

COURSE INFORMATION

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|------------------------|--------------------------|-----------------|---|
| Course title: | Supply Chain Management | Credits: | 1.5 |
| Course code: | BASC 523 | Class location: | DD1: Online via Zoom DD1: Online via Zoom |
| Session, term, period: | 2020W1, Period 2 | Class times: | DD1: M/W, 8 am to 10 am DD1: M/W, 3 pm to 5 pm |
| Section(s): | DD1, DD2 | Pre-requisites: | n/a |
| Course duration: | Nov 2 to Dec 4, 2020 | Co-requisites: | n/a |
| Division: | Operations and Logistics | | |
| Program: | MM Dual Degree | | |

INSTRUCTOR INFORMATION

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|-------------|--------------------------|------------------|---|
| Instructor: | Christopher Thomas Ryan | Office location: | HA 463 |
| Phone: | 604 822 8435 | Office hours: | By appointment, preferable before and after class |
| Email: | chris.ryan@sauder.ubc.ca | | |

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| Teaching assistant: | Hariharan Mahadevan |
| Office hours: | By appointment |
| Email: | hariharan.m93@gmail.com |

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.

This course will expose students to the challenges involved in managing supply chains and understand the complexity of inter-firm and intra-firm coordination. In addition to the basic challenges and trade-offs associated with reducing costs and increasing responsiveness, we will also discuss supply chain resilience (i.e. the ability to adapt to unexpected developments), supply chain security, innovation and technology in supply chains and sustainability issues in supply chains. The goal of the course is to develop a framework to address supply chain management challenges.

COURSE FORMAT

The class meetings will consist largely of discussions and exercises. Some lectures will be given to introduce technical content.

ASSESSMENTS

Summary

| <u>Component</u> | <u>Weight</u> |
|------------------|---------------|
|------------------|---------------|

| | |
|--|------------|
| Case prep (group) | 40% |
| Inventory models assignment (individual) | 25% |
| Class participation (individual) | 10% |
| <u>Final reflection (individual)</u> | <u>25%</u> |
| Total | 100% |

Details of Assessments

For the **case preparation assignments**, questions will be provided on Canvas that should be answered using the provided material. These assignments should be done in groups.

The **inventory models assignment** (which comes halfway through the period) is a summary of the previous weeks and tests your knowledge on the three inventory models we discuss: the newsvendor model, the EOQ model, and the (Q,R) model. Questions here will require calculations and problem solving.

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.

There will also be a discussion board available in Canvas where students can comment and ask questions after each class. Postings here will also be weighed in the class participation grade.

In class participation is recorded after each class on a check/check plus/check minus system, done by the professor. Students who do not attend receive a 0 (this in no way conflicts with the standard RHL policy on attendance, see below). The average score in each class is a “check”.

There are other activities that will appear in Canvas whose completion will be weighed as part of class-participation. This includes completion of:

- a student information request
- pre-discussion polls

These are graded on a simple “did/did not do” scale.

The final assignment is a **reflection paper**. Students will be asked to reflect on what they have learned in class, implications of what was learned for their future career and life, and any unanswered questions. Further details of the assignments will be released in Canvas.

Per guidance from RHL, all assignments will be tested using TurnItIn to ensure academic integrity.

LEARNING MATERIALS

Required: All required materials will be indicated on the Canvas site

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) <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

- Assessments due prior to a student adding the course will receive the average of their later assessment grades in that category.

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>.

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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All materials of this course (course handouts, lecture slides, assessments, course readings, etc.) are the intellectual property of the instructor or licensed to be used in this course by the copyright owner. Redistribution of these materials by any means without permission of the copyright holder(s) constitutes a breach of copyright and may lead to academic discipline. Audio or video recording of classes are not permitted without the prior approval of the Instructor.]

ACKNOWLEDGEMENT

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

RESPECT FOR EQUITY, DIVERSITY AND INCLUSION

It is our intent that all students from diverse backgrounds and perspectives will be valued and well-served by this course. We view the diversity that students bring to this course as a resource, benefit, and source of strength for your learning experience. While we expect rigorous discussion and even disagreement, we expect everyone to engage in these discussions with empathy and respect for others.

COURSE SCHEDULE

(Subject to change with class consultation)

| Class | Date | Topic | Readings or Activities | Assessments due |
|-------|--------|--|---|---|
| 1 | Nov 2 | Supply chain strategy | ITC eChoupal | ITC eChoupal poll (individual) Student information assignment (individual) |
| 2 | Nov 4 | Analytical tools (I), Developing the newsvendor model | | |
| 3 | Nov 9 | Applying the newsvendor model | Case: L.L. Bean | L.L. Bean case prep (group) |
| 4 | Nov 13 | Analytical tools (II), Developing the EOQ model | | |
| 5 | Nov 16 | Analytical tools (III), the (Q,R) model | In-class exercise | |
| 6 | Nov 18 | Applying the (Q,R) model | Case: Riverside Fashions In-class exercise | Riverside case prep (group) |
| 7 | Nov 23 | Managing information | Case: Barilla | Inventory models assignment (individual) Barilla poll (individual) |
| 8 | Nov 25 | Managing logistics | Case: Merloni | Merloni poll (individual) |
| 9 | Nov 30 | Managing procurement | Case: VF Brands | VF Brands case prep (group) |
| 10 | Dec 2 | Sustainability and Ethics | Case: IKEA | IKEA case prep (group) |