SHGH BUSN 3380
Managing Global Supply Chains

Instructor: TBA
Email: TBA
Class times: TBA
Location: TBA

Course Description
Supply chain management (SCM) is becoming more and more important for businesses as the scope to outsource globally increases. Companies now have to deal with emerging countries just beginning to compete in global markets. A supply chain is the network of entities from the raw material supplier at one end, going through the plants, warehouses and distribution centres, to retailers, and sometimes the final customer, at the other end.

Supply chain management is the integrated management of the flow and storage of materials, information and funds between the entities comprising the supply chain. The main objective of the supply chain is to create and enhance value as the product, in its intermediate or final form, progresses through the network. Supply chain management is by its very nature an international (global) discipline.

The focus of this course will be on key issues within operations that are of relevance in a firm’s ability to remain competitive in a global economy. Examples of companies collaborating across the globe will be used in the teaching and learning of SCM. We focus mainly on the operational and tactical aspects of managing the network of multiple facilities, but we will also investigate their strategic implications. Factors such as legal, ethical, operational, venture risk and reliability will be considered in addition to specialized topics in supply chain management within a global environment such as:

- Outsourcing and offshoring
- Role of information technology in operations
- Designing and managing global supply chains
- Managing inventory and global logistics
- Sustainability in supply chains and supply chain management
Localized Context
Students undertaking this course will be encouraged to take a regional perspective on topics.

Course Aims/Objectives
The aim of this course is to equip students with an understanding and foundational knowledge of the analytical frameworks, tools, and methodologies for developing, implementing, and evaluating effective strategies and tactics for managing operations as a key driver of an organization's success in the global economy.

Requirements and Prerequisites
Students must be business majors or minors. The course emphasizes this academic area from a global perspective. Students with a high degree of motivation and desire to learn about the international and global aspects of business will benefit from this course.

Academic Learning Outcomes
Following completion of this course, students should be able to:

- Explain how analytical methods and tools are used to design supply chain networks, create global supply chain business processes to manage the networks, embed continuous improvement in global supply chain operations;
- Demonstrate an understanding and appreciation of the drivers and metrics for supply chains;
- Discuss and evaluate key decision criteria for sourcing and outsourcing in the supply chain;
- Demonstrate an understanding of the use of technology in managing the supply chain;
- Develop a strategy for sustainability in the supply chain.

The academic approach of this course incorporates gaining an appreciation of four essential learning and development outcomes: globalisation, urban environment, social dynamics and diversity. Students taking this course will benefit from these rich perspectives.

Class Methodology
Classes will be conducted in blended learning mode, that is a mix of classroom, online and experiential learning. Class time will be dedicated to developing an understanding of the core content drawing on the textbook and supplementary readings, and application through group presentation and discussion to case studies. Online learning will focus on development of the final research paper and weekly online quizzes (non-cumulative). Experiential learning will comprise field classes and individual self-directed learning (under the guidance of your Faculty) exploring live examples of key supply chain issues and their solutions through visits to local businesses and/or guest speakers.

MyEDUCATION and out-of-class activities
Field trips will be determined based on current events.

Class Participation and Attendance
Participation is a vital part of your grade. CAPA has a mandatory attendance policy. Students are also expected to participate actively and critically in class discussions, and the participation portion of the class will be graded accordingly. Students must complete required reading BEFORE the class. Students are expected to arrive on time, certainly before five minutes past the class start time, and not to leave until the class ends. If you have a problem that makes you late, or forces you to leave early, this must be discussed with the Director of Academic Affairs. Students are
expected to be quiet during classes unless, of course, class participation is required. Phones and computers are not to be used during the class unless authorized by the lecturer for academic purposes.

In the case of blended classes, the attendance requirement is only met on completion of set online activities plus attendance in class.

**Assessment and Grading Policy**

<table>
<thead>
<tr>
<th>Assessment Items</th>
<th>Due Date of Assignments</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>In class case study presentations (2 per group)</td>
<td>Sessions 2-11</td>
<td>30%</td>
</tr>
<tr>
<td>Midterm test/paper</td>
<td>Sessions 1-6</td>
<td>20%</td>
</tr>
<tr>
<td>Research paper</td>
<td>Session 12</td>
<td>40%</td>
</tr>
<tr>
<td>Class participation (classroom and online)</td>
<td>Through the term</td>
<td>10%</td>
</tr>
</tbody>
</table>

Students must complete all required components for this course by the established deadlines. Failure to do so will result in a reduction of the course grade and may result in a Fail for the course.

**Assessment 1: In class case study presentations (2 per group) 15% x 2 = 30%, Sessions 2-11**
The case study presentations will be done in small groups and each group will present twice per semester. The case studies will be identified by your Faculty at the start of the semester. The group presentation (20 minutes) will analyze the case, make specific recommendations on the course of action that you would recommend to the firm(s). As you write the brief you are writing an argument to be evaluated by your superiors - your career, your standing in the company as well as the outcome of the case's impact to the company is at STAKE. The presentation should be accompanied by a 500 word briefing paper submitted to your Faculty at the end of the presentation. The grading of the briefs will be based upon the quality of the analysis and argument made. In preparing your presentation, and writing the brief, assume you are a consulting company that has been called in by the management to analyze a business situation and make appropriate recommendations.

**Assessment 2: Midterm test/paper – 20% - Sessions 1-6**
There will be a midterm test or paper covering the material through session 6. This may be a take-home or in-class assessment.

**Assessment 3: Research Paper - 40% - due Session 12**
The research paper is a 3000 (+/- 10%) word essay due in Session 12. Select any one of the topics that we will be covering in this course. Bear in mind that these topics/chapters are rather broad and you will need to narrow down your research topic significantly. You should identify a small aspect of the theoretical or methodological discussion that interests you and focus sharply on it. In other words, you should not be providing a general overview of the chapter(s).

**Localized Context**: The students are required to identify relevant research paper topics within the localized context. These research paper topics should be discussed with the lecturer in advance. Preparatory work would include developing good reading sources to gain a better understanding of the localized context.
The next step is to identify a case study or identify an accessible data set that fits your selected topic. You may choose current or recent global supply chain issues or events or alternatively examine an event/s from the perspective of recent history and forecasted trends.

The final step will be to provide a thorough analysis. How does the case study or evidence fit into the theoretical or methodological discussion? Are the facts consistent with the theory? Explain why (or why not). What lessons did you learn from this project? This analysis will carry the highest weight for this assignment.

To obtain an ‘A’ grade, the submission will have to meet three requirements: (1) theoretical / methodological discussion; (2) good presentation of case study / data set; and (3) thorough analysis. Any submissions that do not meet all the criteria will be downgraded.

You will provide 2 status updates (online) through the term on the progress you have made to date on your projects. This will enable the lecturer to provide you with the necessary guidance and feedback. It is important that you are well prepared for these status updates and demonstrate appropriate progress.

Summary Grading Table (written work and presentations):

<table>
<thead>
<tr>
<th>Descriptor</th>
<th>Alpha</th>
<th>Numeric</th>
<th>GPA</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>A</td>
<td>95+</td>
<td>4.0</td>
<td>Shows superior use and understanding of extensive literature beyond the textbook and notes</td>
</tr>
<tr>
<td></td>
<td>A-</td>
<td>90 - 94</td>
<td>3.7</td>
<td></td>
</tr>
<tr>
<td>Good</td>
<td>B+</td>
<td>86 – 89</td>
<td>3.3</td>
<td>Shows significant use and understanding of extensive literature beyond the textbook and notes</td>
</tr>
<tr>
<td></td>
<td>B</td>
<td>83 – 85</td>
<td>3.0</td>
<td></td>
</tr>
<tr>
<td></td>
<td>B-</td>
<td>80 - 82</td>
<td>2.7</td>
<td></td>
</tr>
<tr>
<td>Average</td>
<td>C+</td>
<td>76 – 79</td>
<td>2.3</td>
<td>Shows a clear understanding and some insight into the material in the textbook and notes, but not beyond</td>
</tr>
<tr>
<td></td>
<td>C</td>
<td>73 - 75</td>
<td>2.0</td>
<td></td>
</tr>
<tr>
<td>Below Average/Poor</td>
<td>C-</td>
<td>70 – 72</td>
<td>1.7</td>
<td>Fails to show a clear understanding or much insight into the material in the textbook and notes</td>
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<tr>
<td></td>
<td>D+</td>
<td>66 – 69</td>
<td>1.3</td>
<td></td>
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<tr>
<td></td>
<td>D</td>
<td>60 - 65</td>
<td>0.7–1.0</td>
<td></td>
</tr>
<tr>
<td>Fail</td>
<td>F</td>
<td>&lt;60</td>
<td>0</td>
<td>Shows little or no understanding of any of the material</td>
</tr>
<tr>
<td>Incomplete</td>
<td>I</td>
<td></td>
<td></td>
<td>Please see CAPA policy in Faculty Handbook</td>
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</tbody>
</table>

Assessment 4: Class participation 10%

Each week, your Lecturer will look for lively discussion and debate in class. You are expected to read the appropriate material listed in the class schedule before each class. This is a mark for participation, NOT attendance (which is compulsory). The online component of your weekly session will comprise a weekly mandatory quiz, which must be completed prior to the next class, and a set progress deliverable for your final research paper.

The following table is a guide to grading for participation.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Discussion</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
A range

Excellent: consistent contributor; offers original analysis and comments; always has ideas on topics of the readings; takes care not to dominate discussion.

Obviously has completed all readings; intelligently uses resultant understanding to formulate comments and questions for the discussion.

B+

Very Good: frequent, willing, and able contributor; generally offers thoughtful comments based on the readings.

Has done most of the readings; provides competent analysis of the readings and applies insights from class appropriately.

B / B-

Satisfactory: frequent contributor; basic grasp of key concepts but little original insight; comments/questions are of a general nature.

Displays familiarity with some readings and related concepts, but tends not to analyse them.

C range

Poor: sporadic contributor; comments/questions betray lack of understanding of key concepts; often digresses in unhelpful ways.

Displays familiarity with few readings; rarely demonstrates analytical thought.

D / F

Very Poor: rarely speaks; merely quotes text or repeats own comments or those of others.

Little to no apparent familiarity with assigned material or application to relevant discussion.

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**Academic Integrity: Plagiarism and Cheating**

Plagiarism and cheating will be dealt with very seriously, and will be referred to the Vice President of Academic Affairs. Any work submitted by a student in this course for academic credit must be the student's own original work. If you present, as your own ideas, any material copied or extensively drawn from the work of others, then you are plagiarizing — unless you give full citations for your sources. Plagiarism is unacceptable. If it is found, then this will immediately lead to an "F" (Fail) grade for that particular assignment.

Of course, you may make full use of ideas, arguments and information obtained from books, journals, websites, etc., but you must make clear in a footnote whose work you are drawing from. This includes cases of paraphrasing where the idea or the thought of another writer is represented, though not directly quoted. Please note that a citation for paraphrasing is academically acceptable. It could say, for example, "This idea is borrowed from: Author's name, Title, Publisher/Website, (date you accessed the website), year of publication, page number."

In addition, copying our own assignment entirely or partially to submit to a second or third professor in another class is considered plagiarism by duplication. This is unacceptable. The same is when you copy your own work, that was written for another assignment or in another context (newspaper, journal, website, blog, etc.), without citation. While this does not implicate the writing of others as you are copying your own work, it is misrepresentation in academic terms because the work handed in to the instructor in this class was not originally written for this specific class, but for another publication or platform. Students risk receiving an "F" (Fail) grade for all the assignments done in classes for which they have duplicated their own work. An exception can be given if the student has obtained the professor's agreement in advance and has correctly provided a reference (citation in text or as footnote or endnote) to his/her other assignment or earlier work. Students, like any author, are allowed to cite their own earlier work.
In cases of blatant and intentional misrepresentation, a student will receive a failing grade for the course and may face disciplinary action before the Vice President of Academic Affairs, which, in extreme cases may result in dismissal from the Program.

Helpful Resources and Tips on how to avoid Plagiarism
You quote it, you note it! An interactive tutorial guide on how to avoid plagiarism and how to cite sources:
http://library.acadiau.ca/tutorials/plagiarism/
http://www.plagiarism.org/learning_center/citation.html - if you scroll down, you'll find links to all major styles and formats for citing and referencing.
How to cite and write a bibliography: Ask your instructor to tell you which citation format to use (the most common are APA, MLA and Chicago). The most important thing is to use one citation and referencing format consistently and accurately throughout your paper.

Textbook and Recommended Readings

The following text is required for the course:

It is essential that all students have access to the above textbook.

Other useful sources:
Alliance for Supply Chain Innovation
Supply Chain Asia Magazine
http://www.supplychainasia.org/
Supply Chain Management Review
http://www.manufacturing.net/scm/index.asp
Supply Chain Management Journal
http://www.oberon.emeraldinsight.com/vl=761024/cl=49/nw=1/rpsv/scm.htm
Stanford University Global Supply Chain Forum. Research white papers
http://www.stanford.edu/group/scforum/Welcome/
Supply Chain Management Forum
http://www.supplychain-forum.com
Supply Chain Council
http://www.supply-chain.org
World Bank Logistics Performance Index
http://lpi.worldbank.org/
Related academic journal titles useful for Research Papers
Californian Management Review
European journal of purchasing and supply management
Harvard Business Review
International Journal of Operations and Production Management
International Journal Of Physical Distribution And Logistics Management
International Journal of Quality and Reliability Management
International Journal of Service Industry Management
Journal Of Industrial Technology
Course Schedule
The framework below indicates sessions at CAPA. The schedule may be revised as the term progresses to incorporate field trips and guest speakers. Weekly class slides and relevant additional readings will be posted online. The students are expected to complete all weekly readings (textbook and additional) prior to the weekly session. Weekly chapter references are from the required textbook. Suggested case studies for group presentations are indicated. Students may choose an alternative in consultation with Faculty.

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
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</thead>
</table>
| 1    | Introduction to Supply Chain Management  
Introductions, student interests, relevant prior coursework & experience  
Course map, format, required work and assessments  
Definition, importance, processes, and examples of supply chains  
Careers in SCM  
Reading:  
Chapter 1: Understanding the Supply Chain  
| 2    | Strategy and product/service alignment  
Competitive and supply chain strategies align with product/service objectives  
Drivers and metrics including financial, facilities, inventory, transportation, information, sourcing, and pricing  
Reading:  
Chapter 2: Supply Chain Performance – Achieving Strategic Fit and Scope  
Chapter 3: Supply Chain Drivers and Metrics  
| 3    | Network design  
The role of network design in the supply chain  
Making design decisions – theory and practice  
Facility location and capacity allocation  
Reading:  
Chapter 5: Network Design in the Supply Chain |
| 4 | Offshoring, onshoring, reshoring  
Globalization impacts  
Making the decision: cost, risk  
Onshoring vs. offshoring and uncertainty – theory and practice  
Reading:  
Chapter 6: Designing Global Supply Chain Networks  
|---|---|
| 5 | Sales and operations planning  
Managing supply and demand  
Predictable variability  
Planning in practice  
End-to-end supply chain co-ordination  
Reading:  
Chapter 9: Sales and Operations Planning – Planning Supply and Demand in a Supply Chain  
Chapter 10: Co-ordination in a Supply Chain  
| 6 | Inventory management and economies of scale  
Cycle inventory and related costs  
Promotion and discounting effects and strategies  
Managerial levers to balance costs  
Pricing and revenue management under conditions of limited capacity and inventory  
Reading:  
Chapter 11: Managing Economies of Scale in a Supply Chain: Cycle Inventory  
Chapter 16: Pricing and Revenue Management in a Supply Chain |
<table>
<thead>
<tr>
<th>Case study: Coles Supermarket, small suppliers, and the Australian Competition and Consumer Commission (ACCC).</th>
</tr>
</thead>
</table>
| **7** | Inventory management and uncertainty  
Safety inventory and appropriate level  
Dealing with supply uncertainty  
Aggregation vs. distribution  
Replenishment policies  
Reading:  
Chapter 12 : Managing Uncertainty in a Supply Chain : Safety Inventory |
| **8** | Product availability  
Determining the optimal level of product availability  
Improving supply chain profitability through optimal services levels  
Allocation of limited supply capacity  
Reading:  
Chapter 13 : Determining the Optimal Level of Product Availability |
| **9** | Transportation  
Modes of transportation and performance characteristics  
Infrastructure and Government policies  
Designing the transport network  
Role of IT  
Risk management  
Decisions in practice  
Reading:  
Chapter 14 : Transportation in a Supply Chain  
| **10** | Sourcing  
Role of sourcing (procurement) in the supply chain  
Outsourcing decisions and factors affecting  
Managing supplier performance and total cost  
Managing risk  
The sourcing process – auctions and negotiations  
Reading:  
Chapter 15 : Sourcing Decisions in a Supply Chain  
| **11** | Information technology in the supply chain  
Role of IT |
CAPA Program and Instructor Policies

The faculty expects from you, the student, and a high level of responsibility and academic honesty. Because the value of an academic course depends upon the absolute integrity of the work done by the student, it is imperative that students demonstrate a high standard of individual honour in his or her scholastic work and class Behavior.

A high standard of individual honour means that you, the student, must attend all classes and never be late (unless with a valid reason). You must be respectful of the professor and of other students by not talking/whispering in class when others are talking or presenting. Persistent lateness or lack of attention in class, i.e. reading materials other than the work set, may result in a low or zero grade for participation, and possible referral to the Vice President of Academic Affairs. No electronic equipment will be used in class, including laptops, phones, iPods, iPads, cell phones, etc., unless you have express permission from the professor. If for any reason a student is obliged to work with electronic equipment, then permission must be obtained from CAPA's Academic Director prior to the class. The International Finance & Economics module may require you to bring in your laptop to class to take notes and access informative financial & economic websites.

Certain Behaviors disrupt class, such as a student arriving late, a phone ringing, or a student leaving in the middle of class. Lecturers have the authority to set policies for their classes regarding such disruptive Behavior. All students are expected to respect the learning environment and respect the lecturers’ efforts to maintain it.