

### COURSE INFORMATION

Course title:	Supply Chain Management	Credits:	1.5
Course code:	BASC 523	Class location:	Zoom
Session, term, period:	2022S1	Class times:	June 24, 25, and 26 from 8 am to 2:30 pm [China time]
Section(s):	820	Pre-requisites:	None
Course duration:	June 24, 25, and 26	Co-requisites:	None
Division:	Operations and Logistics		
Program:	IMBA		

### INSTRUCTOR INFORMATION

Instructor:	Chris Ryan	Office location:	HA 463
Phone:	604 822 8435	Office hours:	By appointment
Email:	<a href="mailto:chris.ryan@sauder.ubc.ca">chris.ryan@sauder.ubc.ca</a>		

Teaching assistant:	Asif Shaikh
Office hours:	By appointment
Email:	asif11@student.ubc.ca

### 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.

### ASSESSMENTS

#### Summary

<u>Component</u>	<u>Weight</u>
Quizzes [3 at 3%] (individual)	9%
Case memos [2 by 20%] (group)	40%
Discussion board posts [3 at 2%] (individual)	6%
Final reflection (individual)	25%
<u>Class participation (individual)</u>	<u>20%</u>
Total	<u>100%</u>

### *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 two 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 and the TA gets 1.5 out of 2 points. Posting an experience that taught me and the TA 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 in class by the TA. 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.

### **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](#).

## 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*

During online lectures, students are not permitted to use any electronic devices other than the primary one used for attending the online lecture (e.g. laptop or desktop). Only Zoom should be open during the online lecture unless an instructor advises the use of another for an in-class activity. Feedback from students indicates that personal devices is the number one distraction from effective learning and participation in the online learning environment.

### *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.

### *Academic Freedom and Students Studying from Outside Canada*

During this pandemic, the shift to online learning has greatly altered teaching and studying at UBC, including changes to health and safety considerations. Keep in mind that some UBC courses might cover topics that are censored or considered illegal by non-Canadian governments. This may include, but is not limited to, human rights, representative government, defamation, obscenity, gender or sexuality, and historical or current geopolitical controversies. If you are a student living abroad, you will be subject to the laws of your local jurisdiction, and your local authorities might limit your access to course material or take punitive action against you. UBC is strongly committed to academic freedom, but has no control over foreign authorities (please visit <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,33,86,0> for an articulation of the values of the University conveyed in the Senate Statement on Academic Freedom). Thus, we recognize that students will have legitimate reason to exercise caution in studying certain subjects. If you have concerns regarding your personal situation, consider postponing taking a course with manifest risks, until you are back on campus or reach out to your academic advisor to find substitute courses. For further information and support, please visit: <http://academic.ubc.ca/support-resources/freedom-expression>

### **COPYRIGHT**

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 and could be subject to legal action. Any lecture recordings are for the sole use of the instructor and students enrolled in the class. In no case may the lecture recording or part of the recording be used by students for any other purpose, either personal or commercial. Further, audio or video recording of classes are not permitted without the prior consent of the instructor. Students may not share class Zoom links or invite others who are not registered to view sessions.

### 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.

### ONLINE TEACHING TOOL & REQUIREMENTS

This course will be taught using Zoom for synchronous classes and office hours.

For this course, you are encouraged to use a Zoom account during synchronous classes and office hours.

To help replicate the classroom experience, make sessions more dynamic and hold each person accountable, both students and instructors are required to have their cameras on during Zoom sessions. Students who require an accommodation with regard to the "camera on" requirement must contact their instructors in advance of the first class to discuss options. As professional graduate students, students are expected to conduct themselves professionally by joining sessions on time, muting mics when not speaking, refraining from using any other technology when in-session, attending in business casual dress (at a minimum), and participating from a quiet environment. Content from synchronous sessions will be selectively recorded per instructor discretion and made available to students on Canvas for a maximum duration of the course length. This is done to allow students the opportunity to return to lecture content to solidify learnings.

### COURSE SCHEDULE

(Subject to change with class consultation)

Class	Date	Topic	Class preparation	Assessments due
1	June 24	Modeling Foundations: Newsvendor, EOQ, and (Q,R) model	None	Student information (individual)
2	June 25	Models in practice	Read: Riverside Fashions case  Read: Barilla case	Riverside case memo (group)  Barilla quiz (individual)  Barilla poll (individual)
3	June 26	Supply chain issues: Centralization, information, sustainability, and ethics	Read: Merloni  Read: ITC eChoupal  Read: IKEA	Merloni case memo (group)  ITC quiz (individual)  ITC poll (individual)  IKEA quiz (individual)  IKEA poll (individual)

---

	July 3			Final reflection due