AGSM MBA Programs 2015

SUPPLY CHAIN MANAGEMENT
Summer Term 2016

Course Overview
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Sydney NSW 2052

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## Course schedule

### Summer Term 2016

#### Supply Chain Management

<table>
<thead>
<tr>
<th>Week no</th>
<th>Week begins</th>
<th>Unit</th>
<th>Assessment due (% weighting)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>23 November</td>
<td>1 &amp; 2</td>
<td>Participation is assessed throughout the semester (15%)</td>
</tr>
<tr>
<td>2</td>
<td>30 November</td>
<td>3 &amp; 4</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>7 December</td>
<td>5 &amp; 6</td>
<td>Assignment 1 due on Friday 11 December by 9.30am Sydney time – three questions (20%)</td>
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</tbody>
</table>

**Mid-term recess:** Saturday 12 December 2015 – Sunday 3 January 2016

| 4       | 4 January   | 7 & 8      |                                                                   |
| 5       | 11 January  | 9 & 10     |                                                                   |
| 6       | 18 January  | 11 & 12    | Assignment 2 due on Wednesday 20 January by 9.30am Sydney time – three questions (30%) |
| 7       | 25 January  |            | Examination* Thursday 28 January – 2pm if sitting on campus (35%) |

*Examination is 2 hours, open book.

Note: Tuesday 26 January is a public holiday.
Course information

Course-level aims and learning goals

In this course, you will examine the basic concepts and tools of supply chain management within the broader framework of an organisation's overall competitive strategy.

The supply chain, which comprises all aspects of the sourcing of inputs from upstream suppliers, the internal value-adding processes and the distribution of outputs to downstream customers, is central to the overall success of any organisation. Any organisation that does not align its overall corporate strategy and its supply chain strategy will struggle to successfully deliver products and services to the market in a form that customers value.

While it is not necessary for participants to be highly skilled in mathematics to undertake this course, you are expected to be familiar with, or be prepared to acquire, basic knowledge about the following concepts:

- basic probability and statistics
- probability distributions and standard deviations (particularly the normal distribution)
- means and weighted averages
- basic algebra.

You will be expected to be able to perform some basic algebraic and statistical calculations in this course.

This course offers a broad examination of the key issues involved in the management of supply chains. It places supply chain management in a strategic context and requires a blend of managerial and technological knowledge and skills.

However, the course begins with a guided analysis of the strategic context of the organisation so can be taken early in your degree program, before any other strategy courses have been completed.

This course is well suited to a broad range of students – not only those involved in manufacturing industries – as the concepts, processes and methods are readily adaptable to organisations that provide hard or soft product/service combination industries. One full Unit is devoted to service supply chains. There are numerous other references and opportunities to apply the theory to service supply chains in both the Unit notes and the associated text.
Course learning outcomes

After you have completed this course you should be able to:

1. define, understand and analyse the key features of supply chains and the challenges posed by the integration of supply chains within and across organisations operating in the global economy
2. compare and evaluate different supply chain typologies and their application to tailor supply chain structures to different market conditions
3. compare the workings of distribution channels and the provision of customer service by lean, agile, responsive and efficient suppliers
4. evaluate and discuss the procurement of goods and services from upstream suppliers and advise on the associated source selection, contracting and supplier management issues
5. analyse the cost effectiveness of using different transport modes and warehousing facilities in manufacturing and service industries
6. compare a range of approaches to inventory management, and determine the associated costs of each and which is most appropriate for different product and market types
7. appreciate the contractual methods available to help coordinate the actions of multiple parties across the supply chain
8. understand the importance of computer-enabled integration of supply chains and the use of the internet as a means to reduce the 'bullwhip effect' and enhance the efficiency of business activities
9. discuss the current state of supply chain management research, and the future trends impacting on the development of supply chains
10. write reports detailing critical aspects of supply chain theory and recommending appropriate courses of action
11. understand the importance of the human interface with supply chain operations and its impact on sustainability, ethical and environmentally responsible decisions in the supply chain
12. discuss the overall context in which continuous improvements in supply chain management are being implemented and how different improvement programs relate to each other.
Structure

The course structure is best illustrated using the course overview diagram shown below:

After first reviewing the importance of aligning the supply chain strategy to the overall corporate strategy, the course then looks in detail at each of the important supply chain drivers. The role of all supply chains is to allow the organisation to implement its corporate strategy in the market place. Some organisations place the most importance on being responsive to customer needs. Others place more emphasis on being low-cost providers. Supply chain managers must balance these two competing priorities using the drivers available to them – sourcing, facilities, inventory, transportation pricing and information. How these drivers are coordinated to deliver the overall supply chain strategy will largely determine the success of the organisation.

Over 12 Units, the course looks at the following aspects of supply chains:

**Unit 1**, *Introduction to supply chain management*, provides an overview of how corporate strategy and supply chain strategy are integrated, and sets the scene for the discussion of operations and supply chain management in a globalised business environment.
Unit 2, *Supply chain design and alignment*, introduces the concepts of supply chain efficiency and responsiveness, the supply chain drivers and how these impact on the efficiency–responsiveness continuum.

Unit 3, *Supply chain drivers and performance metrics*, looks in further detail at the supply chain drivers and how supply chain performance can be defined and measured.

Unit 4, *Service supply chains*, recognises that not only product-based companies must be concerned with supply chains. Service organisations also have supply chain issues to manage. Of particular importance to services is the matching of supply to demand (due to the inability to store inventory) and the management of the customer experience.

Unit 5, *Planning demand and supply*, considers forecasting techniques that can be used to estimate demand and methods that are then used to match this demand with a supply of products and services.

Unit 6, *Supply issues in supply chain management*, considers the decisions organisations must make concerning whether to make or buy production inputs, the most suitable sourcing policies, procurement strategies and the increasingly important issues of ethical and sustainable sourcing.

Unit 7, *Location, transport and logistics*, provides an overview of optimal location selection, transport modes, networks and operations in supply chains and the impact each of these will have on the overall supply chain strategy.

Unit 8, *Managing inventory in the supply chain*, considers the importance of inventory, and inventory management to the overall success of the supply chain strategy. We look at several models that can be used to minimise inventory costs, balance the costs associated with sourcing and holding inventory and meet defined customer-service levels.

Unit 9, *Optimising supply chain inventory*, looks at several techniques that supply chain managers can use to lower the costs associated with inventory while still providing the same level of customer service.

Unit 10, *Aligning the supply chain using contracts*, examines how important it is for organisations to align their supply chain actions with other organisations in the supply chain. By coordinating their actions, organisations can seek to maximise the overall value, and therefore profit, available for all parties to share. We look at the underlying theory and the contractual means that organisations can use to align individual supply chain actions.

Unit 11, *The importance of information in the supply chain*, provides an overview of supply chain information flows, IT infrastructure and computer-enabled network integration, including e-commerce, the internet and virtual supply chains.

Unit 12, *Managing the supply chain of the future*, looks forward to consider what aspects of the supply chain organisations must consider in the future.
Program quality assurance

A number of international standards are embedded in the program to ensure the courses you study are high quality. At present this includes specific design to meet AACSB accreditation standards (through measurement of students’ program-level learning outcomes), and the United Nations Principles for Responsible Management Education (UNPRME). EQUIS accreditation is also held by UNSW Business School.

Program-level learning goals and outcomes assessed for AACSB accreditation

The Course Learning Outcomes are what you should be able to do by the end of this course if you participate fully in learning activities and successfully complete the assessment items.

The Course Learning Outcomes will also help you to achieve at least some of the overall Program Learning Goals that are set for all postgraduate coursework students in AGSM programs.

However, course-level learning outcomes are not sufficient to fully describe a student’s skills as they complete the qualification, and so we add an additional set of Program Learning Goals. These specify what we want you to have achieved by the time you successfully complete your degree. As an example, for the Teamwork learning goal we specify: ‘Our graduates will be effective team participants’.

You demonstrate that you have met these Program Learning Goals by achieving specific Program Learning Outcomes that are directly related to each goal. These indicate what you are able to do by the end of your degree. In the case of the Teamwork goal, the related outcome includes: ‘participate collaboratively and responsibly in teams’. Note that the ability to meet these program-level learning goals and outcomes will be measured in each capstone course for your degree program.

The Program Learning Goals (and related outcomes) used across the three MBAX streams of Change, Social Impact and Technology are as follows.

1. Knowledge:
   Our graduates will have current disciplinary or interdisciplinary knowledge applicable in local and global contexts.
   Learning outcome: Students should be able to identify and apply current knowledge of disciplinary or interdisciplinary theory and professional practice to business in local and global environments.

2. Critical thinking and problem-solving:
   Our graduates will have critical thinking and problem-solving skills applicable to business and management practice or issues.
   Learning outcome: Students should be able to identify, research and analyse complex issues and problems in business and/or management, and propose appropriate and well-justified solutions.
3. Communication:
Our graduates will be effective communicators in professional contexts.
Learning outcome for 3a – Written Communication: Students should be able to produce written documents that communicate complex disciplinary ideas and information effectively for the intended audience and purpose.
Learning outcome for 3b – Oral Communication: Students should be able to produce oral presentations that communicate complex disciplinary ideas and information effectively for the intended audience and purpose.

4. Teamwork:
Our graduates will be effective team participants.
Learning outcome: Students should be able to participate collaboratively and responsibly in teams, and to reflect on their own teamwork, and on the team’s processes and ability to achieve outcomes.

5. Ethical, social and environmental responsibility:
Our graduates will be aware of ethical, social, cultural and environmental implications of business issues and practice.
Learning outcome for 5a – Ethical, social and environmental responsibility: Students should be able to identify and assess ethical, environmental and/or sustainability considerations in business decision-making and practice.
Learning outcome for 5b – Social and cultural awareness: Students should be able to consider social and cultural implications of business.

6. Leadership:
Our graduates will have an understanding of effective leadership.
Learning outcome: Students should be able to reflect upon their own personal leadership style and on the leadership needs of business and of teams.

Associated standards committees and accreditation agencies

AACSB: http://www.aacsb.edu
Association to Advance Collegiate Schools of Business

EQUIS: https://www.efmd.org/accreditation-main/equis
European Quality Improvement System

UNPRME: http://www.unprme.org
UN Principles of Responsible Management Education
Resources

Learning resources

You have four major resources to help you learn:

1. The course materials, comprising the 12 study units with readings, references, insights and commentary. You will do much of your learning outside the classroom by working through the course materials, and by completing the exercises as they arise.

2. Your online or face-to-face classes with your facilitator. The facilitator's job is to guide your learning by conducting class discussion, answering questions that might arise after you have done the week's work, providing insights from his or her practical experience and understanding of theory, providing you with feedback on your assignments, and directing discussions and debates that will occur between you and your co-participants in the classroom.

3. Your co-participants. Your colleagues in the classroom are an invaluable potential source of learning for you. Their work and life, and their willingness to question and argue with the course materials, the facilitator and your views, represent a great learning opportunity. They bring much valuable insight to the learning experience.

4. In addition to course-based resources, please also refer to the AGSM Learning Guide (available in Moodle) for tutorials and guides that will help you learn more about effective study practices and techniques.

Course materials

The course materials comprise this Course Overview, the Assessment Details and 12 Units. Each Unit has a number of associated readings.

Readings

Specific readings are prescribed throughout the Units and are available via active hyperlinks or URLs. Please note that you may be required to enter your UNSW zID and zPass in order to access these hyperlinked readings.

If you experience any problems in accessing the readings, please try the following:

- Search directly for the article on the UNSW Library home page (https://library.unsw.edu.au/) by placing the name of the article in the Search box.

- Search directly for the book excerpt on the UNSW Library home page (https://library.unsw.edu.au/) by placing your course code into the Search box. When you do this all the course readings that are excerpts from books will appear.
Prescribed textbook

The prescribed textbook for this course is:
Readings and exercises from the textbook are integrated with the Unit notes and other readings provided.
ISBN: 9781486041626 (MyOMLab version of the prescribed textbook)
MyOMLab supplements the text with associated videos and Excel spreadsheet examples. It is not essential to purchase the textbook with MyOMLab, and any exercises in the Unit notes that refer to the use of MyOMLab can be considered optional.

Recommended reading

Books (either the listed edition, or a more recent edition)

Journals
*Harvard Business Review*
*Sloan Management Review*
*Supply Chain Management Review*
*The Journal of Supply Chain Management*
*The European Journal of Purchasing and Supply Management*
*International Journal of Purchasing and Materials Management*
*Logistics Management*
*International Journal of Logistics Management*
*International Journal of Physical Distribution and Logistics Management*
*Journal of Business Logistics*
*International Journal of Production Research*
Websites

APICS  http://www.apics.org
  Association for Operations Management
ISM  https://www.instituteforsupplymanagement.org/
  Institute for Supply Management
APICS SCC –  http://www.apics.org/sites/apics-supply-chain-council
ACLM  http://www.asianclm.com/
  Asian Council of Logistics Management
ASQ  http://asq.org
  American Society for Quality

Other resources

BusinessThink is UNSW’s free, online business publication. It is a platform for business research, analysis and opinion. If you would like to subscribe to BusinessThink, and receive the free monthly e-newsletter with the latest in research, opinion and business then go to http://www.businessthink.unsw.edu.au.

eLearning

To access Moodle, go to: https://moodle.telt.unsw.edu.au/login/index.php
Login with your student zID (username) and zPass (password).

Moodle eLearning support

Should you have any difficulties accessing your course online, please contact the eLearning support below:

For login issues:

UNSW IT Service Centre

Hours:  Monday to Friday: 8am – 8pm
  Saturday and Sunday: 11am – 2pm
Email:  ITServiceCentre@unsw.edu.au
Phone:  Internal: x51333
  External: 02 9385 1333
  International: +61 2 9385 1333
For help with technical issues and problems:

**External TELT Support**

Hours:  
Monday to Friday: 7.30am – 9.30pm  
Saturdays and Sundays: 8.30am – 4.30pm  

Email:  [externalteltsupport@unsw.edu.au](mailto:externalteltsupport@unsw.edu.au)  
Phone:  
Internal: x53331  
External: 02 9385 3331  
International: +61 2 9385 3331

**Administrative and eLearning support**

If you have administrative queries, they should be addressed to Student Experience.  

Student Experience  
AGSM MBA Programs  
UNSW Business School  
SYDNEY NSW 2052  
Phone: +61 2 9931 9400  
Email: [studentexperience@agsm.edu.au](mailto:studentexperience@agsm.edu.au)

**Additional student resources and support**

The University and the UNSW Business School provide a wide range of support services for students, including:

- **Business School Education Development Unit (EDU)**  
  [https://www.business.unsw.edu.au/students/resources/learning-support](https://www.business.unsw.edu.au/students/resources/learning-support)  
  The EDU provides academic writing, study skills and maths support specifically for Business students. Services include workshops, online resources, and individual consultations.  
  EDU Office: Level 1, Room 1033, Quadrangle Building.  
  Phone: +61 2 9385 5584; Email: [edu@unsw.edu.au](mailto:edu@unsw.edu.au)

- **UNSW Learning Centre**  
  [http://www.lc.unsw.edu.au](http://www.lc.unsw.edu.au)  
  Provides academic skills support services, including workshops and resources, for all UNSW students. See website for details.

- **Library training and search support services**  
  [http://info.library.unsw.edu.au/web/services/services.html](http://info.library.unsw.edu.au/web/services/services.html)
• **UNSW Counselling and Psychological Services**
  Provides support and services, including free, confidential counselling, if you need help with your personal life, getting your academic life back on track or just want to know how to stay safe.
  Office: Level 2, East Wing, Quadrangle Building;
  Phone: +61 2 9385 5418.

• **Student Equity & Disabilities Unit**
  [http://www.studentequity.unsw.edu.au](http://www.studentequity.unsw.edu.au)
  Provides advice regarding equity and diversity issues, and support for students who have a disability or disadvantage that interferes with their learning.
  Office: Ground Floor, John Goodsell Building;
  Phone: +61 2 9385 4734; Email: seadu@unsw.edu.au
Continual course improvement

Our courses are revised each time they run, with updated course overviews and assessment tasks. All courses are reviewed and revised every three years and significant course updates are carried out in line with industry developments.

The AGSM surveys students via the UNSW CATEI system each time a course is offered. The data collected provides anonymous feedback from students on the quality of course content and materials, class facilitation, student support services and the program in general. This student feedback is taken into account in all course revisions.

Student evaluations from the last presentation of the course

The course received very good ratings the last time it was offered.

Some concern was expressed around the required level of readings and the maths required in some sections of the course.

Coordinator's response

To alleviate the reading workload, in class I will recommend which readings are essential and which readings are optional.

For students who feel they may struggle meeting the required level of mathematics skill, it is recommended that they familiarise themselves with the business mathematics tutorials and resources that are available in the AGSM Learning Guide (available in Moodle). Self-assessing your maths skills after familiarising yourself with the various assessments and course content will help you pinpoint any specific maths skills that you may need to brush up on prior to commencing activities and assessments that make use of mathematical concepts.
Course staff

Course coordinator

Each course has a Course Coordinator who is responsible for the academic leadership and overall academic integrity of the course. The Course Coordinator selects content and sets assessment tasks, and takes responsibility for specific academic and administrative issues related to the course when it is being offered. Course Coordinators oversee Class Facilitators and ensure that the ongoing standard of facilitation in the course is consistent with the quality requirements of the program.

The Course Coordinator is:

Brad Smith

MBA, BE (Mech) Hons

Email: b.smith@unsw.edu.au

Brad is a Sydney-based consultant and educator with extensive teaching experience in tertiary and professional environments, in both online and face-to-face settings.

After a career in engineering and general management, Brad took the leap in 2001 to start and manage his own consulting business, and now works with clients to help them identify and implement real improvements to efficiency and profitability. An avid lifelong learner, Brad also enjoys his teaching roles and has worked with many universities to help people develop their full potential. The teaching role reinforces the practical consulting role and vice versa. He is an adjunct faculty member with several universities, including with UNSW Business School, and teaches in a number of AGSM programs. He facilitates many courses, including Project Management, Statistical Analysis of Data and Modelling, and Operations Management.

Class facilitator

The role of your Class Facilitator is to support the learning process by encouraging interaction amongst participants, providing direction in understanding the course content, assessing participant progress through the course and providing feedback on work submitted. Class Facilitators comprise both academics and industry practitioners with relevant backgrounds.

You will be notified of your Class Facilitator’s name and contact details in your class confirmation email sent by AGSM Student Experience. Details will also be available in the gallery section of your online class for both face-to-face and distance classes.
Course authors

Brad Smith
Brad Smith extensively revised and rewrote several sections of this course in 2012 to build on the work performed by the previous authors mentioned below.

Dr Stefan Markowski, MSc (Economics) Warsaw; PhD (London)
Stefan is an Associate Professor at UNSW Canberra, lecturing in economics and management. His academic interests include defence economics and management, procurement, logistics and technology management, and foreign investment and trade, areas in which he has published extensively.

Acknowledgements
The former Course Coordinator, Jürgen Oschadleus, carried out an update to the course in 2008.
We wish to acknowledge the valuable contribution of A/Professor Roger Kerr, who acted as academic reviewer for the original development of this course.