.

Mini-Case Reports

Each student/team will submit one mini-case report during the course of the semester. The mini-case report (worth 10% of the grade) will deal with mini case-studies from the book. You will have to present the case overview, the issues, and analyses. Specific assigned case questions will have to

be answered concisely. It is important for you to tie in your answers with the key learning points provided in the book chapter.

Major Project Presentations (20 Minutes including Q/A)

In addition to the abovementioned Mini-Case Report, each student will be part of a team that will make one major project presentation (worth 20% of the grade) at the end of the semester.

The Major Project Presentations will involve each team proposing, justifying, developing, and rigorously demonstrating the impact of an innovative service management solution in an actual organization. Choose an organization that is of interest to you, and you are able to link it with the lesson(s) learnt in the course.

Each team is required to submit a professional-quality PowerPoint presentation. These files should incorporate the feedback/discussion generated during the in-class presentation. **The PowerPoint file should be submitted within one week of the in-class presentation.**

Note: You should not cut-and-paste verbatim material from Web pages or copy verbatim material from any other sources unless you use that material as exact quotes. In such a case be sure to enclose any pasted text material in double quotes and provide an accurate reference. All pasted graphs and charts should also be properly referenced.

COURSE SCHEDULE

Note: This is only a tentative outline. Actual schedule may not exactly follow this tentative outline.)

Class	Date	Materia l
1	Week 1	Introductions, Course Outline, QCL and Team Formation Chapter 1: The Service Economy Chapter 2: Service Strategy
2	Week 2	Chapter 2 (Cont'd): Service Strategy Chapter 3: New Service Development <i>MCPRI: XPresso Lube (Fitz: Ch 1: Pg. 26-28}</i>

3	Week 3	Chapter 4: The Service Encounter <i>MCR2 - United Commercial Bank and El Banco (Fitz: Ch 2: Pg. 53- 56}</i> Chapter 5: Supporting Facility and Process Flows
4	Week 4	Chapter 5 (Cont'd): Supporting Facility and Process Flows <i>MCR3 -Amazon.com (Ch 3: Fitz: Pg. 86-88}</i> Chapter 6: Service Quality
5	Week 5	Chapter 6 (Cont'd.): Service Quality <i>MCR4 - Enterprise Rent-A-Car (Ch 4: Fitz: Pg. 110-112}</i> Chapter 7: Process Improvement
6	Week 6	Chapter 8: Service Facility Location <i>MCR5 - Health Maintenance Org. (A) (Ch 5: Fitz: Pg. 139}</i>
7	Week 7	Chapter 8 (Cont'd.): Service Facility Location <i>MCR6- The Complaint Letter (Ch 6: Fitz: Pg. 174-175}</i>
		Review for Exam 1
8	Week 8	Exam 1 Chapter 9 : Service Supply Relationships <i>MCRI - Sonora County Sheriff (Ch 7: Fitz: Pg. 200-201 }</i>
9	Week 9	Chapter 9 (Cont'd.): Service Supply Relationships Chapter 10: Globalization of Services <i>MCR8- Health Maintenance Org. (CJ (Ch 8: Fitz: Pg. 239-240}</i>
10	Week 10	Chapter 11: Managing Capacity and Demand Class Exercise: THE YIELD MANAGEMENT ANALYST <i>MCR9 - Evolution of B2C E-commerce in Japan (Ch9: Fitz: Pg. 270- 272)</i>

11	Week 11	Chapter 12: Managing Waiting Lines MCPIO - FedEx:Tiger Int. Acquisition (Ch 10: Fitz: Pg. 295-298)
12	Week 12	Chapter 13: Capacity Planning and Queuing Models MCP11 - Eye'II Be Seeing You (Ch. 12: Fitz: Pg. 353-354)
13	Week 13	Major Project Presentation Preparation/Discussion MCP12 - Renaissance Clinic (A) (Ch. 13: Fitz: Pg. 379-380) Review
14	Week 14	Major Project Presentations (Teams MPPI, MPP2, MPP3 and MPP4)
15	Week 15	Exam 2

SUPPORT SERVICES

If you need accommodation for a *disability*, obtain a Letter of Accommodation from the Office of Disability Services. The Office of Disability Services at Rutgers, The State University of New Jersey, provides student-centered and student-inclusive programming in compliance with the Americans with Disabilities Act of 1990, the Americans with Disabilities Act Amendments of 2008, Section 504 of the Rehabilitation Act of 1973, Section 508 of the Rehabilitation Act of 1998, and the New Jersey Law Against Discrimination. More information can be found at ods.rutgers.edu.

[Rutgers University-New Brunswick ODS phone (848)445-6800 or email dsoffice@echo.rutgers.edu]

[Rutgers University-Newark ODS phone (973)353-5375 or email ods@newark.rutgers.edu]

If you are *pregnant*, the Office of Title IX and ADA Compliance is available to assist with any concerns or potential accommodations related to pregnancy.

[Rutgers University-New Brunswick Title IX Coordinator phone (848)932-8200 or email jackie.moran@rutgers.edu]

[Rutgers University-Newark Office of Title IX and ADA Compliance phone (973)353-1906 or email TitleIX@newark.rutgers.edu]

If you seek **religious accommodations**, the Office of the Dean of Students is available to verify absences for religious observance, as needed.

[Rutgers University-New Brunswick Dean of Students phone (848)932-2300 or email deanofstudents@echo.rutgers.edu]

[Rutgers University-Newark Dean of Students phone (973)353-5063 or email DeanofStudents@newark.rutgers.edu]

If you have experienced any form of **gender or sex-based discrimination or harassment**, including sexual assault, sexual harassment, relationship violence, or stalking, the Office for Violence Prevention and Victim Assistance provides help and support. More information can be found at <http://vpva.rutgers.edu/>.

[Rutgers University-New Brunswick incident report link: <http://studentconduct.rutgers.edu/concern/>. You may contact the Office for Violence Prevention and Victim Assistance at (848)932-1181]

[Rutgers University-Newark incident report link: https://cm.maxient.com/reportingform.php?RutgersUniv&layout_id=7 . You may also contact the Office of Title IX and ADA Compliance at (973)353-1906 or email at TitleIX@newark.rutgers.edu. If you wish to speak with a staff member who is confidential and does **not** have a reporting responsibility, you may contact the Office for Violence Prevention and Victim Assistance at (973)353-1918 or email run.vpva@rutgers.edu]

If students who have experienced a temporary condition or injury that is adversely affecting their ability to fully participate, you should submit a request via <https://temporaryconditions.rutgers.edu> .

If you are a military **veteran** or are on active military duty, you can obtain support through the Office of Veteran and Military Programs and Services. <http://veterans.rutgers.edu/>

If you are in need of **mental health** services, please use our readily available services.

[Rutgers University-Newark Counseling Center: <http://counseling.newark.rutgers.edu/>]

[Rutgers Counseling and Psychological Services–New Brunswick: <http://rhscaps.rutgers.edu/>]

If you are in need of **physical health** services, please use our readily available services.

[Rutgers Health Services – Newark: <http://health.newark.rutgers.edu/>]

[Rutgers Health Services – New Brunswick: <http://health.rutgers.edu/>]

If you are in need of *legal* services, please use our readily available services: <http://rusls.rutgers.edu/>

Students experiencing difficulty in courses due to *English as a second language (ESL)* should contact the Program in American Language Studies for supports.

[Rutgers–Newark: PALS@newark.rutgers.edu]

[Rutgers–New Brunswick: eslpals@english.rutgers.edu]

If you are in need of additional *academic assistance*, please use our readily available services.

[Rutgers University-Newark Learning Center: <http://www.ncas.rutgers.edu/rlc>

[Rutgers University-Newark Writing Center: <http://www.ncas.rutgers.edu/writingcenter>]

[Rutgers University-New Brunswick Learning Center: <https://rlc.rutgers.edu/>]

[Optional items that many faculty include:

- Students must sign, date, and return a statement declaring that they understand the RU Academic Integrity Policy.

- Students must sign, date, and return a statement declaring that they understand this syllabus.]

DATA SHEET

Name:

Are you familiar with using analytical techniques or cases and making decisions? Yes / Sort of / No

Curricular interests:

Extra-curricular interests:

Very Briefly Summarize your Work Experience if any:

Career goals: