



Carleton
UNIVERSITY

SPROTT
SCHOOL OF BUSINESS

BUSI 3301A
Supply Chain Fundamentals
Fall 2020

Professor: Shaohan Alan Cai

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Office: 916 DT

Office hours: online by appointment

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

Course delivery mode: The instructor will post lecture video on Culearn and multiple-choice questions on Socrative on every Thursday. (The multiple-choice question will be available between Thursday to Sunday. Students need to finish the multiple-choice questions during the period in order to get attendance mark and bonus points).

The class will meet online for the first class, the in-class test, and would supply game. (The detail of videoconferencing will be posted Culearn).

COURSE MATERIALS:

Simchi-Levi, D., Kaminsky, P., & Simchi-Levi, E. Designing and managing the supply chain: Concepts, strategies, and case studies (3rd Edition). McGraw-Hill Irwin, New York. ISBN: 978-0-07-298239-8

UNDERGRADUATE CALENDAR DESCRIPTION

Managing networks of organizations from suppliers to end-users. Planning and coordination of all activities involved in procurement, conversion, and logistics in the global environment.

PREREQUISITES:

second-year standing; BUSI 2301 with a grade of C or higher each and STAT 2606 with a grade of C- or higher.

The School of Business enforces all prerequisites.



COURSE OBJECTIVE

The course addresses advanced topics on 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. 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.

ATTENDANCE

Students need to answer the multiple questions in the Socratic app every week, except for the week 6 (in class exercise). Doing the question is regarded as attendance for the course. (The multiple-choice questions for the first week would not be counted for attendance). Additionally, participating in the wood supply game is also counted as one attendance.

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

Evaluation Item	Mark
Attendance	10
In-class exercise for chapter 2 and 4	5
Group Case write-up	20
Group presentation and response to comment	10
Group Comment (the challenger team)	5
Take home essay exam (due on Dec 23rd, 2020)	50
Total	100

IN-CLASS EXERCISE

There will be one in-class exercise that cover material related to inventory management and supply contracts. The exercise could be done by a group together (A student may select to do it independently, though).

TAKE HOME ESSAY EXAM

There will be a take home essay exam that covers theories addressed in the class. Students are



required to submit take home essay exam **in form of Word format** to the instructor through email (do not submit PDF file).

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 presentation should be recorded as a video and posted online. Group should email the instructor the linkage of the video presentation one day before the class meeting time. The instructor will post the linkage on the Culearn.**

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.

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”, two 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 comment from the instructor (40%/60%).

Examples of case write-ups could be found on Culearn.

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.

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 video presentation. 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:

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

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 comment on the presentation. The comment may challenge the presenting team’s analysis or recommendation, demand additional explanation from the team, or offer recommendation. The comment could be made either in form of a short video or a list of written questions. The comment needs to be emailed to the instructor in two days after the class meeting date.

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 in two days after the class meeting date. . The instructor will select several questions from those submitted, and combined them with the questions from the Challenger group. Next, the instructor will email the presenting team the questions. Presenting team has two days to respond to those questions, either in forms of video or in forms of written responses.

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 receive an average peer review score less than 2.5 will see his/her score on the teamwork (i.e., group case writeup, group presentation, and group comment) 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

For this course, the participation is conducted by using Socrative App. Students may download the app to their smartphones, or use the app's web site (<http://www.socrative.com/>). A detailed instruction of using Socrative could be found on the Culearn. Please let the instructor know if you do not have either a smartphone or a laptop.

The instructor assigns bonus points to the participation. For each multiple choice question that posted on Socrative each week, the students who submit **right** answer through socrative will receive 1 bonus point.

1 bonus point is equivalent to 0.25% of the course evaluation items of your personal performance (attendance and take home essay exam). You can use the bonus points to add a Maximum of 10% to course evaluation items of your personal performance.

THE WOOD SUPPLY GAME

The wood supply game is a role-playing game where the participants have to minimize costs by managing inventory levels in a production-distribution chain in forest product industry. The game consists of 7 sectors: forest, sawmill, paper mill, 2 wholesalers, and 2 retailers. Accordingly, the class will be divided into 7 groups. The game will be played online during class meeting time. You try to minimize the costs by managing inventory levels in this production-distribution chain. For each week in the game, you need to decide how much to order (or how much to produce) to fulfill the demand and to minimize inventory carrying cost. Each group also needs to write a short report to answer the assigned discussion questions.

The students who cannot participate in the game during class meeting time should contact instructor. An alternative arrangement could be made.

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 regularly check your email and be aware of new developments in the course that may affect the due dates of assignments or scheduling of tests.

	Subject	Reading
9/11/2020	Introduction to the course (live online) Introduction to supply chain	Chapter 1
9/18/2020	Inventory management and risk pooling/ Bull whip effects	Chapter 2/ Chapter 5
9/25/2020	Exercise: wood supply game (live online) Case: GE Healthcare: Managing Magnetic Resonance Operations (CCW180202) ¹	
10/2/2020	Supply contract Case: ISS & Nordea: Facility Management in the Nordic Region (9B12D005)	Chapter 4
10/9/2020	Logistical network Case: Rethinking Distribution Logistics at VASA, Pilkington (NA0247)	Chapter 3
10/16/2020	In class exercise (live online)	
10/23/2020	Supply chain integration Case: Dell Inc.: Improving the flexibility of the desktop supply chain (p. 179) ²	Chapter 6
10/30/2020	Fall break	
11/6/2020	Strategic alliance Case: Amazon and Future Group: Rethinking the Alliance Strategy(9B16M108)	Chapter8
11/13/2020	Global logistics and risk management Case : ECCO A/S - Global Value Chain Management (9B08M014)	Chapter 10
11/20/2020	Customer Value Case: The American Repertory Theater(512026)	Chapter 12
11/27/2020	Procurement and outsourcing strategy Case: Supply Chain Outsourcing at DB Toys (5-404-767)	Chapter 9
12/4/2020	Coordinated product and supply chain design Case: Leading Open Innovation at BT (619013)	Chapter 11

1. The case could be purchased from <https://www.iveycases.com/> (You may search the website using the case number in the parentheses.)

2. This is a page number. The case could be found in that page in textbook

ADDITIONAL INFORMATION

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, follower-ship 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.

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

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

Pregnancy 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

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. 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. 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 student services office, located in 710 Dunton Tower, offers academic advising, study skills advising, and overall academic success support. If you are having a difficult time with this course or others, or just need some guidance on how to successfully complete your Sprott degree, please drop in* any weekday between 8:30am and 4:30pm. Our advisors are happy to discuss grades, course selection, tutoring, concentrations, and will ensure that you get connected with the resources you need to succeed! <http://sprott.carleton.ca/students/undergraduate/learning-support/>

** Note that the office is physically closed. However, e-drop in is available between 8:30-4:30 until social distancing requirements are updated by the Province.*

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 hard 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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