COURSE INFORMATION

Course title:	Supply Chain Management		
Course code:	BASC 523	Credits:	1.5
Session, term, period:	2024W2	Class location:	Shanghai
Section(s):	823	Class times:	TBD
Course duration:	Feb 28, Mar 1, Mar 2	Pre-requisites:	None
Division:	Operations and Logistics	Co-requisites:	None
Program:	IMBA		

INSTRUCTOR INFORMATION

Instructor:	Chris Ryan		
Phone:	604 822 8435	Office location:	TBD
Email:	chris.ryan@sauder.ubc.ca	Office hours:	By appointment

COURSE DESCRIPTION

In this course, we will take a broad view of a "supply chain." A firm's supply chain consists of all operational processes that create value for the firm. Supply chain management therefore involves the coordination of multiple processes. In addition, these value-creating processes 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.

COURSE FORMAT

This course largely uses the case method. Assignments are largely case memos and reflection exercises. Online discussion boards are also provided for interaction outside of class hours.

LEARNING OBJECTIVES

By the end of this course, students will be able to:
1. Apply models for making inventory decisions
2. Analyze the tradeoffs between centralization and decentralization
3. Evaluate the effects of monopsony power in supply chain relationships
4. Identify ethical issues that arise in the supply chain context

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 1: No Poverty	In Classes 2 and 3, we discuss agricultural supply chain dynamic and their associated impact on rural poverty.
Goal 2: Zero Hunger:	In Classes 2 and 3, we discuss agricultural supply chain dynamic and their associated impact on the healthy supply of food in rural economies.
Goal 5: Gender Equality	In Class 3 we discuss child labor practices in the carpet industry that disproportionately impact young girls. We discuss potential remedies for this situation.
Goal 8: Decent Work and Economic Growth	In Classes 2 and 3 we discuss how industrial centralization (facilitated by modern supply chain practices) impacts access to decent for peoples in both developed and developing economies.
Goal 9: Industry, Innovation and Infrastructure	In Classes 2 and 3 we track some of the historical development of industrialization in developed and developing countries and their associated innovations.
Goal 10: Reduce Inequality	In Classes 2 and 3, we discuss how supply chain practices can perpetuate inequalities in local and global economies and how these impacts can potential be mitigated.
Goal 12: Responsible Consumption and Production	In Classes 2 and 3, we discuss how supply chain practices can encourage centralization and potential lead to irresponsible and unaccounted levels of consumptiuon.

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Goal 16: Peace, Justice, and Strong Institutions 16 PEACE, JUSTICE AND STRONG INSTITUTIONS	In Class 3 we discuss how intervention of large corporations in agricultural supply chains can undermine the strength of local institutions through corruption and co-option into exploitative practices.

ASSESSMENTS

Summary

Component	Weight
Quizzes [4 at 2%] (individual)	8%
Case memos [2 by 20%] (group)	40%
Discussion board posts [4 at 2%] (individual)	8%
Final reflection (individual)	24%
Class participation (individual)	20%
Total	100%

Details of Assessments

Before each class, students will answer **case memo assignments** in groups. These will consist of specific questions that can be answered using the content of the assigned case reading and handed-in online via Canvas. Due dates and times are posted on Canvas.

There will also be **quizzes** to prepare for class discussions of other cases. The quizzes are not meant to be tricky, they are mostly just meant to ensure that everyone has read the case. Class discussions are more meaningful when everyone has read the case.

There are also three mandatory **discussion board posts**, one per class meeting, each worth three percent. These discussion board posts should focus on personal experiences that relate to the content that was discussed that week. Posting an experience gets you 1 out of 2 points. Posting an experience that is interesting to me gets 1.5 out of 2 points. Posting an experience that taught me something new and insightful, gets 2 out of 2 points. **Note:** It is certainly possible to get 2 out of 2, but it likely takes some thought and creativity on the student's part.

The **final reflection** is a take-home exercise that asks students to reflect on their learning from class in light of experience and their plans for the future. A detailed description of the assignment is available on Canvas.

Class participation is an integral part of the class. 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. A "good" in-class contribution:

– builds on others' contributions (preferably referring to the previous contributor by name),
– shares personal experience,
– uses detailed case facts (when appropriate),
– summarizes and clarifies several previous contributions,
– relates to previous discussions and the assigned readings, and
– expresses doubts, concerns, limits of the framework or model.

In class participation is recorded after class. Students who do not attend receive a 0 (this in no way conflicts with the standard RHL policy on attendance, see below).

LEARNING MATERIALS
All required readings are in the course pack or posted on Canvas. There is no textbook.

NO DISTRIBUTION OF RECORDINGS
There is no distribution of recordings of class. Classes are designed as and are intended to be in-person. Your attendance is expected. If you are unable to attend, the policy regarding missed classes described in this syllabus applies. It is your responsibility to ensure that you have the materials you need for missed classes.

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. 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
▪ Policies on assessment due prior to students joining the course (i.e., during the add/drop period).

POLICIES APPLICABLE TO COURSES IN THE ROBERT H. LEE GRADUATE SCHOOL [DO NOT MODIFY]
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

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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Use of Artificial Intelligence

Generative AI Permitted Where Specified With Attribution

For this course, students may use generative artificial intelligence (AI), including ChatGPT, for specific assessments or coursework, where it is expressly specified by the instructor. In these cases of permitted use, students must disclose any use of AI-generated material as per the assessment guidelines.

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

Class	Date	Topic	Class preparation	Assessments due
1	Feb 28	Modeling Foundations: Newsvendor, EOQ, and (Q,R) model	Please read all six cases for the course if possible.	Student information (individual)
2	March 1	Models in practice	Read: Meilleure Electronics Read: Riverside Fashions Read: Kumwe	Riverside case memo (group) Meilleure quiz (individual) Kumwe quiz (individual)
3	March 2	Supply chain issues: Centralization, information, sustainability, and ethics	Read: Merloni Read: ITC eChoupal Read: IKEA	Merloni memo (group) ITC quiz (individual) IKEA quiz (individual)
	TBD			Final reflection due Canvas discussion boards due