



Carleton
University

Sprett
School of Business

BUSI 3301A
Global Supply Chain Management
Fall 2023

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Zoom meeting ID: 641 589 5727
Course meets: Friday, 11:35AM -2:25 PM

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

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.

PREREQUISITES:

Prerequisite(s): 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.

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. The instructor will give multiple choice, short answer, and the 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 $50 * 70\% = 35$ 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 | 15 |
| Group Comment (the challenger team) | 5 |
| Individual case write-up (due on Dec 22nd, 2023) | 35 |
| 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”, 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-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.

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

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

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 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 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 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 5% to course evaluation items of your personal performance.

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.

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.

| | Subject | Reading | Device required |
|------------|---|----------------|-------------------------------|
| 2023-09-08 | Introduction to global supply chain | Chapter 1 | |
| 2023-09-15 | Inventory management and risk pooling Exercise: Inventory pooling game | Chapter 2 | At least one laptop per group |
| 2023-09-22 | Bull whip effects Exercise: Wood supply game | Chapter 5 | At least one laptop per group |
| 2023-09-29 | Supply contract Exercise: Class discussion (Great Toilet Paper Shortage of 2020) | Chapter 4 | |
| 2023-10-06 | Logistical network Exercise: Total cost of supply chain network game | Chapter 3 | At least one laptop per group |
| 2023-10-13 | In class test | | |
| 2023-10-20 | Supply chain integration Case: Easy Flower: Flowers Meet Business and Technology (TU0106) ¹ | Chapter 6 | |
| 2023-10-27 | Fall break | | |
| 2023-11-03 | Strategic alliance Case: Amazon and Future Group: Rethinking the Alliance Strategy(9B16M108) | Chapter8 | |
| 2023-11-10 | Global logistics and risk management Case : ECCO A/S - Global Value Chain Management (9B08M014) | Chapter 10 | |
| 2023-11-17 | Customer value Case: Blue Apron: Has the Supply Chain Disrupter Been Disrupted? (UVAOM1769) | Chapter 12 | |
| 2023-11-24 | Procurement and outsourcing strategy Case: Supply Chain Outsourcing at DB Toys (5-404-767) | Chapter 9 | |
| 2023-12-01 | 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.)

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

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.

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

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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