

FA 24

Meeting days: MW	Instructor title and name: Matt Boyne
Meeting times: 3:00-4:15	Phone: 760.715-8071
Meeting location: FSB 103	E-mail: mboyne@pointloma.edu
Final Exam: 12/16/24 1:30-4:00	Office location and hours: FSB 130 MW 9:00 – 3:00
Additional info: After Class Hours as Desired	Additional info: Zoom Office Hours as Needed

PLNU Mission

To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

Fermanian School of Business Mission

Character – Professionalism – Excellence – Relationships – Commitment - Innovation

As members of a vital Christian community, we strive to provide high quality business programs that equip students to make a positive impact in their workplace and community by connecting purpose to practice.

COURSE DESCRIPTION

This course provides an understanding of the critical role procurement and planning play in an organization's supply chain. Students will explore the role of purchasing, order management, metrics, performance, contracts, the intelligent supply chain, and ethical/sustainable sourcing. The overall impact of human capital and strategy in a supply chain will also be addressed.

COURSE LEARNING OUTCOMES

Students will

1. Exhibit an understanding of the essential elements of a supply chain (PLO 1, F1 & F4).
2. Describe the influence of purchasing on other major functional activities within an organization (PLO 1 & F1)
3. Examine the strategic nature of purchasing going beyond simply buying goods and services (PLO 2 & F4).

4. Analyze the ethical, contractual, risk management, sustainability, and legal issues faced by purchasing and supply chain professionals (PLO 2 & F4).
5. Demonstrate effective business communication (PLO 3).

REQUIRED TEXTS AND RECOMMENDED STUDY RESOURCES

- Hugos, M. H. (2018). *Essentials of supply chain management* (4th ed.). John Wiley & Sons, Inc. The book is available through Ryan’s eBook resources at <https://pointloma.on.worldcat.org/oclc/1013997801>
- Physical copies are available at [Better World Books](#) for around \$25. <https://www.betterworldbooks.com/product/detail/essentials-of-supply-chain-management-9781119461104>
- [WSJ Student Digital Pack](#)
 - Palamariu, R., & Alicke, K. (2022). *From source to sold: stories of leadership in supply chain*. Grammar Factory Publishing. (\$20 at Amazon). Here is a website we will use for homework assignments from the book: <https://sourcetosold.com/book-companion/>
- Please download and have access to a free software called Tableau (free but priceless for supply chain professionals): <https://www.tableau.com/academic/students>

Recommended: [Supply Chain Management Strategy Planning and Operations](#). The \$16.99 per month option will be very useful for your professional development given connection to certifications over both 3061 and 3062. I strongly recommend getting that option, but it is not required.

ASSESSMENT AND GRADING ☼

<p><u>Sample</u> assignment distribution by percentage:</p> <ul style="list-style-type: none"> • 4 Exams (Week 4,8,12,16) 80% (800 Points) • Assignment-Case Analysis (Week 15) 20% (200 Points) 	<p><u>Sample</u> grade scale:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">A=93-100</td> <td style="width: 50%;">C=73-76</td> </tr> <tr> <td>A-=90-92</td> <td>C-=70-72</td> </tr> <tr> <td>B+=87-89</td> <td>D+=67-69</td> </tr> <tr> <td>B=83-86</td> <td>D=63-66</td> </tr> <tr> <td>B-=80-82</td> <td>D-=60-62</td> </tr> <tr> <td>C+=77-79</td> <td>F=0-59</td> </tr> </table>	A=93-100	C=73-76	A-=90-92	C-=70-72	B+=87-89	D+=67-69	B=83-86	D=63-66	B-=80-82	D-=60-62	C+=77-79	F=0-59
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INCOMPLETES AND LATE ASSIGNMENTS

All assignments are to be submitted/turned in by the beginning of the class session when they are due—including assignments posted in Canvas. Incompletes will only be assigned in extremely unusual circumstances.

ARTIFICIAL INTELLIGENCE (AI) POLICY

You are allowed to use Artificial Intelligence (AI) tools (e.g., ChatGPT, Gemini Pro 1.5, Grammarly Go, Perplexity, etc) to generate ideas, but you are not allowed to use AI tools to generate content (text, video, audio, images) that will end up in any work submitted to be graded for this course. If you have any doubts about using AI, please gain permission from the instructor.

CONTENT WARNING

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive various types of information. In Sourcing, all the class content, including that which may be intellectually or emotionally challenging, has been intentionally curated to achieve the learning goals for this course. The decision to include such material is not taken lightly. These topics include child and slave labor. If you encounter a topic that is intellectually challenging for you, it can manifest in feelings of discomfort and upset. In response, I encourage you to come talk to me or your friends or family about it. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of sourcing, and I will support you throughout your learning in this course.

TRIGGER WARNING

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive several types of information. In Sourcing we will cover a variety of topics, some of which you may find triggering. These topics include laborers that are being abused by employers. Each time this topic appears in a reading or unit, it is marked on the syllabus. The experience of being triggered versus intellectually challenged are different. The main difference is that an individual must have experienced trauma to experience being triggered, whereas an intellectual challenge has nothing to do with trauma. If you are a trauma survivor and encounter a topic in this class that is triggering for you, you may feel overwhelmed or panicked and find it difficult to concentrate. In response, I encourage you to take the necessary steps for your emotional safety. This may include leaving class while the topic is discussed or talking to a therapist at the Counseling Center. Should you choose to sit out on discussion of a certain topic, know that you are still responsible for the material; but we can discuss if there are other methods for accessing that material, and for assessing your learning on that material. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of outsourcing, and I will support you throughout your learning in this course.

LANGUAGE AND BELONGING

Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice free. Inclusive/Bias-free language is the standard outlined by all major academic style guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Good writing and speaking do not use unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. Inclusive language also avoids using stereotypes or terminology that demeans persons or groups based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle

commitments of those in the PLNU community. By working toward precision and clarity of

Page

3

language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality.

If you (or someone you know) have experienced a bias incident regarding language, you can find more information on reporting and resources at www.pointloma.edu/bias.

LOMA WRITING CENTER

The Loma Writing Center exists to help all members of the PLNU community cultivate transferable writing skills to engage their academic, professional, personal, and spiritual communities. We work toward this goal by conducting one-on-one consultation sessions, supporting writing education across the PLNU community, and participating in ongoing writing center research.

Getting feedback from the Loma Writing Center while you're in the process of working on an assignment is a great way to improve the quality of your writing and develop as a writer. You are encouraged to talk with a trained writing consultant about getting started on an assignment, organizing your ideas, finding and citing sources, revising, editing for grammar and polishing final drafts, and more. For information about how to make in-person or online appointments, see [Loma Writing Center webpage](#) or visit the Loma Writer Center on the first floor of the Ryan Library, room 221.

- Appointment Calendar: <https://plnu.mywconline.com/>
- Website: <https://www.pointloma.edu/centers-institutes/loma-writing-center>
- Email: writingcenter@pointloma.edu

SEXUAL MISCONDUCT AND DISCRIMINATION

In support of a safe learning environment, if you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that accommodations and resources are available through the Title IX Office at pointloma.edu/Title-IX. Please be aware that under Title IX of the Education Amendments of 1972, faculty and staff are required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at counselingservices@pointloma.edu or find a list of campus pastors at pointloma.edu/title-ix.

If you (or someone you know) have experienced other forms of discrimination or bias, you can find more information on reporting and resources at www.pointloma.edu/bias

SPIRITUAL CARE

Please be aware PLNU strives to be a place where you grow as whole persons. To this end, we provide resources for our students to encounter God and grow in their Christian faith.

If students have questions, a desire to meet with the chaplain or have prayer requests you can contact your professor or the Office of Spiritual Life and Formation.

Page

4

PLNU COPYRIGHT POLICY

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

PLNU Recording Notification

In order to enhance the learning experience, please be advised that this course may be recorded by the professor for educational purposes, and access to these recordings will be limited to enrolled students and authorized personnel.

Note that all recordings are subject to copyright protection. Any unauthorized distribution or publication of these recordings without written approval from the University (refer to the Dean) is strictly prohibited.

PLNU ACADEMIC HONESTY POLICY

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. For all student appeals, faculty and students should follow the procedures outlined in the University Catalog. See Academic Policies for definitions of kinds of academic dishonesty and for further policy information.

PLNU ACADEMIC ACCOMMODATIONS POLICY

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities in accordance with the Americans with Disabilities Act (ADA). Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center (EAC@pointloma.edu or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will work with the student to create an Accommodation Plan (AP) that outlines allowed accommodations. The EAC makes accommodations available to professors at the student's request.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course.

Accommodations are not retroactive so clarifying with the professor at the outset is one of the best ways to promote positive academic outcomes.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC. Students cannot assume that because they had accommodations in the past, their eligibility at PLNU is automatic. All determinations at PLNU must go through the EAC process. This is to protect the privacy of students with disabilities who may not want to disclose this information and are not asking for

any special accommodations.

PLNU ATTENDANCE AND PARTICIPATION POLICY

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions, the faculty

Page
5

member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that date, receive an "F" grade.

FINAL EXAMINATION POLICY

Successful completion of this class requires taking the final examination on its scheduled day. The final examination schedule is posted on the [Traditional Undergraduate Records: Final Exam Schedules](#) site. If you find yourself scheduled for three (3) or more final examinations on the same day, you are authorized to contact each professor to arrange a different time for one of those exams. However, unless you have three (3) or more exams on the same day, no requests for alternative final examinations will be granted.

COURSE SCHEDULE AND ASSIGNMENTS ☼

Week 1 (9/2/24) – Introduction to Supply Chains and Simulations

Reading Assignment:

Hugos text, Chapter 1 – Key Concepts of Supply Chain Management

Reading Questions:

1. What is a supply chain and what does it do?
2. What supply chains do you or your company participate in and what roles do you play in those supply chains?
3. How can you align your supply chain to support your business strategy?

Week 2 (9/9/24) – Improve existing supply chains

Reading Assignment:

Chapter 2 – Supply Chain Operations: Planning and Sourcing

Sample Reading Questions:

1. What are the main business operations performed in any supply chain?

2. How do planning and sourcing operations affect each other?
3. Suggest some improvements that could be made in the way many companies do their supply chain planning and sourcing.

SCM Globe Assignment (1 Hour in Class Lab):

Page

6

1. Go to <https://www.scmglobe.com/> and click on blue "Get Started Now!" button 2. Scan "Getting Started" (<https://www.scmglobe.com/online-guide/getting-started/>), click links on that page. Read introduction to Cincinnati Seasonings case study (<https://www.scmglobe.com/cincinnati-seasonings/>)
3. Read "Frequently Asked Questions" <https://www.scmglobe.com/online-guide/faq/> 4. 4. Register on SCM Globe

Learning Objectives:

- Describe a simulation and why it is useful.
- Describe how simulations can be used to learn about supply chains. 7. Discuss the four supply chain entities that SCM Globe uses to model a supply chain.

Objective – get existing supply chain to run without breaking for 30 days

- Run simulations and analyze simulation results
- Explore the "Cincinnati Seasonings" case study:
 - In the SCM Globe Online Guide read introduction to first case study – "Cincinnati Seasonings Supply Chain" (<https://www.scmglobe.com/cincinnati-seasonings/>)
 - Import the Cincinnati Seasonings case study from the SCM Globe library into your account; then click edit to load that case study and start working with it
 - Simulate operation of the Cincinnati Seasonings supply chain and notice where it breaks; it will run for a few days and then a supply chain problem occurs
 - Analyze the data generated by the simulation and start making changes to the supply chain design so as to fix the problems revealed in the simulation
 - Make changes in the supply chain design as needed to fix supply chain problems and get simulation to run for 30 days or more.
 - No need to make simulations run much longer than 30 days because most companies use 30-day sales and operations planning (S&OP) cycles, and there is little value in going beyond 30 days because the world will have changed. Just as weather simulation models that produce weather reports do not go much beyond 5 -10 days because those simulations become increasingly inaccurate beyond that time period.

Week 3 (9/16/24) – Expand supply chain operations

Note 9/16/24 is a great opportunity to visit UPS!

Reading Assignment:

Chapter 3 – Supply Chain Operations: Making and Delivering

Reading Questions:

1. What are the main activities involved in product design?
2. How do manufacturing companies create production schedules?

Page

7

3. How do order management and delivery scheduling operations interact?

SCM Globe Assignment:

Objective – get expanded supply chain to run without breaking for 30 days

- Load the “Cincinnati Seasonings” case study:
 - Add more stores – Chicago and Columbus – enter data for demand, storage and operating costs for those stores
 - Add more vehicles and routes to service these stores
 - See what happens in the simulations as you try different vehicle and route combinations
- How and where did you create new facilities, vehicles, routes to expand supply chain operations?
- What were the most common problems that occurred in your simulations and how did you respond to fix them?
- What are some of the relationships you see between the four supply chain objects (products, facilities, vehicles and routes)?

Week 4 (9/23/24) – Exam

Week 5 (9/30/24) - Technologies

Reading Assignment:

Chapter 4 – New Technology Changes How Work is Done

Reading Questions:

1. What are the main technologies available for supply chain management?
2. What new technologies and trends will affect the way supply chains operate in the next few

years?

3. Discuss two or three examples where companies have applied new technology to make significant improvements in supply chain operations or offer new services to attract customers.

SCM Globe Assignment:

Objective – create short report presenting what you have learned and what actions you took to get extended supply chain to run for 30 days. Address issues such as:

- What were the main things you needed to do to get the expanded company supply chain to run for 30 days?
- What were the biggest problems/challenges you encountered and how did you respond to them?

Page

8

- What is the cost and amount of inventory that has built up in the supply chain? · In addition to inventory, what are other sources of cost in supply chain operations?
- What new facilities, vehicles and routes did you create to expand the supply chain and why did you do this?

Illustrate your report with relevant screen shots showing supply chain maps and data displays (make use of the snipping tool in Windows 7 or other screen capture tool to capture relevant screen shots and insert them into your report). Back up your main points and findings with onscreen data displays or data you downloaded from your supply chain simulations.

Week 6 (10/7/24) – Supply chain designs for lower inventory costs

Reading Assignment:

Chapter 5 – Metrics for Measuring Supply Chain Performance

Reading Questions:

1. What are common metrics used to measure supply chain performance?
2. How do companies collect and display these metrics?
3. Suggest some ways companies can use this data to spot problems and improve their supply chain operations.

SCM Globe Assignment:

Objective – lower inventory costs while still getting supply chain to run for 30 days

- Find ways to decrease inventory costs in supply chain:

- See where inventory builds up and runs out during simulations and adjust delivery schedules as needed
 - Adjust delivery schedules to avoid buildup of excess inventory or running out of inventory at the stores
 - Synchronize factory production rate with level of product demand - Set safety stock levels and replenish inventory as needed to maintain safety stocks at each facility
- How can you adjust delivery schedules to better manage inventory levels? · What happens when you substitute just in time deliveries for large on-hand inventories?
 - What happens when store runs out of inventory? What is cost of lost sales? · Do you need to keep a safety stock of inventory in facilities to buffer against occasional disruptions in deliveries? How big is that safety stock?

Week 7 (10/14/24)- Coordination

Page

9

Reading Assignment:

Chapter 6 – Supply Chain Coordination

Reading Questions:

1. What is the “Bullwhip Effect” and what are its root causes?
2. How does the Global Data Synchronization Network (GDSN) work?
3. Describe how S&OP operation can work inside a company and between

companies. **SCM Globe Assignment:**

Objective – get supply chain to run 30 days at lower transportation costs as well as lower inventory levels

- Decrease transportation costs
 - Experiment with multi-drop routes where one truck delivers products to two or more stores instead of just a single facility (need operating cost per kilometer for trucks) - Experiment with just-in-time delivery; synchronize delivery schedules to meet demand at stores
 - Try using different modes of transportation such as trains or airplanes to make deliveries and see how they affect transportation costs
- When does it make sense to use multi-drop routes?
 - When are single-drop routes better?
 - What happens to inventory levels on days when product deliveries are missed? ·How can you schedule deliveries to reduce missed deliveries?

Week 8 (10/21/24) – Midterm Exam

Reading Assignment:

Review chapters 1 - 6

Objective – Discuss key supply chain challenges and solutions using information gained from reading assignments combined with experience gained from SCM Globe simulation activities.

Sample Test Questions:

- Describe two or three of the big win improvements you made to the company supply chain and explain what you did to achieve these improvements.
- What were the biggest challenges you faced and what caused them?
- What are the relationships you see between the four supply chain entities – products, facilities, vehicles and routes?
- How do inventory levels relate to delivery schedules?
- How do inventory levels relate to operating costs and ability to meet demand?
- How do different modes of transportation (truck, rail etc.) affect transportation costs?

Page

10

- Discuss two new technologies that are changing how supply chains operate and explain how they change how work is done, and how companies can use this technology for competitive advantage in their businesses.

Week 9 (10/28/24) – Supply chains designs for lowest total costs

Reading Assignment:

Chapter 7 – Supply Chain Innovation for the Real-Time Economy

Reading Questions:

1. What are current trends that make coordination and collaboration in supply chains so important?
2. Discuss the potential for using simulations and techniques from MMO games to improve supply chain operations.
3. Why is it so important for all parties in a supply chain to be electronically connected?

SCM Globe Assignment:

Objective – Get supply chain to run for 30 days at lowest overall costs in inventory, transportation and facility operations.

- What are the two or three main challenges you encounter in running an efficient supply chain?
- When you reduce amounts of inventory in the supply chain can you use smaller facilities and thus reduce facility operating costs?

- Describe the strategy you used and some specific techniques that turned out to be useful (for instance concentrating product storage at certain locations and minimizing it at the rest; or making some routes multi-drop and others single drop; etc.)
- Fine tune supply chain design to get lowest total costs
 - Less on-hand inventory requires less storage space – experiment with smaller storage space to reduce operating costs (need operating cost per square meter for factory, warehouse, stores) - Do different facility operating costs make it advisable to shrink storage capacity in some facilities and expand it in others? Explore these options to see what works.
 - Experiment with delivery schedules on routes that lower or eliminate missed delivery days and notice what happens to on-hand inventory levels.

Week 10 (11/4/24) – Expanding supply chains to support business growth Reading

Assignment:

Chapter 8 – Defining Supply Chain Opportunities

Reading Questions:

**Page
11**

1. Describe the kind of markets Cincinnati Seasonings serves and use the market framework from chapter 5 to define the four quadrants of the framework.
2. What are the performance targets the company needs to meet for success?
3. Describe a supply chain strategy for the company and create a high-level project plan for implementing this strategy.

SCM Globe Assignment:

Objective – Find the best way to support the growth of Cincinnati Seasonings by designing an expanded supply chain that runs for 30 days

- What is the effect on the supply chain in terms of operating costs, transportation costs and inventory as you expand the supply chain to business growth? · Did you open a new warehouse distribution center to support the new stores, or did you keep and/or enlarge the existing warehouse distribution center? Why? · What were the biggest challenges you faced in designing the expanded supply chain and how did you use simulations and operating data to address these challenges?
- SCM Globe assignment – expanding supply chains to support company growth - Add new stores – St. Louis, Kansas City, Des Moines
 - Design warehouse and factory facilities and routes to support them. - Look at the effects of longer delivery routes from original warehouse in Cincinnati
 - Experiment with adding a new warehouse and increasing factory production to support store deliveries.

- Look for a logical central location for warehouse to support the new stores **Week**

11 (11/11/24) – Exploring other supply chain options to support growth

Reading Assignment:

Chapter 9 – Creating Supply Chains for Competitive Advantage

Reading Questions:

1. Describe how Cincinnati Seasonings could create customized supply chain services for its customers to gain a competitive advantage in its market.
2. How can supply chain concepts and techniques can be combined to create responsive supply chains for real-time business operations?
3. How can supply chain capabilities be leveraged into longer term alliances with key customers and suppliers?

SCM Globe Assignment:

Page
12

Objective – Consider the impact of different types of transportation and different combinations of facilities and locations to support business growth

- What is the effect of using larger trucks with more cargo carrying capacity? · What is the effect on supply chain operations and costs if you are able to use trains to transport products instead of trucks? (Hint: Trains cost less to operate but they are not as flexible in scheduling, and they don't go everywhere trucks do so facilities need to be located along rail lines)
- What would happen if instead of one big factory in Cincinnati, you created another factory closer to the new stores to support your growth?
- What if you created a new facility that was both a factory and a new warehouse? Would you be able to reduce operating costs and transportation costs? · SCM Globe assignment – exploring other supply chain options to support growth - Simulate using larger trucks that have higher operating costs per kilometer but can also carry twice as much cargo?
- The Cincinnati factory is located on rail lines; what would happen if you located a new DC so that it is also located near rail lines? Could you lower transport costs?
- Would it make sense to use air transportation to move products in this supply chain? - Is it better to expand the existing factory to support demand from the new stores or better to keep existing factory as is and build a new factory closer to the new stores?

Week 12 (11/18/24) - Review and Exam

Week 13 (11/25/24) – Pulling it all together and looking at the big picture

No Class on Wednesday

Reading Assignment:

· Chapter 10 – The Promise of the Real-Time Supply Chain

Reading Questions:

1. What is meant by “always-on” connections in a supply chain and what do they enable companies to do?
2. How can self-adjusting feedback loops be applied to monitor and manage supply chain operations?
3. What is an emergent system and how does this apply to supply chains? **SCM Globe**

Assignment:

Objective – Describe an overall strategy for how you would design and operate the Cincinnati Seasonings supply chain

Page 13

- Describe your strategy for designing and operating supply chains · List the main principles (4 or 5) that your strategy focuses on
- Use supply chain designs you created in this course to illustrate how your main principles work
- Show some data, either graphs or numbers, from simulations to support your main principles · SCM Globe assignment – using simulations for looking at the big picture - When do you need to open new distribution centers?
- When is it best to use single-drop routes and what kind of truck is most cost efficient? - When is it best to use multi-drop routes and what kind of truck works best? - What if you could use rail transportation, when would that work best? - What is your approach to managing product inventory? Where do you want to concentrate inventory and where do you want to keep inventory levels low?

Week 14 (12/2/24) Tableau and Supply Chain Analytics

<https://www.tableau.com/solution/supply-chain-analytics>

Course Handout

Week 15 (12/9/24) Tableau and Supply Chain Analytics Final Exam Review

Assignment Due: From Source to Sold Application Case Study 12/14/2023

<https://www.tableau.com/solution/supply-chain-analytics>

Week 16 – Final Exam Monday 12/16/24

Reading Assignment:

- Review chapters 1 – 10

Objective – The final will follow this scaffold and prompt.

Create a management briefing of 2 single spaced pages that shows an overall strategy for how you would design and operate the Cincinnati Seasonings supply chain. Draw on your readings and experience gained in the simulations.

- Describe your strategy for designing and operating supply chains. What are the 3 or 4 main guiding principles that your strategy focuses on?
- These are the guiding principles you formulated over the last several weeks as you dealt with the challenges of those weeks.
- They are the principles you articulated in the previous week as you answered the questions posed to you as you looked at the big picture of the Cincinnati Seasonings supply chain situation. - Use screenshots of supply chain designs that show how you manage the four supply chain objects so as to get lowest overall operating costs. · Discuss how to expand supply chain operations to support company growth. Use examples from your simulation to illustrate your strategy ideas.

**Page
14**

- Back up your strategy recommendations by presenting data from the simulations that shows how effective your strategy is.

