

INDICATIVE SYLLABUS BBUS XXXX
Managing Retail Operations and Supply Chain
UNIVERSITY OF WASHINGTON – BOTHELL

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Course Objectives

Over the past two decades, retail firms around the world have painfully realized that neglect of the operations function can erode long-term profitability and ability to compete in the global marketplace. World-class competition is fierce today for most operating firms. Delivering high quality products and services quickly, reliably, and at low cost are needed for survival. Firms that have used operations and supply chain management as an effective competitive weapon, in conjunction with well-conceived marketing and financial plans, have made major penetrations into markets worldwide.

In this course you will learn the fundamentals of operations management in a retail setting. The course is designed to address key operations issues faced by firms in the retail environment. These issues include both strategic and design decisions, and as such make operations management an inter-functional concern that requires cross-functional understanding and coordination. A blend of theory, cases, analytical techniques, business examples, videos, and class discussions will be used. Specifically, you will accomplish the following:

1. Retail management operations in multiple industries through cases.
2. Hands-on consulting with local retail companies.
3. Interaction with mentors that support your analysis of a retail project.
4. Technology applications in the areas of Process Analytics, Supply Chain Management and Project Management.

Required Materials

Textbook: Krajewski, Ritzman, and Malhotra, *Operations Management - Processes and Supply Chains*, Ninth Edition, Pearson Prentice Hall Publishers, 2009.
(including myomlab code, refer to page 12 for purchase information).

MyOMLab Homework

Quantitative Homework is assigned online on MyOMLab. MyOMLab™ is a powerful online homework and assessment tool designed to help you practice operations management problems and improve your understanding of course concepts. MyOMlab will be used for homework assignments. MyOMlab's practice questions are correlated with the textbook, and they regenerate algorithmically to give you unlimited opportunity for practice and mastery. Questions include learning aids for extra help at point-of-use, and they offer helpful feedback when you

enter incorrect answers. Practice problems are useful in preparing for exams. These practice problems are available for every chapter and will not be graded.

Homework problems on MyOMLab are similar problems like the textbook. A solution packet for all textbook problems is provided on blackboard. The homework solutions show how to solve the assigned problems. You are expected to work out the homework problems on your own, and compare your answers with the solutions in the packet. If you are puzzled, please make an appointment and resolve those issues. The homework assigned should help you master the techniques (not concepts) covered in the course. To do well on the exams, you need to do the homework problems and master the broader concepts covered in the textbook and classes.

A **course website** is available at <http://bb.uwb.edu> (BBUS XXXX, Retail Operations and Supply Chain Management). All homework solutions as well as power point slides will be placed in appropriate folders online. Additional readings or videos (if any) would be posted online too. Additionally blackboard/catalyst/MyOMLab site would be used for discussion forums and class surveys (if any).

Individual Non-myOMLab Homework

A decision making workbook and a Value Stream Map will be assigned as written homeworks (individual effort). The workbook will be discussed in class. Students will then complete it and turn it in by YYYY. Each student will work on a current state value stream map as part of a class session and turn in a future state value stream map for the same problem. It is expected that you will use professional VSM software such as Visio or iGraphx. Free trial versions for these software's are usually available from their respective websites.

Harvard Business School Case

We will be using three Harvard business school cases to supplement the textbook material. Instructor will provide access details on blackboard.

Exams

There will be two 30 minute in class exams. The exams would be quantitative in nature and would test you on how well you have learned the techniques through your homework and class work. It will cover everything covered up to that time in class. The exam will consist of multiple choice questions and problem solving technique questions. The emphasis will be on learning and understanding the required material and integrating concepts and techniques across different decision areas. It would be an open book exam. Pay particular attention to class coverage, assigned reading (even when not covered in class), **homework**, and key points learned through cases and videos that describe real world practice.

Consulting for Starbucks

Operations management is a “*hands on*” discipline. You will be working with companyZ on three real world projects. Apart from being one of the foremost in the retail business, companyZ is a leader in retail operations. As part of their continuous improvement approach companyZ tests the introduction of every new product/idea before it is launched in the market. companyZ has approached us for help on feasibility testing for the following projects:

1. Project P
2. Project Q

3. Project M

Your primary deliverable will be to investigate whether the new products being launched are feasible or not. In order to do so you will use concepts and tools from the following three categories:

1. Operational Strategy Identification
2. Process and Quality System Design
3. Inventory Management,
4. Supply chain management and forecasting

On KKKK date your team will present an interim poster. Your mentors will provide you with feedback on your project thus far. You should have completed the following by then:

1. CompanyZ mission and vision information around the projects
2. Current state process mapping with time and motion information
3. Layout data
4. Demand data
5. Preliminary analysis if any
6. Detailed plan going forward

Your final presentation will be a 30 minute presentation. A written report needs to be turned in on KKKK date. Report guidelines will be posted on blackboard. You must submit a recommendation to CompanyZ on whether the product/idea should be launched or not. You need to support your recommendation with a thorough analysis. Your recommendation must also consider leadership and motivation concepts. A project management plan needs to be submitted along with your recommendations. The project will be judged by a panel of experts.

Project Support

I am available to meet with every team on an individual basis. Please schedule an appointment. Mentors are available to help you too. Apart from the mandatory mentor meeting I expect that the teams will utilize the mentor pool. Any team can request a meeting with any of the mentors. Please schedule appointments in advance.

Performance Evaluation

Your grade will be based on a weighted scheme as follows:

Categories	Items	Type	% Weight
Homework's	VSM Future State	Individual	5
	myOMLab	Individual	10
	HBS Case Presentation	Group	10
Exam	Exam 1	Individual	12.5
	Exam 2	Individual	12.5
Project	Milestone Poster	Group	5
	Project Presentation	Group	15
	Project Report	Group	15
Miscellaneous	Contribution	Individual	15
Total			100

Absolute grading will be used for this class. An anonymous and **mandatory peer review** would be used at the end of the quarter and your final grades would be adjusted according to the scores you receive. If everyone does their fair share it will result in no deductions from your earned score.

The class contribution grade will be based on quality of participation in class discussions. Excessive absences or repeated tardy arrivals will lead to a reduction in course grade due to lack of class contribution.

General Policies

Assignments will be collected at the beginning of the class in which they are due. Late submissions will not be accepted. You will also have the responsibility to observe and follow the requirements of the Code of Conduct of University of Washington.

Lastly, but not the least important, come and talk to me if you are experiencing any problem with the course. Due consideration will be given to any difficulty that you may be having. Since individual student schedules vary so much, specific office hours have not been designated. Apart from seeing me after class, please make appointments such that they are suitable for your schedule. I am here to help you enhance your learning experience in **every possible way** that I can.

Disability Support Services

To request academic accommodations due to a disability, please contact Disabled Student Services in the Counseling Center, Room LBA106, 425-352-5000, 425-352-5303 (TDD). If you have a documented disability on file with the DSS office, please have your DSS counselor contact me and we can discuss accommodations you might need in class.

Example
Syllabus

SESSION	Topics
I. Using Operations to Compete	
1. XXXX	INTRODUCTION Course Policies Managing Retail Operations
2. XXXX	OPERATIONS AS A COMPETITIVE WEAPON Read Chapter 1 Watch Video: Operations as a Competitive Weapon at Starwood on myOmLab HBS Case: QuikTrip (QT) case, Homework 1 Problems 1, 2, 3, 4, 5, 6 and 7 in Chapter 1 Homework 1 Due Online: XXXX
3. XXXX	DECISION MAKING IN A RETAIL ENVIRONMENT Spreadsheet Modeling (<i>please bring your laptops</i>) Read Supplement A Homework 2 Problems 3, 4, 6, 8, 9, 11, and 16 in Supplement A Homework 2 Due Online: XXXX Team Contract Due and 3-5 minutes of presentation.
II. Managing Retail Processes	
4. XXXX	PROCESS STRATEGY Read Chapter 3 Homework 3 Problems 3, 4, 5, 6, 7 and 8 in Chapter 3 Homework 3 Due Online: October 20 th
5-6. XXXX	MAPPING RETAIL PROCESSES Read Chapter 8, pp. 346-357, 359-362 (<i>skip kanban calculations</i>) Value Stream Mapping Workshop
7-8. XXXX	ANALYZING RETAIL PROCESSES Read Chapter 4, Case Custom Molds, Inc., pp. 119-120 Homework 4 Problems 14, 15, 16, and 18 in Chapter 4 Homework 4 Due Online: October 25 th
9. XXXX	CAPACITY PLANNING Read Chapter 6 Homework 6 Problems 2, 3, 6, and 12, in Chapter 6 Homework 6 Due Online: XXXX Exam 1 Guest Speaker: Capacity planning at McDonalds Stores
10. XXXX	IDENTIFYING BOTTLENECKS

Read Chapter 7
Homework 7 Problems 3, 6, 8, 9, 10, 15 in Chapter 7
Homework 7 Due Online: November 10th
Video Gate Turnaround at Southwest Airlines
Guest Speaker: Managing bottlenecks at Starbucks Retail Stores

11-12. XXXX MANAGING QUEUES
Read Supplement C
 Littlefield Simulation

13. XXXX INTERIM POSTER PRESENTATIONS

III. Managing Retail Supply Chains

14. XXXX DESIGN A RETAIL SUPPLY CHAIN
Read Chapter 9
Homework 8 Problems 4, 6, 7, and 8 in Chapter 9
Homework 8 Due Online: XXXX
HBS Case: Rapid Fulfillment at ZARA

15. XXXX INVENTORY MANAGEMENT AND DISTRIBUTION
Read Chapter 12, pp. 414-433
Homework 9 Problems 5, 6, 7, 9, 11, 13, 15, and 16 in Chapter 12
Homework 9 Due Online: XXXX
Video (myomlab) Inventory management at a Textbook retailer

16. XXXX FORECASTING AND REPLENISHMENT STRATEGIES
Read Chapter 13, pp. 414-433
Homework 10 Problems 5, 6, 7, 9, 11, 13, 15, and 16 in Chapter 13
Homework 10 Due Online: XXXX
Guest Speaker: Forecasting challenges at Union Bay

17. XXXX **Exam 2 (Everything up to Inventory Management)**

18. XXXX INTEGRATING A RETAIL SUPPLY CHAIN
Read Chapter 10
Optional Homework Problem 4, 5, 6, 7, and 8 in Chapter 10
Guest Speaker: Supply Chain Integration at Amazon

IV. Project Management

19-20. XXXX DESIGNING AND PLANNING RETAIL OPERATIONS
Read Chapter 3, pp. 68-91
Homework Problems 2, 4, 5, 7, 8, and 9 in Chapter 3
HBS Case: A&D Inc

21-22. XXXX PROJECT PRESENTATIONS

Critical Thinking Grading Rubric

Trait	Low (1)	Average (2)	High (3)
A. Identifies and articulates major problems/issues	Does not clearly identify and understand major problems/issues.	Identifies the major issues but does not articulate them clearly enough to demonstrate understanding.	Clearly identifies and articulates major problems/issues and then prioritizes them. May also challenge the underlying premise.
B. Presents specific case facts and explains their importance	Only reports facts. Never addresses why facts and context are important (i.e. "so what?" question).	Identifies facts and context but fails to clearly explain why these facts/context are important (i.e. "so what?" question).	Not only reports facts but also provides a context. Makes a clear case as to why these facts/context are important (i.e. "so what?" question).
C. Points out significant assumptions and biases	Never addresses assumptions or biases.	Addresses a few assumptions but does not capture all. Does not address biases.	Clearly outlines assumptions and biases present in the available data/information provided.
D. Analyzes and synthesizes data using appropriate methods	Unable to combine multiple input data points and generate a set of structured output measures.	Combines multiple input data points and a set of structured output measures. Fails to synthesize the output measures such that they can be used for decision making.	Combines multiple input data points and a set of structured output measures. Synthesizes analysis results to generate structured output measures that can be used for decision making.
E. Reasons using logical, accurate inferences and interpretations	Offers inaccurate interpretations of evidence and data. Ignores or superficially evaluates alternative interpretations. Argues using irrelevant or incorrect reasoning and unwarranted claims and assumptions.	Accurately interprets evidence and data. Partially analyzes and evaluates major alternative interpretations. Fails to think through the implications of the possible/proposed solutions.	Accurately interprets evidence and data. Thoughtfully analyzes and evaluates major alternative interpretations. Thinks through the implications of the possible/proposed solutions. Explains and reasons creatively and persuasively.
F. Considers and addresses multiple courses of actions from multiple perspectives	Discusses a single course of action, employing only a single perspective. Demonstrates simplistic, opinion-based thinking.	Discusses a single course of action, employing multiple perspectives, or multiple courses of action, employing only a single perspective. Demonstrates mostly research-based thinking (as opposed to opinion-based).	Discusses multiple courses of actions and considers multiple perspectives. Demonstrates research-based (as opposed to opinion-based) thinking that draws from the student's own research and/or experience.
G. Integrates all relevant information and analysis into logical, internally consistent conclusions that lead to specific judgment	Fails to identify conclusions, implications, and consequences of the problem/question. Fails to consider key relationships between other elements of the problem, such as context, implications, assumptions, data, and/or evidence.	Identifies conclusions, implications, and consequences of the problem/question but fails to consider key relationships between other elements of the problem, such as context, implications, assumptions, data, and/or evidence.	Identifies and discusses conclusions, implications, and consequences, taking context, assumptions, data, and evidence into consideration.

* This rubric draws from UWB's "IAS Assessment Rubric for Critical Thinking," Cal State Fullerton's "Rubric for Assessing Critical Thinking in Capstone Courses," Washington State University's "Critical Reasoning Rubric," and Facione's and Facione's "Holistic Critical Thinking Scoring Rubric."

Presentation Grading Rubric

Score	Remarks
0	Did not add any value to class discussions
1-2	Cursory coverage of material, lots of regurgitation
2.5-3.0	Good basic coverage. At least discussed the key relevant issues. Easy to follow presentation. Lacked insights.
3.5-4.0	Very well done. Engaging presentation, key insights brought out in an interesting manner.
4.5-5.0	Getting towards perfection (5.0 is for perfection). Above and beyond call of duty, with <i>additional relevant sources cited and analyzed</i> , and material from outside sources woven into the topic of the day as well as the primary content covered in the assigned paper.