COURSE INFORMATION

Course title:	Supply Chain Management		
Course code:	BASC 523	Credits:	1.5
Session, term, period:	2025W1	Class location:	HA 133
Section(s):	302	Class times:	8:30am-4:00pm Saturdays, Sep 6, Sep 20, Oct 4, 2025
Course duration:	Sep 6 to Oct 19, 2025	Pre-requisites:	n/a
Division:	Operations and Logistics	Co-requisites:	n/a

INSTRUCTOR INFORMATION

Instructor:	Harish Krishnan		
Phone:	604-822-8394	Office location:	HA 771 and online (see Canvas)
Email:	harish.krishnan@sauder.ubc.ca	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 needto 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. Identify market conditions where different supply chain outcomes (e.g. cost, responsiveness, etc.) are appropriate
2. Understand the key drivers of sourcing decisions in supply chains
3. Analyze total system costs (e.g. inventory and transportation costs) in supply chains, and determine how alternative supply chain network designs affect these costs
4. Construct and solve supply chain models in Excel
5. Apply appropriate forecasting and inventory management techniques to achieve desired cost and/or responsiveness metrics in supply chains
6. Identify the challenges that arise in coordinating inventory and working capital in a multi-tier supply chain, and find solutions that align incentives and goals of supply chain partners
7. Identify challenges that arise due to lack of visibility in supply chains, and find technical and systemic solutions to problems that arise in complex supply chains with multiple stakeholders.
8. Identify the challenges and find solutions to challenges that arise in decarbonizing supply chains.

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:

Goal 8: Decent Work and Economic Growth 	Throughout the course, we will explore the role of people in making production processes (for all types of goods and services) more efficient and less wasteful. In particular, we will emphasize the importance of engaging people in their work as not just an end in itself, but as a crucial determinant of effective and efficient processes.
Goal 12: Responsible Consumption and Production 	Throughout the course, we will explore ways that production processes (for all types of goods and services) can be made more efficient and less wasteful.

ASSESSMENTS

Summary

Component	Weight
Individual discussion board response for cases (four)	25%
Group case reports (two)	40%
(Group) Supply Chain Game	10%
Individual case report (final assignment)	10%
Class participation	15%
Total	100%

Details of Assessments

Case reports:

- Case analysis guidelines will be posted on Canvas.
- Questions to guide the analysis will also be posted on Canvas.
- For group cases, cases will be formed for you (please see Canvas) and will change for each case.

Discussion board responses (case summaries):

- Discussion board responses are short summaries of the key issues in the case.
- Details and guidelines for the discussion board responses will be posted on Canvas.

Supply chain game:

- Groups of students will play an online supply chain game: Harvard's Global Supply Chain Simulation.
- Groups will be formed for you (please see Canvas).

- Marks will be assessed on the performance in the game, and a short report.
- Details for the report will be provided on the course website.

Class Participation:

- Please be ready and willing to actively engage in all aspects of the classroom learning experience. We all have something to contribute to the collective learning experience each day, and we all want to benefit from it.

LEARNING MATERIALS

Required:

1. Course packs containing Harvard cases and simulations (details about purchasing this will be on Canvas).
2. Class notes (will be posted on Canvas: login using https://canvas.ubc.ca).
3. Links to some required (and some recommended) readings will be posted on a library reading list available through Canvas.
4. Syllabus (will be posted on course website).

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

Use of GenAI

Generative Artificial Intelligence (GenAI) technologies are widely available and are increasingly intertwined with teaching and learning. The term "GenAI" refers to the following tools *as well as any other similar models that create content using sophisticated learning algorithms*: ChatGPT, Claude, Copilot, Gemini, Llama, DeepSeek, and many translation tools. GenAI also refers to such tools that may be integrated into other services like Notion, Canva, and Grammarly.

Sauder considers it essential that 1) students develop proficiency with GenAI; and 2) students are able to learn and practice the foundational critical thinking skills, unaided by GenAI, that are essential to a university education. To achieve both of these goals requires a mix of assessments that use GenAI and those that do not. Therefore each assessment will include GenAI instructions that are best suited to its learning objectives and that uphold Sauder's commitment to academic integrity. Your instructor will specify, for each assessment, which one of the following usage rules is in effect.

A. GenAI is **Permitted**, with attribution. Your instructor will explain what form of attribution, or what citation format, is required.
B. GenAI is **Prohibited**, in a controlled environment. Your instructor will provide a controlled environment for the assessment, such as an exam using lockdown browser or a pen and paper classroom activity.
C. GenAI is **Required**, as part of the assessment. Your instructor will provide instructions describing how GenAI is expected to be used (including instructions regarding attribution/citation, if applicable).

D. GenAI is **Discouraged**, for a low-stakes formative assessment. Students are expected to work on the assessment without GenAI assistance, e.g., in order to practice or increase knowledge/skills on course content.

After review, if it is determined by the instructor that submitted work likely violates the Use of GenAI policy and/or the specific usage rule, the work may receive a zero and may be subject to further misconduct measures set out in the UBC Academic Calendar.

GenAI and groups/teams: Group work is an important part of this course; however, it introduces additional challenges around GenAI use. Therefore, whenever GenAI is permitted for a group assessment, the group must hold a discussion, with all members present, when beginning the work. During this discussion the group must agree on whether, how, and by whom GenAI tools will be used (to be documented in a shared file or email). All group members are expected to then communicate honestly with their group about their own use of GenAI. If it is determined that GenAI was used in a way that violates the assessment's rules, the entire group may be held responsible.

Missed or late assignments, and regrading of assessments

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

Academic Concessions Policy

Valid academic concessions will be accommodated in accordance to UBC and UBC Sauder policies.

Academic Concessions Policy

If you experience unanticipated events or other circumstances that constitute valid grounds for academic concession as defined by UBC's Academic Concession Policy, complete and submit the Academic Concession Request & Declaration Form. Concessions are time-sensitive and the online form should be submitted within 48 hours of the missed deadline. Upon submission, your request will be recorded in the RHL and you will also receive an email with further instructions. Please read this email carefully and be sure to also refer to the relevant course syllabus for each concession that you have requested. Please know that you should continue to work on the coursework for the course(s) which you submitted a concession for. You should anticipate being asked to submit work or write an exam as soon as the circumstances affecting your ability to fulfil your academic responsibilities are resolved.

Other Course Policies and Resources

Assignment submission details:

- Assignments must be submitted at the time and in the manner specified on Canvas.
- All out-of-class submissions must be uploaded to the course website (deadline specified on course website).

Grading:

- Individual case summaries 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 approximately 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. Again, if there are any questions, please e-mail me and I am happy to meet individually to address your concerns.

- Group case **analyses** will be marked out of a certain number of points, e.g. 20 points (please see assessment summary). Evaluation of the case reports will be based on the clarity of the report, the depth of the analysis, the logic of arguments, the effective use of fact and opinion from the case to defend arguments, and the appropriateness of the issues identified. Considerable attention will be paid to the quantitative analyses. The reasonableness of assumptions chosen to guide the analysis will enter in as well. Again, if there are any questions, please e-mail me and I am happy to meet with your group to address your concerns.

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 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. These nuances can be hard for a marker to pick up. As a result, I often grade cases by myself. A downside of this approach is that it is not always possible to provide quick 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

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 Indigeneity (including identification as First Nation, Métis, or Inuit), 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 consultation)

Module	Date	Topic	Assessments due (all assessments to be submitted by 8:30am on the day they are due)
	Day 1: Sep 6, 2025		

1	8:30am-10:20am	• Course overview
		• Introduction to supply chains
		  ○ The past, the present, the future
		• Supply chain management
		  ○ Supply chain outcomes
		Design, coordination, planning and execution
			Foxconn (discussion board response)

	10:20am-10:40am	Break	

2	10:40am-12:30pm	• Supply chain design: 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
		• What is the right supply chain for your products, and what are the right products for your supply chain?
		• Product design and supply chains	

	12:30pm-1:30pm	Lunch break	
2 (contd)	1:30pm-2:00pm	Wrap up network design session Pipeline inventory	
3	2:00pm-4:00pm	Supply chain coordination, planning and execution	In-class exercise: Root beer game simulation and debrief
	Day 2: Sep 20, 2025		
4	8:30am-10:00am	Supply chain design: sourcing (facility location)	Fuyao Glass America (discussion board response)
	10:00am-10:15am	Short break	
5	10:15am-11:15am	Supply chain design: network design cases Discuss Alko case	Alko (group report)

	11:15am-11:30am	Break	
6	11:30am-12:30pm	Managing a responsive supply chain	
	12:30pm-1:30pm	Lunch break	
6 (contd)	1:30pm-2:30pm	Wrap up previous session Set up the global Supply Chain Simulation game	
	2:30pm-2:40pm	Break	
7	2:40pm-4:00pm	Global Supply Chain Simulation In-class: start work on Global Supply Chain Simulation	*Complete simulation and submit report on Global Supply Chain Simulation case after class ends; due by next class*
	Day 3: Oct 4, 2025		
7 (contd)	8:30am-9:10am	Global Supply Chain Simulation game debrief	Simulation game summary (group)
	9:10am-9:15am	Break	
8	9:15am-10:15am	Supply chain management and sustainability Discuss Fairphone case	Fairphone case summary (discussion board response)
	10:15am-10:30am	Break	
9	10:45am-12:15pm	Supply chain finance	P&G (group report)
	12:15pm-1:15pm	Lunch break	
10	1:15pm-2:30pm	Supply chain management in an uncertain world Discuss Okepas case	Okepas (discussion board response)
	2:30pm-2:45pm	Break	
10 (contd)	2:45pm-4:00pm	Course wrap-up	
		Due in lieu of final exam (see course website for submission details and deadline)	Sian Flowers (individual case report)