

### COURSE INFORMATION

Course title:	Supply Chain Management	Credits:	1.5
Course code:	BASC 523	Class location:	HA 133
Session, term, period:	2022S1	Class times:	8:30 am to 4 pm, Sep 10, Sep 24, and Oct 15
Section(s):	302	Pre-requisites:	None
Course duration:		Co-requisites:	None
Division:	Operations and Logistics		
Program:	PMBA		

### INSTRUCTOR INFORMATION

Instructor:	Chris Ryan	Office location:	HA 463
Phone:	604 822 8435	Office hours:	By appointment
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Teaching assistant:  
Office hours:  
Email:

### 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 and group assignments are also provided for interaction outside of class hours.

### ASSESSMENTS

#### Summary

<u>Component</u>	<u>Weight</u>
Quizzes [3 at 3 % each] (individual)	9%
Case memos [2 by 20% each] (group)	40%
Final reflection (individual)	31%
<u>Class participation (individual)</u>	<u>20%</u>
Total	<u>100%</u>

#### *Details of Assessments*

**Case memo assignments** are to be done 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 cases that do not require a case memo. 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.

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) <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.

*COVID-19 Policies for Attendance & Academic Concessions:*

If a student feels unwell, they should stay home and send a courtesy email to each impacted instructor and cc their program manager. The student should also submit an [Academic Concession Request & Declaration Form](#).

If a student suspects possible COVID-19 infection, they should use the BC Ministry of Health’s [self-assessment tool](#), to help determine whether further assessment or testing for COVID-19 is recommended.

*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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**ACKNOWLEDGEMENT**

UBC’s Point Grey Campus is located on the traditional, ancestral, and unceded territory of the x<sup>w</sup>məθk<sup>w</sup>əyəm (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 class consultation)

Class	Date	Topic	Class preparation	Assessments due
1	September 10	Modeling Foundations: Newsvendor, EOQ, and (Q,R) model	None	Student information (individual)
2	September 24	Models in practice	Read: Barilla  Read: Merloni	Barilla quiz (individual)  Merloni case memo (group)

3	October 15	Supply chain issues: Sourcing, information sharing, sustainability, and ethics	Read: VF Brands  Read: ITC eChoupal  Read: IKEA	VF Brands quiz (individual)  ITC quiz (individual)  IKEA case memo (group)
	October 30			Final reflection paper (individual)