



**BUSI 3301A**  
**Supply Chain Fundamentals**  
**Fall 2018**

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Office hours: Tuesday, 10 AM -11AM  
Course meets: Monday, 11:35-14:25

**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.

**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, BUSI2301 or BUSI3300 (no longer offered), with a grade of C or higher in each and STAT2606 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.

## 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 is integral part of this course. Attendance in the class will be recorded. The students need to attend at least 8 classes (excluding the first class) and sign the attendance sheet in order to get full attendance points (10% of the total grade).

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

<b><u>Evaluation Item</u></b>	<b><u>Mark</u></b>
Attendance	5
In-class test	25
Group Case write-up	20
Group presentation and response to comment	10
Group Comment (the challenger team)	5
Group report on Wood supply game	5
Take home essay exam (due on Dec 21st, 2018)	30
<b>Total</b>	<b>100</b>

## IN-CLASS TEST

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

## TAKE HOME ESSAY EXAM

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

## 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.

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%).

An example of case write-up for the case “Wal-Mart Stores in 2003” (Harvard Business School, case number 9-704-430) 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 Denver<sup>1</sup>, 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 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 includes

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:

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<sup>1</sup> [www.daniels.du.edu/degrees/syllabi/MGMT4240.doc](http://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 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 receive 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 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. The instructor may double the bonus point for a very insightful comment/solution.

1 bonus point is equivalent to 0.25% of the course evaluation items of your personal performance (attendance, in-class test 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 instructor may take photos of students in order to identify students for classroom discussion. The photography taken in BUSI 3301A, which is classified as personal information, is collected in accordance with Sections 38(2) and 41(1) of the *Freedom of Information and Protection of Privacy Act* (FIPPA), R.S.O. 1990, c.F.31 as amended. The information provided will not be used for any purposes other than the evaluation of classroom discussion, unless you provide your consent. Should you have any questions concerning your personal information please contact the Privacy Officer for Carleton University 607 Robertson Hall, 1125 Colonel By Drive, Ottawa, ON K1S 5B6 Telephone: 613-520-2600 Ext. 2047 Email: [university\\_privacy\\_office@cunet.carleton.ca](mailto:university_privacy_office@cunet.carleton.ca). The photos will be confidentially disposed of at the end of the semester. Carleton University is fully compliant with FIPPA and endeavors at all times to treat your personal information in accordance with this law." By taking this course, you are consent to the photograph.

## **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. **Each group needs to bring a laptop to the class, in order to play the computer-simulated game.** 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.

## **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.

**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.

	<b>Subject</b>	<b>Reading</b>
September 10, 2018	Introduction to supply chain	Chapter 1
September 17, 2018	Inventory management and risk pooling/ Bull whip effects	Chapter 2/ Chapter 5
September 24, 2018	Exercise: wood supply game Case: Barilla SPA(p. 143)	
October 1, 2018	Supply contract Case: ISS & Nordea: Facility Management in the Nordic Region (9B12D005) <sup>1</sup>	Chapter 4
October 8, 2018	Statutory holiday. University closed.	
October 15, 2018	Logistical network Case: Rethinking Distribution Logistics at VASA, Pilkington (NA0247)	Chapter 3
October 22, 2018	Fall Break	
October 29, 2018	In class test (Wood supply game report is due)	
November 5, 2018	Supply chain integration Case: Dell Inc.: Improving the flexibility of the desktop supply chain (p. 179)	Chapter 6
November 12, 2018	Strategic alliance Case: Amazon and Future Group: Rethinking the Alliance Strategy(9B16M108)	Chapter8
November 19, 2018	Global logistics and risk management Case : ECCO A/S - Global Value Chain Management (9B08M014)	Chapter 10
November 26, 2018	Customer Value Case: The American Repertory Theater(512026)	Chapter 12
December 3, 2018	Procurement and outsourcing strategy Case: Supply Chain Outsourcing at DB Toys (5-404-767)	Chapter 9
December 7 <sup>th</sup> , 2018	Coordinated product and supply chain design Case: Hewlett-Packard company: network printer design for universality (p.358)	Chapter 11

## **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 Spratt 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](https://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](https://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](mailto: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](https://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](https://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](https://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/>

### **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](http://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 <http://carleton.ca/ccs/students/>