UBC SAUDER
SCHOOL OF BUSINESS

ROBERT H. LEE
GRADUATE SCHOOL

BASC 523.001: SUPPLY CHAIN MANAGEMENT
Program: FT MBA Period 4
Course Outline

COURSE GOALS

This course will expose students to the challenges involved in managing supply chains and understand the complexity of inter-firm and intra-firm coordination.

LEARNING OBJECTIVES

Students will be able to:

- Analyze total system costs in supply chains
- Know when and how to use various forecasting techniques
- Compute tradeoffs between cost and responsiveness in supply chains
- Understand the role of logistics in supply chains
- Construct and solve supply chain models in Excel

COURSE INFORMATION

Instructor: Harish Krishnan

Email: krishnan@sauder.ubc.ca

Phone: 604-822-8394

Office hours: By appointment

Class meeting times:

Section 001: Tuesday and Thursday, 10:00am - 12:00pm

Course duration: Mar 4, 2019 – Apr 12, 2019   **Classroom location:** HA 133

Course website: Access via UBC Canvas (login at http://canvas.ubc.ca/)

BRIEF 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 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.

BASC 523.001: SUPPLY CHAIN MANAGEMENT
Program: FT MBA Period 4
Course Outline

COURSE MATERIALS & REQUIREMENTS

Required:

1. *Course pack containing Harvard cases and two Harvard simulations (will be available electronically; see information on course website)*

2. *Class notes (will be posted before class on course website: access via http://canvas.ubc.ca/)*

3. *Links to some required (and some recommended) readings will be posted on the course website*

4. *Syllabus (will be posted on course website)*

ASSESSMENT SUMMARY

Each student's grade will be based on:

Class participation	20%
Individual case memos (four)	30%
Group case analyses (two)	35% (15% each for Alko and 20% for Sport Obermeyer)
Group case memos (one)	7.5% (Note: this is an in-class **group** memo)
(Group) Supply chain game	7.5%

Assignment submission details:

- *All cases and assignments must be submitted online; details on the course website.*

- *All cases analyses and cases memos must be submitted by the start of class on the day that the case or assignment is due. The Sport Obermeyer group case memo is due during the exam week (please see details below).*

- *For group case analyses, only one member of each group needs to submit the analysis. Please make sure that the names of all group members are noted clearly in the submission.*

Group case analysis:

- *Two group case analyses are required: Alko and Sport Obermeyer.*

- *For the group case analysis, students must work in groups of 3.*

- *Students are free to form their own groups.*

- *Case analysis guidelines will be posted on the course website.*

- *Questions to guide the analysis will also be posted on the course website.*

BASC 523.001: SUPPLY CHAIN MANAGEMENT
Program: FT MBA Period 4
Course Outline

Case memo details:

- *Case memos are short summaries of the key issues in the case.*

- *One group case <u>memo</u> is required: HP. The group case memos are to be completed in-class (groups of 3). Students are free to form their own groups.*

- *Four individual case <u>memos</u> are required: Exel, Applichem, Barilla and H&M.*

- *Details and guidelines for the case memos will be posted on the course website.*

Supply chain game:

- *Groups of 3 students (same as the case analysis group) will play an online supply chain game: Harvard's Global Supply Chain Simulation.*

- *Marks will be assessed on the performance in the game, and a short report.*

- *Details for the report will be provided later.*

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.

Grading:

- <u>Individual case memos</u> will be marked on a **"CheckPlus/Check/CheckMinus"** scale. These will then be converted into a number. Usually, a "Check" means an "average" memo 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 memos. Also, all CheckPlus memos and all CheckMinus memos need not receive the same percentage mark. Some differences in quality may be accommodated by assigning different percentage marks. For example, while most CheckMinus memos may receive 75%, a really bad memo may receive a much lower mark. Also, while most CheckPlus memos may receive 85%, a really outstanding memo may receive a higher mark. In general, a **"CheckPlus" means** that the memo 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 memo 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 memo 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.

- <u>Group case analyses</u> will be marked out of 15 or 20 points (please see above). 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.

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.

BASC 523.001: SUPPLY CHAIN MANAGEMENT
Program: FT MBA Period 4
Course Outline

SCHEDULE

Week	Date	Topic	Required Readings	Assignments Due
1	Mar 5	• Course overview • Introduction to supply chains • Supply chain outcomes • Supply chain management o Design, coordination, planning and execution • Designing supply chains o The make or buy decision and the role of supply chain intermediaries	• Outcome Driven Supply Chains • What is the right supply chain for your products?	
	Mar 7	• Design and supply chains o 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 o Product design and supply chains ▪ What is the right supply chain for your products, and what are the right products for your supply chain?	• Strategic Sourcing • SCM Hong Kong Style	• Exel (Individual case memo)
2	Mar 12	• Designing supply chains o Distribution system design ▪ Case: Discuss Exel case ▪ Case: Alko		• Alko (group case analysis)
	Mar 14	• Supply chain coordination, planning and execution o Managing a responsive supply chain ▪ Forecasting ▪ Inventory management		

BASC 523.001: SUPPLY CHAIN MANAGEMENT
Program: FT MBA Period 4
Course Outline

		○ Simulation game set-up		
	Outside class activity	• *Supply chain coordination, planning and execution* ○ *Managing a responsive supply chain* ○ *Global Supply Chain Simulation*	• *Making Supply Meet Demand in an Uncertain World*	• *Complete simulation in teams outside class*
3	Mar 19	• Designing supply chains ○ Distribution and transportation system design ▪ Case: HP (<u>read HP case before class, but we will start and finish this case memo in class</u>)	• Read HP case before class	• **To be done in class:** HP (group case <u>memo</u>)
	Mar 21	• Supply chain coordination, planning and execution ○ Managing a responsive supply chain ○ Global Supply Chain Simulation debrief		• Supply chain <u>game report</u> (group)
4	Mar 26	• Designing supply chains ○ Production network design ○ Case: Applichem (A)	• Making the most of foreign factories	• Applichem (individual case memo)
	Mar 28	• Supply chain coordination, planning and execution ○ Managing an efficient supply chain: in-class exercise: ▪ Root beer game	• *Bring laptops to class*	• Aligning Incentives in supply chains
5	Apr 2	• Supply chain coordination, planning and execution ○ Managing an efficient supply chain ▪ Case: Barilla • Alignment of incentives, contracts and antitrust issues	• The bullwhip effect in supply chains • Aligning Incentives in supply chains	• Barilla (individual case <u>memo</u>)

BASC 523.001: SUPPLY CHAIN MANAGEMENT
Program: FT MBA Period 4
Course Outline

	Apr 4	• Supply chain management and sustainability ▪ Case: H&M • Course wrap-up	•	• H&M (individual case <u>memo</u>)
		Submit by midnight, April 12, 2019.		• Sport Obermeyer (group case <u>analysis</u>)

COURSE AND INSTITUTIONAL POLICIES

Attendance: As per RHL policy on Professionalism, Attendance and Behaviour, students are expected to attend 100% of their scheduled classes. Students missing more than 20% of scheduled classes for reasons other than illness will be withdrawn from the course. Withdrawals, depending on timing, could result in a "W" or an "F" standing on a student's transcript. Students must notify their instructors at the earliest opportunity if they are expected to miss a class due to illness. A medical note from a licensed, local doctor is required if more than 20% of scheduled classes for a course are missed due to illness. Students are required to notify the Student Experience Manager if they are absent from two or more classes due to illness.

Tardiness: As per RHL policy on Professionalism, Attendance and Behaviour, students are expected to arrive for classes and activities on time and fully prepared. Late arrivals may be refused entry at the discretion of the instructor or activity lead. Students arriving halfway through a scheduled class, or later, will be treated as absent for that class.

Electronic Devices: As per RHL policy on Professionalism, Attendance and Behaviour, laptops and other electronic devices (cellphones, tablets, personal technology, etc.) are not permitted in class unless required by the instructor for specific in-class activities or exercises. Cellphones and other personal electronic devices must be turned off during class and placed away from the desktop. Students who fail to abide by the RHL "lids down" policy will be asked to leave the room for the remainder of the class. Research has shown that multi-tasking on laptops in class has negative implications for the learning environment, including reducing student academic performance and the performance of those sitting around them.

ACADEMIC INTEGRITY

All UBC students are expected to behave as honest and responsible members of an academic community. Failure to follow appropriate policies, principles, rules and guidelines with respect to academic honesty at UBC may result in disciplinary action.

It is the student's responsibility to review and uphold applicable standards of academic honesty. Instances of academic misconduct, such as cheating, plagiarism, resubmitting the same assignment, impersonating a candidate, or falsifying documents, will be strongly dealt with according to UBC's procedures for Academic Misconduct. In addition to UBC's Academic Misconduct procedures, students are responsible for reviewing and abiding by RHL's policy on Academic Integrity.

LATE ASSIGNMENTS
Late submissions will not be accepted and will receive a zero.