SYLLABUS

BM 4237 INTERNATIONAL OPERATIONS

Spring 2016 – Tuesday & Wednesday at 5:30 – 6:50 p.m.

Course Location & Contacts
Schoenbaum Hall 220

Instructor: Steven Dickstein  Email address: dickstein.2@osu.edu
Office Location: Fisher Hall, Room 618
Phone number: (614) 292-4600

Office Hours

Tuesdays, 11:00 a.m. – 12:30 p.m.
Thursdays, 11:00 a.m. – 12:30 p.m.

After class; additionally, I will try to be available upon request on alternative days and times in the case of conflicts.

Course Description
This course reflects a convergence of events and approaches that are both “old” and “new”. What is “new” is the effective collapse of Communism, China’s embrace of capitalism, and India’s abandonment of socialist and severe nationalistic economic policies. The resulting effect has been an approximate doubling of the size of the economic world in less than twenty years. The “old” reflects an African proverb:

Every morning in Africa, a gazelle wakes up.
It knows it must run faster than the fastest lion, or it will be killed.
Every morning a lion wakes up.
Today, business organizations face the same challenge. No matter where they are based and no matter what customers they may serve, the impact of growing, global competition means that they must “run” faster to survive. For business today, there are no longer national boundaries, only political ones. Companies are challenged to increasingly manage manufacturing and service operations across political boundaries to serve global markets and to respond effectively to global competition. As a consequence, companies are shifting their manufacturing facilities around the globe introducing new challenges to the organization. Conducting business overseas-as a source of supply, an entry to local or regional markets, or both- requires responding to the vicissitudes of foreign locations such as cultural, language, economic, and political differences.

Companies are also realizing that to better meet customer needs, they must develop an effective linkage among the various functions in business strategic planning and across all borders. In addition, successful companies have to continuously adapt, innovate, and take risks in forging a global operations strategy with long-term commitment, steady investment, and flexibility. In today's global market, companies are realizing the need to become world-class competitors. Multinational manufacturers that are able to coordinate and balance their global resources and facilities will become stronger, more responsive, and better able to reduce costs and serve their customers in the global arena. Even in today’s challenging economic climate, this remains true.

Course Learning Outcomes

The design of this course resembles an MBA class format using cases and current events to offer an experiential learning experience. As such, the emphasis is not so much on acquiring new knowledge as it is to apply what you already know about Operations to an international business environment. The learning goals of this course include:

1- An understanding of how global events shape international business decisions; articles from the Wall Street Journal and other business publications will be used to bridge the gap between theory and practice

2- Despite globalization and greater communication tools, cultural impacts continue to influence the success (or not) of international operations

3- An organization that is successful in its home market cannot necessarily expand with a “lift and drop” formula. Operations must be customized by market.

4- Develop analytical skills to identify information needed for decision-making, and then assessing available alternatives of action
5- Demonstrate how effective global operations can lower cost, increase flexibility, improve responsiveness to customer requirements, and provide a firm with a competitive advantage

6- Emphasis on communication tools (written and oral) to present findings

Course Text

Course Packet available at the University bookstore and Barnes & Noble

Articles of shorter length will be posted in Carmen- CONTENT by topic

Course Technology

Baseline technical skills necessary for this course
- Basic computer and web-browsing skills for articles and project research
- Navigating Carmen
- Ability to use Excel for problem analysis and Powerpoint for presentation of case and project content

Technology Support

As instructor, my responsibility is the course content and evaluating performance. Please contact me about any concerns in these areas. However, I am generally not able to assist in matters relating to technology, connectivity or Carmen access. Such issues may be addressed directly to either the Carmen or Fisher Technical Support Staff:

The Fisher technology team that is familiar with the course and content format comprises:

Randy Spears (spears.4@osu.edu) or Christiana Cordiano (cordiano.2@osu.edu)

Alternative sources of help are available from helpdesk@osu.edu (or by phone at 292-8976) and Carmen@osu.edu or 614-688-HELP at any time.
Grades

<table>
<thead>
<tr>
<th>Assignment or category</th>
<th>Percent (%)</th>
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<tbody>
<tr>
<td>(1) Exam</td>
<td>30</td>
</tr>
<tr>
<td>(2) Group Project Report (Team)</td>
<td>25</td>
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<td>(3) Group Project Presentation (Team)</td>
<td>10</td>
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<td>(4) Group Case Presentation (Team)</td>
<td>10</td>
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<td>(5) Individual Current Event Presentation</td>
<td>10</td>
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<td>(6) Class Participation</td>
<td>15</td>
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<td><strong>TOTAL</strong></td>
<td><strong>100</strong></td>
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Refer to the Course Schedule, below, for Due Dates

The final grade determination is formula-based in which 30% of the actual exam score is added to all the other grade elements with their point value = the percentages shown above. (Note that this format is NOT the same as the Student default view in Carmen.) NO further curve or extra credit opportunity is expected to be offered. There is a “Grade Calculator” in the Contents tab, SYLLABUS AND GENERAL module to help you assess your progress.

The formula calculates a FINAL CALCULATED GRADE in the Carmen gradebook that is converted to a letter grade using the following, customized scale (more student-friendly than the OSU default):

**Grading scale**

- 92.1 and higher: **A**
- 89.1–92.0: **A-**
- 86.1–89.0: **B+**
- 82.1–86.0: **B**
- 79.1–82.0: **B-**
- 76.1–79.0: **C+**
- 72.1–76.0: **C**
- 69.1–72.0: **C-**
- 66.1–69.0: **D+**
- 59.1–66.0: **D**
- Below 59.1: **E**
Details on Graded Elements

(1) EXAMS

- The exams are closed book, closed notes, closed neighbor, closed electronic communication devices, etc. and should represent the work of only the student taking the exam with no unauthorized outside assistance.
- The exam content may include materials from the Course Packet, Carmen readings, or class lectures (excluding Current Event presentations). Lessons from cases are fair game, but you will not be expected to recall the statistical details of a particular case situation.
- The exam format will be a combination of more specific multiple choice questions and conceptual questions. Total point value may exceed 100 as an earned “bonus”.
- Each student must bring his/her own writing instruments. Cell phones, storage devices or music sources are NOT permitted. Sharing of materials is prohibited.
- **NO MAKE-UP, LATE OR EARLY EXAMS WILL BE GIVEN**, except in the case of documented medical emergency or university-authorized absence. Business related absences are not excused. Students should make arrangements now to avoid time conflicts. The exams are one class period in length, 1 hour, 20 minutes.
- Note that there is no final exam, but the date and time are reserved for overflow Project presentations.

(2) GROUP PROJECT REPORT

The GROUP PROJECT REPORT should focus on a topic related to global operations as defined by the lecture or case topics. Treat this work as a hypothetical Board Presentation in which you are trying to “sell” an operations strategy or investment, setting out alternatives and the justification for your ultimate recommendation. Reports that represent a “survey” approach only to a topic do not satisfy this guideline. Do not choose a topic “after the fact”, one which is already underway or completed. (In other words, your work is expected to be original and to focus on the operational issues.)

The objective of the group project is to provide students the opportunity to explore in-depth a topic of particular interest. **A requirement of the project is that each group must contact two executives involved with international trade/business to seek their inputs and to discuss issues related to the project.** Selected quotes by these executives should become a part of the report. The report grading criteria include:

- Quality of content and depth of analysis, including originality of the proposal; is the conclusion well-supported and convincing? (12 points)
- Extent and quality of resources used (bibliography) including the relevance and use of interviews (5)
- Clarity of presentation & writing including use of tables (5)
- Relevance to course content and focus- is a specific issue raised, including alternatives; quality of sources (3)

A one-page project proposal is required early in the semester. (See Course Schedule)
Group Project Report- Format

Each report should be typed, double-spaced with 12 point minimum font and comprise:

a) A **Title Page** with the title of the paper, group members (last name, first name in alpha sequence), course number, and date.

b) An **Executive Summary** page outlining the Recommendations and key elements or findings of your report. This abstract follows the title page.

c) A **Table of Contents** should follow that provides page reference to topical breaks in the report.

d) The **main body** of the report (excludes title page, executive summary, index, exhibits and bibliography) should not exceed 12 pages in length. **Quotations and ideas from sources must be credited to the sources.** Footnotes should also be used as appropriate.

e) Tables, exhibits, figures, etc. should be professionally presented.

f) A reference list or **Bibliography** should be provided at the end of the report. Identify interview contacts by name, title and affiliation (including efforts that were not successful).

Be careful with the writing throughout since errors in punctuation, spelling, and grammar can have an unfavorable effect on a report's appearance and acceptance. Also, this element is a separate evaluation component.

(3) GROUP PROJECT PRESENTATION

The GROUP PRESENTATION of the project must be supported by **professionally prepared** visual aids/overheads, including exhibits, graphs, charts, tables, etc. All team members must participate in the presentation. Be prepared to present your work in 20 minutes. The presentation will be followed by a question and answer session lasting approximately 5 minutes. *(These time allowances may change depending on class size and schedule.)* All groups are required to **strictly adhere** to the time allocated. Students making presentations must be dressed in **business formal attire** appropriate to a Board Presentation. Attendance during presentations will be monitored closely and reflected in your class participation grade. The group presentation will be evaluated on the following:

- Clarity of oral presentation & analysis/findings (5 points)
- Quality of visual aids used (2)
- Time allocation and team coordination (2)
- Professionalism: appearance, handling Q & A (1)
(4) GROUP CASE PRESENTATION

Each Group is required to lead a classroom presentation and discussion on any one of the Cases identified in the LECTURE SCHEDULE after the first one. You may select your own Case subject to availability. This is not a formal presentation but should be well-organized, and address potential questions that might arise. The evaluation metrics include:

- What are the key issue(s) or decision(s) being confronted? (2 points)
- Overview of the case including any key facts (2)
- What courses of action are available and what are the + or – for each? (2)
- What direction or conclusion do you support based on the available facts? Why? (2)
- Presentation style: participation, clarity & organization, speaking style (2)

Do not research or focus on what may have actually happened (not applicable to all cases) since the purpose is to place yourselves as decision-makers at the time and place of the events without the benefit of hindsight.

Please note that students are expected to be familiar with ALL cases, not just the one presented.

(5) INDIVIDUAL CURRENT EVENT PRESENTATION

An important premise of this course is that decisions in international operations cannot be made in a vacuum that ignore the economic and geopolitical conditions present (operations texts refer to this as environmental scanning). Business overseas cannot be managed “just like home”.

At the beginning of each class we will spend some time discussing current articles from the Wall Street Journal or other business publications that are relevant to this course. Students will sign up for their preferred presentation date early in the course; this can be changed for any reason PRIOR to the scheduled presentation date. The objective is to report briefly on a current news topic that is broadly relevant to our study of international operations management. Each presentation is limited to 3 minutes and will be evaluated as follows:

- Relevance to course content
- Overview of the article content
- What is(are) the key theme(s) or issue(s) raised and why or how is(are) it(they) managerially significant to Operations
- Conclusions or recommendations; comments (including why you agree- or not- and what other information should have been included)
- Presentation style- clarity and organization, effective speaking, handling questions

Each bullet point above will be worth two points (total = 10). Please turn in a hard copy of the article with your name and publication date shown, which should be within about two months of the presentation day.
(6) CLASS PARTICIPATION

Class attendance and participation are monitored on a daily basis. Participation reflects preparation and willingness to contribute meaningfully to discussions. Active participation in case analysis and article discussion is an important part of the learning process and invaluable in developing verbal communication skills. The evaluation methods for Participation will be explained in the first class, but the emphasis is demonstration of familiarity with the assigned readings for the particular class, and NOT simply discussion or questions (which are not intended to be discouraged).

Two multiple choice quizzes covering course readings are scheduled which will offer additional point earning opportunities. Attendance will NOT earn participation points, but excessive absences (typically > 6) may penalize this grade component, especially during the closing project presentation classes.

My ability to get to know you depends on your help- providing the photo ID card (described below) and the using a name “tent” (to be provided) during the first month of classes. Class participation will be posted in Carmen weekly. If you feel I have missed your contribution, you are encouraged to contact me identifying the class and particular material that should have been considered. This must be done within one week of the score posting, or usually, prior to the next update in Carmen. Retroactive requests for point adjustments will not be considered.

There are two bonus earning opportunities for Participation:

- In the third class meeting, each student is encouraged to submit an index card (to be provided) including name and preferred e-mail. Include one interesting fact about yourself (that does not have to relate to university life). On the back, attach a recent photograph of yourself. Timely submission fulfilling all these requirements will earn 2 Participation points.
- If ending SEI participation exceeds 2/3 of the class (67%), every student will receive an additional Participation point. (Note that I cannot determine who submits SEI information nor any individual comments.)
THE PEER EVALUATION PROCESS

This PEER EVALUATION form is a confidential submission by each member of a team, designed to assess the contribution of the individual members for group work. It can be handed in in class or delivered to my office- hard copy only- as of the deadline shown in the Course Schedule. No e-mails will be accepted.

The approach is for you to distribute a $12,000 “fee” per event to each participant, including yourself, based on effort, reliability and the quality of input.

This PEER EVALUATION PROCESS may be used to adjust grades; I look for three conditions before taking such action:

1. Is the difference significant? (One member rated at $2,900, another at $3,100 does not justify grade action.)

2. Is there consensus within the team? (Although the measures may differ, I look for any lesser effort to be reflected in most of the individual inputs, excluding the affected student.)

3. Does the Comment section provide a clear explanation of WHY the team member was rated poorly? (I want to avoid grade action based on personality differences or clashes on the approach or solution to the activity. I am looking for examples of lack of effort or failing to meet commitments.)

When a team must make up for the lack of contribution by one of its members, there is no bonus or extra credit to those students (can’t ‘steal’ points). The PEER EVALUATION process only penalizes non-performance. There is an underlying presumption that the Team remains responsible for the quality and completeness of its submission, regardless of any shortfall by any individual member(s).

The actual reduction is reflected as a % adjustment of the final case or project grade. It is not equal to the computed distribution of effort although such math is used as a guideline. Also, excluding exceptional cases, the deduction is rarely more than 50% in recognition that the team has some collective responsibility for all members regardless of individual effort.

Since adjustments (if any) cannot be applied until the Evaluations are submitted in the final week of class, grades in Carmen are not necessarily final until exam week. Peer Evaluation submissions are confidential; a student affected by the process may not see the inputs used in determining any grade penalty, but the reason will be explained clearly.

This submission is recommended, but NOT mandatory. There is no automatic penalty for not submitting this form. However, if a student provides no input and is poorly evaluated in the forms submitted by other teammates, there is a risk of a higher penalty.
**Peer Evaluation - GROUP ACTIVITIES**

Your group can earn $12,000 for each case as a consulting fee. Divide the money among your group based on the quality and effort of each team member’s contribution. This evaluation is due to the instructor in hard copy format only during the last week of classes or to my office or the Department office. Please justify your response only if an unequal valuation is assigned.

<table>
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<tr>
<th>Case</th>
<th>Project</th>
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<tbody>
<tr>
<td>$12,000</td>
<td>$12,000</td>
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Please include Discussion on this sheet ONLY if the assigned values above are NOT approximately equal:
Faculty Feedback and Response Time

I am providing the following guidelines to give you an idea of my intended support throughout the course.

Grading and feedback

- Quiz solutions will be reviewed in the following class, and scores will be posted in Carmen as part of the next, scheduled Participation update.
- The exam evaluation may require one to two weeks, depending on class size.
- Each team member will receive detailed feedback on the Project Report AFTER the presentations. Typically, this will fall during exam week.

E-mail

I will generally reply to e-mails within 24 hours on school days and on many weekends.

Attendance and Communication

Attendance

Attendance is tracked regularly, as the course design based on experiential learning requires active participation (versus a distance learning format). Grades will be penalized when unexcused absences exceed six.

Communication Guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style**: While this may not be an English course, the ability to communicate clearly and convincingly is essential to success in any career. Your evaluation on all course work will consider not just technical accuracy, but also presentation style and effective use of exhibits.
- **E-mail courtesy**: Please always include the course number in your communications with me. I teach as many as four classes a semester with 600+ students, all “Operations”, so more specific identification is needed.
- **Backing up your work**: Any work submitted in this class should be saved in a word processor, just in case a submitted copy is lost or misplaced.
Course Communication Strategies

There may be occasions over the semester when information needs to be provided about the course or scheduling issues. Anything of an urgent nature will be communicated by e-mail from the Carmen course Classlist. I will assume that you track your OSU e-mail regularly.

Less urgent news may be posted in Carmen as a News Note, which appears on the Home Page when you log into the course.

Other Course Policies

Academic Integrity Policy

The Ohio State University’s Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: “Any activity that tends to compromise the academic integrity of the University, or subvert the educational process.” Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University’s Code of Student Conduct is never considered an “excuse” for academic misconduct, so I recommend that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University’s Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- The Committee on Academic Misconduct web pages (COAM Home)
- Ten Suggestions for Preserving Academic Integrity (Ten Suggestions)
- Eight Cardinal Rules of Academic Integrity (www.northwestern.edu/uacc/8cards.htm)
Accommodations for Accessibility

Requesting Accommodations
If you would like to request academic accommodations based on the impact of a disability qualified under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, contact the Office of Disability Services (ODS) as soon as possible to discuss your specific needs (614-292-3307 or ods@osu.edu). Discussions are confidential.

I rely on ODS for advice and direction as to the specific accommodation your situation may require in this course. Please make these preparations well in advance of any actual need.

Go to http://ods.osu.edu for more information.

Accessibility of Course Technology
This online course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations as part of your consultation with ODS.

- Carmen (Desire2Learn) accessibility
- Streaming audio and video
- Synchronous course tools

Other
In looking at Cases describing known companies and/or historical events, there is always a temptation to search for what actually happened, and to try to do your work in reverse, thereby forcing a similar conclusion. Your grade success does NOT depend on a recommendation that matches the actual outcome, but rather on the scope of the options of action that you identify and the analytical thinking behind your recommendations. Throughout the course, don’t focus on finding “right” versus “wrong” solutions but rather on developing the skills to approach an international business operations problem in a comprehensive and thoughtful way.

Please feel free to ask questions and to participate during class. I hope to provide both a stimulating and fun environment; please feel free to contact me or to stop by if I can help in any way.
Course Schedule

The following schedule is not a contract since articles may be added or replaced. It is your responsibility to monitor the class progress and to prepare accordingly. The best strategy is to do the assigned reading and cases before they are introduced in class. Above all, keep up to date. Shorter Readings listed followed by CC can be found in Carmen Content sequenced by Schedule and Topic. All other readings (and Cases) will be available in the Course Packet.

TU, 01/12    Course description, objectives, and group team assignments.
              Discussion: Handout provided

WE, 01/13    Sample presentation- Current Event (from first class handout)
              Review of course cases
              Lecture: The impact of current events on International Operations
              Readings: “Shifts in Asia Fuel Flare-ups over Islands”, WSJ, 08/23/2012
                        “Retailers Dilemma: Cut Off or Help…”, WSJ, 05/28/2013
                        “Trans-Pacific Partnership Seen as Door…”, NYTImes, 03/25/15

TU, 01/19    FLYING GEESE THEORY
              International operations will often “flock” to the lowest cost source of production
              Readings: “Search for Ever Cheaper Garment Factories…”, WSJ, 07/12/15 CC
                        “Not Made in China”, WSJ, 05/01/13
                        “Made in Bangladesh”, NY Times, 05/14/13

**    ASSIGNMENT: Turn in name cards; Identify which Case your Group will present

WE, 01/20    The ROLE of CULTURE IN INTERNATIONAL OPERATIONS
              Lecture: The role of Culture in International Operations
                        Handout provided- Hofstede Dimensions for six countries
              Readings: National Culture (course packet)
                        For additional information and background see:

TU, 01/26    CSR (Corporate Social Responsibility) in INTERNATIONAL OPERATIONS
              Readings: “Low Cost Drugs in Poor Nations…”, NYTImes, 04/01/13
                        “Can Firms Aim to do Good if it Hurts Profit?””, WSJ, 04/10/13 CC
                        “Inside Nike’s Struggle to Balance Cost & Safety”, WSJ, 04/21/14
                        “Colleges Cut Ties with Apparel Maker Over Safety”, BW, 10/20/14 CC
WE, 01/27  EMERGING MARKETS
Lecture: Doing Business in Emerging Markets
“Wal-Mart Curb Ambitions in India”, WSJ, 10/10/2013 CC
“GAP to Open 40 Stores in India”, FT, 08/21/14 CC
“Peru’s Improbably Inca Kola Wins Out…”, FT, 09/23/14 CC

TU, 02/02  MANAGING GLOBAL OPERATIONS UNDER UNCERTAINTY
Readings: “U.S. Retailers Spent the Past Year…” WSJ, 03/26/14 CC
“Nestle Works to Navigate India’s Regulatory Tangle”, WSJ, 06/17/15 CC
Discussion: Identify other sources of “uncertainty”
Case: Larson in Nigeria, Ivey (CP)

WE, 02/03  MANAGING GLOBAL OPERATIONS UNDER UNCERTAINTY (cont’d)
Readings: “Behind Vietnam’s Anti-China Riots…”, WSJ 06/17/2014
Case: “Jan Eriksson At Norvatis Indonesia (A)” HBS

TU, 02/09  GLOBAL SERVICE OPERATIONS
Readings: “Will China be Netflix’s Toughest Expansion”, Motley Fool, 10/2015 CC
“NFL Pushes Deeper into Overseas Markets”, NYT, 10/24/15 CC
“Steep Learning Curve for Southwest Airlines…”, WSJ, 10/14/14
In-class Exercise: “AOL Struggles Overseas” (handout)

WE, 02/10  COMPETITIVE BENCHMARKING
Discussion: What is Benchmarking?
Case: "American Connector Co. (A)" HBS
** Assignment: Turn in the group project proposal at beginning of class

TU, 02/16  GLOBAL QUALITY STANDARDS
ISO 9000, 14000, and global competitiveness.
Lecture: “ISO 9000 And ISO 14000- In Brief” ISO Website
Readings: “McDonald’s Faces Declining Sales in Asia…”, Forbes, 09/11/2014 CC
Case: “Mattel’s China Experience” Thunderbird

WE, 02/17  GLOBAL FACILITIES STRATEGY
Strategies for locating facilities globally.
Readings: “BMW Considers First Plant in Mexico”, WSJ, 02/14/14 CC
“GM to Close Indonesia Plant”, Dow Jones, 2/26/15 CC
“Volvo to Open Plant in the U.S.”, WSJ, 3/30/2015 CC
Case: “Lincoln Electric: Venturing Abroad” HBS
TU, 02/23  GLOBAL FACILITIES STRATEGY  (cont’d)
Case: “Polaris Industries” Kellogg
QUIZ: Covers material through 10/01

WE, 02/24  GLOBAL SOURCING
Readings: “Here’s Why Mexico is Increasingly Becoming…”, Bus Ins, 04/24/14  CC
“Made in Vietnam”. WSJ, 10/18/2015
Case: “Sher-Wood Hockey Sticks”, Ivey

TU, 03/01  GLOBAL SOURCING (cont’d)
Readings: : “H&M Looks to Source Clothing from Ethiopia”, WSJ, 08/15/2013  CC
Case: “Scott’s Miracle Gro: The Spreader Sourcing Decision” IVEY

WE, 03/02  OFF-SHORING
Discussion: What is the difference between “outsourcing” and “offshoring”? Besides India & China, who else are offshore “players”? 
Readings: “Mexico: The New China”, NYT, 01/26/2013
“Poland Emerging as Major Outsourcing Hub”, Economic Times, 02/27/2013
“Update-Toronto Workers Reject Bombadier”, Reuters, 10/25/2015  CC
“HTC Outsources Some Smartphone Production”, WSJ, 05/05/14  CC

TU, 03/08  RE-SHORING
Discussion: Is Manufacturing in the U.S. disappearing?
Readings: “Back in U.S., Otis Factory Got Stuck”, WSJ, 05/02/14
“China’s Rising Wages and the Made in USA Revival”, BW, 10/23/14  CC
“Companies Tiptoe Back Toward Made in USA”, WSJ, 01/13/2015

WE, 03/09  EXAM- COVERS MATERIAL THROUGH 03/02

Week of March 14  SPRING BREAK- NO CLASSES

TU, 03/22  SUPPLY CHAIN MANAGEMENT
Readings: “Boeing Addresses Concerns” WSJ, 09/22/2015  CC
Case: “SCM at W’up Bottlery” Darden Case
QUIZ: Covers material since Quiz #1 and through 10/22
SUPPLY CHAIN MANAGEMENT (cont’t)
Case: “Sport Obermeyer, Ltd.” HBS

GLOBAL TECHNOLOGY and R&D STRATEGY
Readings: “Ranbaxy Faces Scrutiny”, IBT, 09/23/2013 CC
“Unleash Innovation In Foreign Subsidiaries” HBR
Case: “Hewlett-Packard: Singapore (A)” HBS

DEVELOPMENT OF GLOBAL MANUFACTURING INFRASTRUCTURE
Readings: “Made In The World: The Global Spread Of Production”, POM
“US Manufacturing Gains on China”, WSJ, 04/24/14 CC

DEVELOPMENT OF GLOBAL MANUFACTURING INFRASTRUCTURE
Readings: “The Boomerang Effect”. The Economist, 04/21/2012
Case: "Supply Chain Management at Beautiful Bags”, Darden Case, 2015

CHINA- IS THE “GLASS” HALF FULL OR HALF EMPTY?
Readings: “Garment Maker Retreats”, WSJ, 12/02/2015
“Chinese Currency Manipulation…”, WSJ, 01/08/2013
“China Loses its Allure”, Economist, 01/25/14 CC
“For Poor Countries, China is no Model”, WSJ, 09/19/14 CC

WORLD CLASS OPERATIONS
Readings: “Making the Most Of Foreign Factories” HBR
NOTE: There is a one page handout to be provided in class that relates this article to the cases we have explored
Case: “H & M Global Supply Chain Management Sustainability”, ERB Institute, 2014

Concluding course remarks

** Assignment ALL GROUP REPORTS ARE DUE AT BEGINNING OF CLASS
** Assignment TURN IN PEER EVALUATION FOR GROUP PROJECT & CASE

PROJECT PRESENTATIONS

SPECIAL, replaces EXAM- TU, 04/26 at 5:30 P.M., SB 220 PROJECT PRESENTATIONS