



Global Supply Chain Management BUSI 3301A

Fall 2026

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Course meets: Friday, 11:35AM -2:25 PM

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COURSE MATERIALS:

Simchi-Levi, D., Kaminsky, P., & Simchi-Levi, E. Designing and managing the supply chain: Concepts, strategies, and case studies (4th Edition). McGraw-Hill Irwin, New York.

(Two electronic version of the textbook are available:

1. ISBN: 9781264176281. This version includes all the chapters covered by this course;
2. ISBN: 9781264176304. This version includes chapter 2 and 4 only.)

UNDERGRADUATE CALENDAR DESCRIPTION (from the [2025/2026 University Calendar](#))

Introduction to management of global supply chain. Topics include strategies for planning and coordinating of all activities involved in procurement, conversion, and logistics in the global environment. <https://calendar.carleton.ca/undergrad/courses/BUSI/>

PREREQUISITES:

Second year standing, and BUSI 2301 (with a grade of C or higher), and STAT 2601 or STAT 2606 (with a grade of C- or higher in each).

Precludes additional credit for BUSI 4303 (no longer offered).
The School of Business enforces all prerequisites.

COURSE OBJECTIVE:

The course addresses advanced topics on global supply chain management (SCM). This course will cover a broad survey of topics related to the development of a network of supplier, manufacturing, assembly, distribution, and logistics facilities that perform the functions of procurement of materials, transformation of these materials into intermediate and finished products, and the distribution of these products to customer, in the global context. Students are expected to have a general knowledge of these topics and be able to use critical thinking skills and mathematical tools to solve real life SCM problems by the end of the semester.

LEARNING GOAL

After successfully completing this course, you will be able to:

CO1. Articulate core concepts, principles, and practices of supply chain management.

CO2: Analyze strategic supply chain management decisions by assessing competing priorities and trade-offs.

CO3. Apply various decision-making tools and techniques to formulate design and/or improvement supply network solutions.

CO4. Demonstrate an in-depth understanding of the advantages and disadvantages associated with prevalent supply chain management practices, including but not limited to just-in-time, supplier certification, and strategic alliances.

CO5. Analyze tactical decisions related to supply chain operations.

CLASS CONDUCT

The class time will be taken up by lecturing from the course instructor as well as case studies, exercises, and games. Much of the time will be devoted to the discussion of concepts, cases, and problems. You are expected not only to attend class, but also to be prepared to discuss the problems and exercises on the day assigned. Be sure to bring a laptop, and your textbook to class with you at all times.

ATTENDANCE AND PARTICIPATION

Attendance and Participation are integral parts of this course. The instructor will give multiple choice, short answer, and calculation questions during lecture. Each time the students submit answer through Socrative, the student will receive one class participation point (regardless the correctness of the answer). The students need to receive at least

70% of the participation points in order to get full participation mark (5% of the total grade). For example, if the instructor gives 50 questions throughout the semester, the students need to answer $50 \times 70\% = 35$ questions in order to get full participation mark.

MARKS ALLOCATIONS: credit for the course will be based on the evaluation items outlined below.

Evaluation Item	Mark
Attendance	5
In-class test	25
Group Case write-up	15
Group presentation and response to comment	10
Group Comment (the challenger team)	5
Individual case write-up (due on Dec 20, 2026)	40
Total	100

IN-CLASS TEST

There will be one in-class test that covers material related to inventory management and supply contracts.

THE CASE METHOD

Teams will be assigned at the beginning of the semester and these teams will remain throughout the semester. Each team will be responsible for presenting assigned cases to the class. The members of non-presenting teams need to actively participate in the class discussion.

Case write-up

To prepare for the case presentations, the team needs to become the "expert" on your assigned case study. As a group, you should prepare a case write-up. The expected length of the write-up is 5-10 pages (in addition to any exhibits). It should be single-spaced, with normal margins and *Times New Roman 12 font*. The cover page should include the names of team members, name of the case, date, and title of the case. While the format of the write-up may vary depending on the nature of the cases, it normally includes (1) A statement of core problems or issues of the case; (2) Analysis of key challenges facing the focal company. And (3) Your recommendation as to which actions should be taken and timeline of your actions.

To assist the team to write the write-up, the instructor offers several assignment questions for each case. **The team needs to answer these questions in the case**

write-up.

The team may book an appointment with the instructor before the case presentation. The instructor will help the team to verify their ideas and answer any questions that may arise when the team prepare for the case presentation.

The team needs to upload a draft of case write-up to Google drive, under the folder “case write-up”, three days before your presentation. The file needs to be a Word document (docx). Do not submit your file in pdf format.

After the case presentation, the instructor will meet with the team to discuss how to improve the write-up. **The final version of case write-up is due one week after the presentation.**

You will be evaluated based on the quality of your initial submission, as well as the improvement you make after receiving comments from the instructor (40%/60%).

Examples of case write-up for the case “*Ethiopian Airlines: Bringing Africa Together*” (Harvard Business School, case number **9B14M005**) could be found on Brightspace.

You may also want to refer to the book “The case study handbook: how to read, discuss, and write persuasively about cases” (Author William Ellet). The book is available at library at Floor 2 as Circulation Desk Reserve, with call number [HD30.4 .E435 2007](#). The chapter 10-12 of the book are especially helpful for preparing the case write-up.

According to Professor Doug Allen at University of Denver¹, some common shortcomings in write-ups include:

1. Restating the facts or copying the case material verbatim.
2. A wandering discussion that lacks direction. The use of headings often helps provide structure to your argument. Be specific as to issue, alternatives, and recommendations.
3. Failure to make a decision when the case calls for one. Choose a position and build an argument for it, even if you can see that another position also has merit.
4. Poor spelling, grammar or incomprehensible writing. The effectiveness of your communication can, in this class and in the business world, make an important difference in selling your ideas.

¹ www.daniels.du.edu/degrees/syllabi/MGMT4240.doc

The case write-up will be evaluated based on the following criteria:

Clear explanation of key problems facing the firm	20%
Appropriate analysis for assignment questions	35%
Appropriate conclusion and recommendations	25%
Writing (Proper organization, professional writing, and logical flow of analysis)	20%

Case presentation

Your team needs to prepare a PowerPoint file to be presented to the class. Specifically, your team needs to explain the case to the class, assuming the class is "top managers" and you are middle managers that reporting the current situation to them. The presentation should include

1. Summary of the backgrounds and key facts of the company
2. The key points of your case write-up

The presentation should be around 20-30 minutes. The presentation will be evaluated based on the following criteria:

Visual design of the sliders	10%
Quality of ideas/solutions	25%
Appropriate organization of information on sliders	15%
Appropriate organization of verbal presentation	15%
Speaking style/delivery	20%
Appropriate response to comments	15%

Case comments

For each presentation, a non-presenting teams will be designated as the Challenger. The Challenger team should provide a 5-10 minutes comments on the presentation. The comment may challenge the presenting team's analysis or recommendation, demand additional explanation from the team, or offer recommendation. The presenting team has also 5-10 minutes to respond to each comment.

Each of the remaining teams is also required to submit two questions related to the presentation. The questions need to be submitted through Google drive, before the challenging team making their comments. After the challenging team finish, we will review the questions submitted by the remaining teams. The presenting team need to

answer any question not covered by the challenging team.

There is no additional mark for the remaining teams' questions. However, the team will lose 10% of its group presentation mark if it does not submit the questions each time.

Case comments will be evaluated based on the relevance and importance of the issue raised, and/or quality of recommendation.

PEER REVIEW FOR TEAMWORK

We will conduct peer review for case study. Each individual will evaluate his or her teammates based on the following criteria: 5=Very substantial contribution; 4=Substantial contribution; 3=Average contribution; 2=Little contribution; 1=No contribution at all.

Any individual who receives an average peer review score less than 2.5 will see his/her score on the teamwork reduced by 20%. (If a team consists of only two individuals, the person who gives the other a score less than 3 may be requested to provide evidence). Please keep evidence of your contribution (e.g., original file of your input) to the teamwork.

The instructor reserves the right to further reduce an individual's teamwork score if his or her teammates present strong evidence of free riding.

PARTICIPATION BONUS

The instructor will give discussion and multiple-choice questions during lecture. The students are encouraged to participate in classroom discussion.

The instructor assigns bonus points to the participation. The students will get 1 bonus point each time for answering the discussion questions. For multiple choice questions, the students who submit right answer through socrative will receive 1 bonus point.

1 bonus point is equivalent to 0.25% of individual case report. You can use the bonus points to add a Maximum of 5% to your individual case report mark.

INDIVIDUAL CASE STUDY

There will be one case (**Cost of the Cold Chain: Perishable Shipping Solutions, case number: UVA-OM-1700**) assigned to the class for students to analyze it individually. Each student needs to independently write a case report for this case to address the assigned discussion questions. The requirements for this case report are the same as those for the group case write-up.

IN CLASS SIMULATION AND GAME

We are going to play several role-playing games and simulation in class. **Each group needs to bring a laptop to the class, in order to play the computer-simulated**

game.

MAKE-UP TEST

Make-up test (without penalty to the grade) will be allowed only if you cannot attend a class and provide the instructor with a university-sanctioned excuse for your absence.

A quiz/test/ midterm deferral are normally held on Mondays at 7:15 a.m. If the Monday falls on a statutory holiday, the deferred examination will typically be held on Tuesday at 7:15 a.m.

The deferred examination date will generally be determined as follows:

- * For an in-class test originally scheduled on Monday or Tuesday, the deferred examination will be held during the following Monday's deferral session.
- * For an in-class test originally scheduled on Wednesday, Thursday, or Friday, the deferred examination will be held during the second Monday following the original test date.

Students who require additional recovery time must notify the instructor as soon as possible so that an appropriate deferred examination date can be arranged.

If enrolment exceeds the capacity of a scheduled deferral session, the School Office will determine whether an additional session will be offered.

COURSE SCHEDULE: The following is a general outline of material to be covered during the semester. Note: the schedule is subject to changes in response to progress and opportunities that may arise in a given semester. Therefore, it is imperative for you to attend class and be aware of new developments in the course that may affect the due dates of assignments or scheduling of tests.

Class Date	Subject	Reading	Device required
2026/09/11	Introduction to global supply chain	Chapter 1	
2026/09/18	Supply contract Exercise: Patio Swings Intermodal Shipping	Chapter 4	At least one laptop per group ¹
2026/09/25	Inventory management and risk pooling Exercise: Inventory pooling game	Chapter 2	At least one laptop per group
2026/10/02	Bull whip effects Exercise: Wood supply game	Chapter 5	At least one laptop per group
2026/10/09	Logistical network Exercise: Total cost of supply	Chapter 3	At least one laptop per group

	chain network game		
2026/10/16	In class test		
2026/10/23	Supply chain integration Case: Easy Flower: Flowers Meet Business and Technology (TU0106) ²	Chapter 6	
2026/10/30	Fall break		
2026/11/06	Strategic alliance Case: Amazon and Future Group: Rethinking the Alliance Strategy(9B16M108)	Chapter8	
2026/11/13	Global logistics and risk management Case: Fair Trade Jewelry Co.: establishing an ethical global value chain (9B20M139)		
2026/11/20	Customer value Case: Blue Apron: Has the Supply Chain Disrupter Been Disrupted? (UVAOM1769)	Chapter 12	
2026/11/27	Procurement and outsourcing strategy Case: Intel Corporation: outsourcing dilemma (W25607)	Chapter 9	
2026/12/04	Coordinated product and supply chain design Case: Leading Open Innovation at BT (619013)	Chapter 10	

1. The minimum computing requirements for the devices are as follows:
 - a. Operating System: Windows 10 or macOS 10.14 or later
 - b. Connectivity: Wi-Fi capabilities
 - c. Internet Browser: Google Chrome, Mozilla Firefox, Apple Safari, or Microsoft Edge
2. The case could be purchased from <https://www.iveycases.com/> (You may search the website using the case number in the parentheses.)

Contribution to Learning Goals of the Program (BCom, BIB):

Program Learning Goal	Competencies Not Covered	Competencies Introduced (only)	Competencies Taught But Not Assessed	Competencies Taught and Assessed
CHECK (X) ONE PER ROW				
BC1 Knowledge <i>Graduates will be skilled in applying foundational business knowledge to appropriate business contexts.</i>				X
BC2 Collaboration <i>Graduates will be collaborative and effective contributors in team environments that respect the experience, expertise and interest of all members.</i>				X
BC3 Critical Thinking <i>Graduates will be discerning critical thinkers, able to discuss different viewpoints, challenge biases and assumptions, and draw conclusions based on analysis and evaluation.</i>				X
BC4 Communication <i>Graduates will be effective and persuasive in their communications.</i>				X
BI5 Global Awareness (BIB ONLY) <i>Graduates will be globally-minded.</i>				X

ADDITIONAL INFORMATION

Use of Generative Artificial Intelligence

This is a human-centered course. In this course, evaluation focuses on what you can do *without* AI assistance. While you are welcome to use AI tools to explore ideas, study, or clarify concepts, all submitted work must represent your independent thinking and original effort. Use AI for learning, not for producing graded submissions. Your understanding and reasoning—not AI output—will form the basis of assessment. Using AI for graded submissions constitutes and academic integrity violation.

Course Sharing Websites

Materials created for this course (including presentations and posted notes, labs, case studies, assignments, and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

Required calculator in BUSI course examinations.

If you are purchasing a calculator, we recommend any one of the following options: Texas Instruments BA II Plus (including Pro Model), Hewlett Packard HP 12C (including Platinum model), Staples Financial Calculator, Sharp EL-738C & Hewlett Packard HP 10bII

Group work

The Sprott School of Business encourages group assignments in the school for several reasons. They provide you with opportunities to develop and enhance interpersonal, communication, leadership, followership, and other group skills. Group assignments are also good for learning integrative skills for putting together a complex task. Your professor may assign one or more group tasks/assignments/projects in this course. Before embarking on a specific problem as a group, it is your responsibility to ensure that the problem is meant to be a group assignment and not an individual one.

Grading

In accordance with the Carleton University Undergraduate Calendar (p 34), the letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100	B+ = 77-79	C+ = 67-69	D+ = 57-59
A = 85-89	B = 73-76	C = 63-66	D = 53-56
A - = 80-84	B - = 70-72	C - = 60-62	D - = 50-52
F = Below 50			

Grades entered by Registrar:

WDN = Withdrawn from the course

DEF = Deferred

Academic Regulations

University rules regarding registration, withdrawal, appealing marks, and most anything else you might need to know can be found on the university's website, here:

<http://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/>

Requests for Academic Accommodation

Carleton is committed to providing academic accessibility for all individuals. You may need special arrangements to meet your academic obligations during the term. The accommodation request processes, including information about the *Academic Consideration Policy for Students in Medical and Other Extenuating Circumstances*, are outlined on the Academic Accommodations website (students.carleton.ca/course-outline).

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:

Pregnancy Accommodation

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

Religious

obligation

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

Academic Accommodations for Students with Disabilities

If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or pmc@carleton.ca for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with your instructor as soon as possible to ensure accommodation arrangements are made. carleton.ca/pmc

Survivors of Sexual Violence

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and its survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: carleton.ca/sexual-violence-support

Accommodation

for

Student

Activities

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as

possible after the need for accommodation is known to exist. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

For more information on academic accommodation, please contact the departmental administrator or visit: students.carleton.ca/course-outline

Academic Integrity

Violations of academic integrity are a serious academic offence. Violations of academic integrity – presenting another's ideas, arguments, words or images as your own, using unauthorized material, misrepresentation, fabricating or misrepresenting research data, unauthorized co-operation or collaboration or completing work for another student – weaken the quality of the degree and will not be tolerated.

Process: If an alleged violation occurs, all relevant documentation will be forwarded to the Dean. If the allegation proves true, the penalties may include; a grade of Failure on the submitted work and/or course; academic probation; a refusal of permission to continue or to register in a specific degree program; suspension from full-time studies; suspension from all studies at Carleton; expulsion from Carleton, amongst others. **For a first offence, at a minimum, the penalty assigned will normally be a zero on the submitted work and at least a minimum full grade reduction of the final course grade. For a second offence, at a minimum, the penalty assigned will normally lead to a suspension from studies.**

Students are expected to familiarize themselves with and follow the Carleton University Student Academic Integrity Policy which is available, along with resources for compliance at: <https://carleton.ca/registrar/academic-integrity/>.

Sprott Student Services

The Sprott Undergraduate Student Services Office offers program advising and overall student success support. Our team is available to discuss your academic goals and your program progression plans. We can also work with you to develop strategies for success, including study skills for Business. If you experience any difficulty this term or if you would like to access support, please contact our team at bcom@sprott.carleton.ca or at bib@sprott.carleton.ca.

Centre for Student Academic Support

The Centre for Student Academic Support (CSAS) is a centralized collection of learning support services designed to help students achieve their goals and improve their learning both inside and outside the classroom. CSAS offers academic assistance with course content, academic writing and skills development. Visit CSAS on the 4th floor of MacOdrum Library or online at: carleton.ca/csas.

Important Information:

- Students must always retain a copy of all work that is submitted.
 - All final grades are subject to the Dean's approval.
 - For us to respond to your emails, we need to see your full name, CU ID, and the email must be written from your valid CARLETON address. Therefore, in order to respond to your inquiries, please send all email from your Carleton CMail account. If you do not have or have yet to activate this account, you may wish to do so by visiting <https://carleton.ca/its/get-started/new-students-2/>
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