COURSE INFORMATION

Course title:	Supply Chain Management		
Course code:	BASC 523	Credits:	1.5
Session, term, period:	2023W2, Period 4	Class location:	BA1-HA435 BA2-DL125
Section(s):	BA1, BA2	Class times:	Tuesday and Thursday BA1 8:00 AM – 10:00 AM BA2 10:00AM-12:00pm
Course duration:	Feb 27th- March 28th, 2024	Pre-requisites:	n/a
Division:	Operations and Logistics	Co-requisites:	n/a
Program:	MBAN		

INSTRUCTOR INFORMATION

Instructor:	Dr. Samuel Roscoe		
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TEACHING ASSISTANT INFORMATION

Instructor:	Peter Xing		
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Email:	peter.y.xing@gmail.com	Office hours:	By appointment

COURSE DESCRIPTION

Supply chain management involves the management of multiple value-creating processes that are typically fragmented and dispersed across organizational and national boundaries. This fragmentation creates opportunities (e.g. lower costs) but also challenges (e.g. longer lead times). Firms therefore need to find a way to exploit the benefits provided by fragmented supply chains, while making sure that the challenges are managed effectively. This course will expose students to several issues involved in managing supply chains, including sourcing, design, coordination, planning and execution. The goal of the course is to develop a framework which can be used to analyze and manage a firm's supply chain.

COURSE FORMAT

The course will include lectures, case discussions, in-class case activities and simulations. Please see detailed course schedule below.

LEARNING OBJECTIVES

By the end of this course, students will be able to:

1. Analyze total system costs in supply chains
2. Know when and how to use various forecasting techniques
3. Compute trade-offs between cost and responsiveness in supply chains
4. Understand the role of logistics in supply chains
5. Construct and solve supply chain models in Excel

SUSTAINABLE DEVELOPMENT GOALS (SDGS)

At UBC Sauder, we are committed to responsible business practices that can have transformative impacts on society. One of the ways we are reinforcing our commitment to responsible business is by showcasing relevant content in our courses via the lens of the United Nations Sustainable Development Goals. In this course, we will touch on topics that relate to the following goals:

Sustainable Development Goal	Description of how and when the goal is covered in the course.
Goal 9: Industry Innovation and Infrastructure 	Throughout the course, we will discuss the role of innovative technologies in changing the way that goods are made and distributed around the globe. Students will learn how technologies such as 3D printing, Artificial Intelligence and Robotics are leading to novel manufacturing configurations and new supply chain designs that reduce transportation and the carbon dioxide emission that result
GOAL 12: Responsible Consumption and Production 	The case studies will examine how companies can become more sustainable in the extraction of raw materials and during the production of these materials into final products. Students will learn how to optimize production processes to reduce waste and harmful emissions through the production and distribution of products to customers around the globe.
Goal 13: Climate Action 	The case assessments will challenge students to examine how companies can build supply chain resilience to withstand increasing climate related disruptions around the globe. In their essays and presentations, students can consider low emission supply chain designs by considering how the reduction of wasteful activities in a company's operations and production processes can limit harmful emissions in the environment.

ASSESSMENTS

Summary

Component	Weight
Group Case Analysis (slide decks) x 3	7.5% x 3 = 22.5%
(Group) Supply Chain Simulation Game	7.5%
Individual Reflective Piece	15%
Individual Final case analysis and report	40%
Class participation	15%
Total	100%

Details of Assessments

Group case analyses (x3):

- Three case analyses are required and should be submitted as a powerpoint slide deck (max 10 pages).
- Groups will be formed by you and entered in canvas- students should stay in these groups for the duration of the course
- Case analysis guidelines will be posted on Canvas.
- Questions to guide the analysis will also be posted on Canvas.

Supply chain simulation game:

- Groups of students will play an online supply chain game: Harvard's Global Supply Chain Simulation.
- Groups will be formed by you and entered in canvas
- Marks will be assessed on the performance in the game

Individual reflective piece:

- Each student is required to write an individual reflective piece on their learnings from the Global Supply Chain Simulation game.
- Details and guidelines for the reflective piece will be posted on Canvas.

Individual Final case analysis and report

- Each student is required to conduct an analysis of the Supply Chain Hubs in Global Humanitarian Logistics Case (individual). The student should also provide a detailed report on the key findings and recommendations from the case.

Class contribution

Class contributions are integral to your learning and the learning of your classmates. The purpose of evaluating class contribution is to encourage a richer learning environment where the source of knowledge grows from beyond the professor and course materials to include the experience, intuition, and knowledge of the participants. Students who are not comfortable contribution in-class can also make a written contribution to the discussion forum on Canvas, where they can post comments, questions, reflections, anecdotes, etc. These posting will be considered in class participation grading. Note that each score is the maximum you can receive if you fall into that category. For example, if you are late, you will receive no more than a 4 even if you ask good questions or participate fully at a later point in the class. Excused lateness or absences (e.g., illness or family emergencies) will not affect your participation.

Grading Scale for Class Participation:

0 marks-Absent - Did Not Attend and did not have prior permission from the instructor or MBA coordinator (0 marks) (this in no way conflicts with the standard RHL policy on attendance, see below)

1-4 marks - Late by more than 5 minutes

5-6 marks-Present but not voluntarily participating. Unable to answer questions about readings.

7-8 marks-Participates with information such as case or article facts, opinions, and examples.

9-10 marks-Contributes impactful insights that advance learning for the class.

At the end of 10 modules the student will have a total mark out of 100
Contributing impactful insights by the student includes the following:
– builds on others' contributions
– shares personal experience relevant to the discussion/content of the course,
– uses detailed case facts (when appropriate),
– summarizes and clarifies several previous contributions,
– relates to previous discussions and the assigned readings, and
– expresses critiques, concerns, limits of the framework or model.

LEARNING MATERIALS

Required:

1. Course pack containing Harvard cases and simulations – this can be found at https://hbsp.harvard.edu/import/1148036 - cost $52.30
2. Links to some required (and some recommended) readings will be posted on a library reading list available through Canvas.
3. Syllabus (will be posted on course website).

COURSE-SPECIFIC POLICIES AND RESOURCES

Missed or late assignments, and regrading of assessments

Late submissions will not be accepted and will receive a grade of zero.

Academic Concessions

If extenuating circumstances arise, please contact the RHL Graduate School program office as early as reasonably possible, and submit an Academic Concession Request & Declaration Form https://webforms.sauder.ubc.ca/academic-concession-rhlee. If an academic concession is granted during the course, the student will be provided options by RHL, or by the instructor in consultation with RHL, per UBC's policy on Academic Concession.

Other Course Policies and Resources

Assignment submission details:

- All assignments must be submitted in the manner specified on the course website.

Grading:

- Individual reflective piece will be marked on a **"CheckPlus/Check/CheckMinus"** scale. These will then be converted into a number. Usually, a "Check" means an "average" submission and will receive 80%. CheckPlus will receive more than this and CheckMinus will receive less. The exact percentage mark for CheckPlus and CheckMinus will depend on the quality of the submissions. Also, all CheckPlus submissions and all CheckMinus submissions need not receive the same percentage mark. Some differences in quality may be accommodated by assigning different percentage marks. For example, while most CheckMinus submissions may receive 75%, a really bad submission may receive a much lower mark. Also, while most CheckPlus submissions may receive 85%, a really outstanding submission may receive a higher mark. In general, a **"CheckPlus" means** that the submission is thorough and thoughtful. This means that the key issues in the case were clearly

identified, appropriate analysis was discussed, and recommendations were clearly justified. **"Check" means** that it the submission is satisfactory but with room for improvement. For example, the issues were clearly identified but the analysis and recommendations were not as compelling as they could be. Finally, **"CheckMinus" means** that the submission was unsatisfactory with significant room for improvement. For example, the key issues were not identified or discussed, and/or the analysis and recommendations were unclear or unsupported by facts.

- **Slide deck on cases (group work) x 3.** Students will select their own groups and will work in these groups throughout the course. The slide deck is a maximum of 10 powerpoint slides. Evaluation of the slide decks will be based on the clarity, professionalism and organization of the report, the depth of the qualitative and quantitative analysis, the logic of arguments, the effective use of fact and opinion from the case to defend arguments, and the appropriateness and logic of the recommendations. The slide deck will be marked according to the following factors:

    - Professionalism and organization of the presentation – 15%
    - Identification of key issues – 10%
    - Quality and Depth of Qualitative Analysis – 30%
    - Quality and Depth of Quantitative Analysis -30%
    - Recommendations – 15%

    Total: 100%

Individual Final Report on case: The individual project is worth 40% of your final grade for the course. Using the tools and techniques discussed during this course, you are to write a business report that provides a qualitative and quantitative analysis of the case on "Supply Chain Hubs in Global Humanitarian Logistics" and provides recommendations to address the identified issues/opportunities The report length is up to 3000 words (+/- 10%). The word count does not include tables, figures, appendices or the final reference section. It is recommended that students include an executive summary which states the identified issues and summarizes the key recommendations.

The report will be assessed based on the following:

- Structure of the report including presentation and clarity of expression – 15%
- Definition and Measurement of the supply chain problem/opportunity -10%
- Critical Qualitative Analysis using tools and frameworks from the course – 30%
- Critical Quantitative Analysis using tools and frameworks from the course – 30%
- Recommendations – 15%
- Total: 100%

A note about case solutions:

- If you search online, you may be able to find "solutions" to case studies. These are typically assignments that students at other universities have submitted and uploaded to some repository. Given the availability of these online "solutions", it may be useful for me to remind you about the reason we do case studies.
- Each of you has a unique perspective and understanding of the topics that we study in this course. Your case submissions give you an opportunity to articulate your perspective and, by doing so, you contribute to your own learning and to the learning of the class. Looking for the "correct" answer online does not benefit you. In fact, it hurts you because it constrains your ability to learn. Furthermore, it exposes you to the risk of academic misconduct.
- Maintaining the highest standard of academic integrity enhances your educational experience, both individually and as a cohort. I fully expect that you are committed to getting the best possible experience from this program.

A note about assignment feedback:

- This is a case-heavy course. Grading cases can be time consuming. There is usually not one "correct" approach to a case, and students often provide diverse responses each of which may consist of a well-thought argument. As a result, it is not always possible to provide quick and detailed feedback.
- Students however often request quick feedback. While I will make an effort to provide feedback as quickly as possible, I would like to emphasize a few ways that students can proactively address this issue.
- First, note that after each case is submitted, it is discussed in class. This class discussion is a form of feedback. Although it is not individualized feedback, I am happy to have one-on-one discussions with students in case they want to discuss their approach to the case and how it compared to what was discussed in class. In other words, after the case discussion, if you want to discuss your case write up, I am happy to do so.
- Second, graded assignments are not the only form of feedback. While you are waiting for a particular assignment to be returned, if you have questions, I am happy to meet and discuss this with students.
- Third, I am happy to discuss any questions you have about an upcoming assignment. This is often done over e-mail (because cases are often due after a weekend), but please consider this as a form of feedback as well.
- Finally, at the end of the course, if you would like to receive feedback on specific assignments, I am happy to provide it.

POLICIES APPLICABLE TO COURSES IN THE ROBERT H. LEE GRADUATE SCHOOL

Attendance

Excepting extenuating circumstances, students are expected to attend 100% of their scheduled class hours. Absent students limit their own academic potential, and that of their classmates, and cause unnecessary disruption to the learning environment. Students missing more than 20% of the total scheduled class hours for a course (including classes held during the add/drop period) without having received an academic concession will be withdrawn from that course. Withdrawals, depending on timing, could result in a "W" or an "F" standing on the transcript.

Punctuality

Students are expected to arrive for classes and activities on time and fully prepared to engage. Late arrivals may be refused entry at the discretion of the instructor or activity lead. Students arriving later than halfway through a scheduled class will be treated as absent for that class.

Electronic Devices

Devices such as laptops, tablets, and cell phones are not permitted to be used in class unless directed by the instructor for in-class activities. Students who do not follow the School's policy in this regard may be required to leave the room for the remainder of the class, so that they do not distract others. Research shows that students' use of laptops in class has negative implications for the learning environment, including reducing their own grades and the grades of those sitting around them.

Citation Style

Please use the American Psychological Association (APA) reference style to cite your sources.

Details of the above policies and other RHL Policies are available at:
http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,199,506,1625

Generative AI (Including ChatGPT) Not Permitted Any work submitted must be your own original work, written without outside assistance or collaboration. Any use of generative artificial intelligence (AI), including ChatGPT, is not permitted and constitutes academic misconduct. Any student suspected of submitting work that includes AI generated content may be asked for preliminary work or other materials to evidence the student's original and unaided authorship. The student may also be asked to separately explain or support their work. AI identification methods may also be employed by the instructor. After review, if it is determined by the instructor that submitted work likely contains AI generated content, the work may receive a zero and may be subject to further misconduct measures set out in the UBC Academic Calendar

UNIVERSITY POLICIES AND RESOURCES

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Details of the policies and how to access support are available on the UBC Senate website at https://senate.ubc.ca/policies-resources-support-student-success.

Respect for Equity, Diversity, and Inclusion

The UBC Sauder School of Business strives to promote an intellectual community that is enhanced by diversity along various dimensions including status as a First Nation, Metis, Inuit, or Indigenous person, race, ethnicity, gender identity, sexual orientation, religion, political beliefs, social class, and/or disability. It is critical that students from diverse backgrounds and perspectives be valued in and well-served by their courses. Furthermore, the diversity that students bring to the classroom should be viewed as a resource, benefit, and source of strength for your learning experience. It is expected that all students and members of our community conduct themselves with empathy and respect for others.

Academic Integrity

The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work. Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed. For example, incidences of plagiarism or cheating may result in a mark of zero on the assignment or exam and more serious consequences may apply if the matter is referred to the President's Advisory Committee on Student Discipline. Careful records are kept in order to monitor and prevent recurrences.

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ACKNOWLEDGEMENT

UBC's Point Grey Campus is located on the traditional, ancestral, and unceded territory of the xwməθkwəy̓əm (Musqueam) people, who for millennia have passed on their culture, history, and traditions from one generation to the next on this site.

COURSE SCHEDULE

(Subject to change with class consultation)

Week	Date	Topic	Readings or Activities	Assessments due
1	Feb 27th	○ Course overview ○ Introduction to supply chains ○ Supply chain management ○ Supply chain outcomes ○ Design, coordination, planning and execution ○ What is the right supply chain for your products, and what are the right products for your supply chain? ○ Product design and supply chains	• Outcome Driven Supply Chains • What is the right supply chain for your products?-Fisher 1997	
	Feb 29th	• Supply chain coordination, planning and execution ○ Managing an efficient supply chain: in-class exercise: Root beer game	• Bring laptops to class • The bullwhip effect in supply chains ○ Aligning Incentives in supply chains	Complete Simulation in teams during class (unassessed)

	Mar 5th	○ Supplier Relationship Management and Strategic Sourcing	○ Introduce Fuyao Glass America case study-group work	
2	Mar 7th	• SRM and Strategic Sourcing Continued	○ Continue to work on Fuyao Glass America case study-group work	Submit group slide deck on Fuyao Glass America (assessed) by March 11th at 11:59pm
	Mar 12	• Network design ○ Inventory and transportation cost drivers ○ Cycle stocks and safety stocks ○ Use of continuous and periodic review models ○ Inventory pooling (with demand correlation) ○ Transport mode choice ○ Impact of centralization and decentralization on inventory and transportation costs	Introduce Walmart China-Supply Chain Transformation Case Study	
3	Mar 14	• Designing supply chains ○ Distribution system design ▪ Case: Walmart China Inc	Continue Walmart China Inc Case Study	Submit group slide deck of Walmart China Inc Case Study by March 18th at 11:59pm
	Mar 19	• Supply chain coordination, planning and execution ○ Managing a responsive supply chain ▪ Forecasting ▪ Inventory management ▪ Simulation game set-up ○ Managing a responsive supply chain	Introduction of Global Supply Chain Simulation	
4	Mar 21	• Supply chain coordination, planning and execution ○ Managing a responsive supply chain ▪ Global Supply Chain Simulation debrief	• Making Supply Meet Demand in an Uncertain World • Global Supply Chain Simulation	• Complete simulation in teams during class (Assessed) • Submit Supply chain simulation reflective report (individual) (assessed) by March 27th at 11:59pm
	Mar 26	○ Supply chain analytics: an application	• Introduce Drizly case study (group case analysis)	
5	Mar 28	• Supply chain and analytics: an application • Course wrap-up	Work on Drizly case study (group case analysis) during class	Submit slide deck on Drizly case (assessed

				group work) by April 1st at 11:59pm
	April 1st to April 5th (Exam Week)	• Supply Chain Hubs in Global Humanitarian Logistics (individual data analysis and final report) (assessed-individual report)	Prepare final individual report outside of class	• Submit on Canvas by April 6th at 11:59pm
	End of Term			