



IIMT3681 – Supply Chain Management

GENERAL INFORMATION			
Instructor: Dr. Benjamin Yen			
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Consultation times: Tue/Thr 16:30 – 18:30 (or by appointment)			
Tutor: Mr. Brian Wang (byuwen@hku.hk) (TBC)			
Course website: Course Moodle page			
Other important details: NA			
Lecture	Wednesday	9:30-12:20	KKLG104 (TBC)
COURSE DESCRIPTION			
<p>The course is designed to prepare attendants to apply business strategies, analytical methodologies and information technology in supply chain management. Traditionally industries have focused on operation evaluation and performance improvement of manufacturing process; however, the deficiency of supply chain coordination results in severe downgrade of business competitiveness. With advent of information technology, computers not only improve manufacturing operation and management, but also enhance strategic decision-making as well. This course focuses on the systems approach to planning, analysis, design, development, and evaluation of supply chain management.</p>			
Pre-requisites: NA			
Co-requisite(s): NA			
Mutually exclusive: NA			
COURSE OBJECTIVES			
<ol style="list-style-type: none">1. To understand principles and approaches to enhance knowledge of management decision-making in supply chain and logistics.2. To learn modern technology, cost reduction and service improvement in supply chain management.3. To gain insight into best practices and effective global supply chain; and4. To carry out project and research on information technology, operation management, and business strategy for supply chain management in manufacturing and service industries.			
FACULTY LEARNING GOALS (FLGs)			
FLG1: Acquisition and internalization of knowledge of the programme discipline			
FLG2: Application and integration of knowledge			
FLG3: Inculcating professionalism			
FLG4: Developing global outlook			
FLG5: Mastering communication skills			
FLG6: Cultivating leadership			
COURSE LEARNING OUTCOMES (CLOs) (Amendments must be approved by the Faculty Board.)			

Course Learning Outcomes		Aligned Faculty Learning Goals (FLGs)	
CLO1: Understand and apply fundamental tools and techniques of supply management. .		FLG1	
CLO2: Demonstrate sophistication and competency in design, analysis, and evaluation of supply chain management in a business environment.		FLG1 & FLG2	
CLO3: Develop knowledge of principles, concepts, and methods in the leadership of global supply chain.		FLG2 & FLG3 & FLG6	
CLO4: Develop capabilities for understanding, assessing, and resolving technical and managerial issues for global supply chain.		FLG 3 & FLG 4 & FLG6	
CLO5: Develop capabilities to communicate effectively in both technical and business ways with partners in supply chains.		FLG 4 & FLG5	
COURSE TEACHING AND LEARNING ACTIVITIES			
Course Teaching and Learning Activities		Expected Study Hours	Study Load (% of study)
T&L1. Lectures. Key concepts, approaches, tools and techniques of supply chain management will be discussed in the class.		36	30%
T&L2. Tutorial lab sessions. Students apply concepts learned in class for practical examples in the computer lab.		12	10%
T&L3. Small group meeting & discussion. Multiple discussion sessions in small group during the semester to provide the feedback and suggestions for case study and course project.		12	10%
T&L4. Case based study and analysis. Students express and share ideas and responses on the case questions or articles related to supply chain management in the class. The discussion encourages students to reflect about main points after the class.		24	20%
T&L5. Self-study. Students preview, review, and reflect the course subjects.		36	30%
Total		120	100%
Assessment Methods	Brief Description (Optional)	Weight	Aligned Course Learning Outcomes
A1: Written Assignment	Homework to explain the basic concepts and to apply the principles of supply chain management.	30%	CLO1, 2, & 4
A2: In-Class Participation and Case Discussion	Participation and case study of analysis and syntheses of current issues of supply chain management	10%	CLO1, 2, 3 & 5
A3: Midterm Examination	Closed-book examination.	25%	CLO1, 2, & 4
A4: Group Project Presentation	Knowledge Integration of course subjects for a business application.	15%	CLO1, 2, 3, 4 & 5
A5: Group Project Report	Knowledge Integration of course subjects for a business application.	20%	CLO1, 2, 3, 4 & 5

		Total	100%	
Coursework / Examination Ratio: <u>75</u> % / <u>25</u> %				
STANDARDS FOR ASSESSMENT				
Course Grade Descriptors				
A+, A, A-	Student has consistently demonstrated an excellent grasp of project plan, design, development, assessment, and quality as evidenced by original or exceptionally astute analysis and synthesis of student work.			
B+, B, B-	Student has demonstrated a substantial grasp of project planning, design, development assessment, and quality as evidenced by above average performance in analysis and synthesis of student work.			
C+, C, C-	Student has demonstrated a fair grasp of project planning, design, development assessment, and quality as evidenced by average performance in analysis and synthesis of student work.			
D+, D	Student has demonstrated limited grasp of project planning, design, development assessment, and quality as evidenced by barely satisfactory performance in analysis and synthesis of student work.			
F	Student has demonstrated very limited grasp of project planning, design, development assessment, and quality as evidenced by poor performance in analysis and synthesis of student work.			
Assessment Rubrics for Each Assessment				
A1. Written Assignment (30%)				
Performance Level (with Score Range)	Assessment Rubrics for Written Assignment (100%)			
Outstanding 100-80	– Achieve a standard of excellent performance in the assignment with very accurate computation and very good analytical and problem solving skills, extended ideas such as element of own voice and opinion, originality, recommendation, and reflection.			
Proficient 79-70	– Achieve a standard of good performance in the assignment with accurate computation and good analytical and problem solving skills, good relational understanding such as a wide range and diversity of material beyond those provided in the course.			
Competent 69-60	– Master a standard of acceptable performance in the assignment with reasonable accuracy in computation and acceptable analytical and problem solving skills, with application of materials and without major errors of understanding.			
Adequate 59-50	– Demonstrate a standard of marginally acceptable performance in the assignment with some errors in computation, barely adequate analytical and problem solving skills and with some error of understanding.			
Fail <50	– Fail to meet a minimum standard of passing the assignment with major errors in computation, inadequate analytical and problem solving skills and with major error of understanding or omission of explanation.			

A2: In-Class participation / Group Case Discussion (10%)

Performance Level (with Score Range)	Assessment Rubrics for In-Class participation / Group Case Discussion (100%) (Frequency and quality of response in case study discussion)
Outstanding 100-80	– Consistently and actively contribute to the class discussions and activities by providing relevant and helpful examples and analysis, identifying important issues, proposing creative and insightful solutions, raising thoughtful questions, synthesizing information obtained from readings and discussions and appropriately challenging assumptions and perspectives.
Proficient 79-70	– Actively contribute to the case discussions and activities by providing relevant and helpful examples and analysis, identifying important issues, proposing creative and insightful solutions, raising some thoughtful questions, occasionally synthesizing information obtained from readings and discussions and appropriately challenging assumptions and perspectives.
Competent 69-60	– Contribute to the case discussions and activities by providing relevant and helpful examples and analysis, identifying important issues, proposing creative and insightful solutions, raising thoughtful questions, synthesizing information obtained from readings and discussions, appropriately challenging assumptions and perspectives.
Adequate 59-50	– Contribute to the case discussions and activities by providing limited relevant and helpful examples and analyses, identifying some issues, proposing creative and insightful solutions and raising thoughtful questions.
Fail <50	– Do not contribute or make very few contributions to the class discussions and activities. Tend to provide only irrelevant examples and analysis, and to propose inappropriate solutions. Ideas shared are often unrelated to the topic being discussed.

A3. Midterm Examination (20%)

Performance Level (with Score Range)	Assessment Rubrics for Midterm Examination (100%)
Outstanding 100-80	– Achieve a standard of excellent performance in the examination with very accurate computation and very good analytical and problem solving skills
Proficient 79-70	– Achieve a standard of good performance in the examination with accurate computation and good analytical and problem solving skills.
Competent 69-60	– Master a standard of acceptable performance in the examination with reasonable accuracy in computation and acceptable analytical and problem solving skills.
Adequate 59-50	– Demonstrate a standard of marginally acceptable performance in the examination with some errors in computation.
Fail <50	– Fail to meet a minimum standard of passing the examination with major errors in computation, inadequate analytical and problem solving skills.

A4. Group Project Presentation (20%)

Performance Level (with Score Range)	Assessment Rubrics for Group Project Presentation (100%)
Outstanding 100-80	<ul style="list-style-type: none"> - The presentation is excellent and well organized, clear and fluent, with smooth progression of ideas, effective use of presentation aids, and appropriate length, pace and tone. - The presentation group skillfully engages the audience and demonstrates a consistently high level of creativity, confidence, enthusiasm and capability in handling Q&A.
Proficient 79-70	<ul style="list-style-type: none"> - The presentation is well organized and coherent, making generally effective use of presentation aids. It is of an appropriate length, pace and tone. - The presentation group is generally able to engage the audience and demonstrates a consistently high level of creativity, confidence, enthusiasm and capability in handling Q&A.
Competent 69-60	<ul style="list-style-type: none"> - The presentation is organized, moderately clear and fluent, with appropriate use of presentation aids. It is more or less of an appropriate length, pace and tone. - The presentation group attempts to engage the audience and show a moderate level of creativity, confidence, enthusiasm and capability in handling Q&A.
Adequate 59-50	<ul style="list-style-type: none"> - The presentation shows adequate effort to engage the audience, and demonstrates creativity, confidence, enthusiasm and capability in handling Q&A.
Fail <50	<ul style="list-style-type: none"> - The presentation is poor and not well-organized, unclear and not fluent with smooth progression of ideas, ineffective use of presentation aids, and inappropriate length, pace and tone. - The presentation group makes little effort to engage the audience and demonstrate very low level of creativity, confidence, enthusiasm and capability in handling Q&A.

A5. Group Project Report (20%)

Performance Level (with Score Range)	Assessment Rubrics for Group Project (100%)
Outstanding 100-80	<ul style="list-style-type: none"> - Presentation of content is organized, thorough, precise, articulated with clarity and fluency, and consistent with the analysis and recommendations followed. - The analysis is insightful, critical, thorough, systematic, consistent, sufficiently supported by relevant and helpful fact/data, and effective application of appropriate concepts / techniques /examples, which are nicely integrated to the analysis. - The overall assessment demonstrates a profound understanding of the company's current situation and generates insightful overall findings by professionally synthesizing across both internal and external assessment. - Identify key issues for the application of project plan, design, development and assessment - All or almost all relevant issues of the application of project plan, design, development and assessment are clearly and accurately identified from various perspectives. Highly relevant evidence/fact is provided to support the argument.

	<ul style="list-style-type: none"> – The gap between the expected outcome and current situation can be identified and justified with sufficient evidence. The overall analysis is insightful, critical, thorough, systematic and consistent. – The recommendations are creative, practical, systematic, and logical and aligned with the assessment and proposed changes. – The implementation plan is creative, practical, logical, well organized and justified with sufficient evidence. The plan can align with the company’s needs and circumstances. – The report effectively arouses and maintains the reader’s interest. It is well organized, with clear coherence and smooth progression of ideas, articulated with clarity and fluency. It is of an appropriate length and tone, including proper and consistent referencing and citations without errors.
Proficient 79-70	<ul style="list-style-type: none"> – Presentation of content is organized, thorough, precise, articulated with clarity and fluency, and consistent with the analysis and recommendations followed. – The analysis is insightful, critical, thorough, systematic and consistent. It is sufficiently supported by relevant and helpful fact/data, and effectively applies appropriate concepts / techniques /examples, which are nicely integrated to the analysis. – The overall assessment demonstrates a profound understanding of the company’s current situation and generates insightful overall findings. – All or almost all key issues of the application of project plan, design, development and assessment are clearly and accurately identified from various perspectives. Highly relevant evidence/fact is provided to support the argument. – The gap between the expected outcome and current situation is identified and justified with sufficient evidence. The overall analysis is insightful, critical, thorough, systematic and consistent. – The recommendations are creative, practical, and systematic and aligned with the assessment and proposed changes. – The implementation plan is creative, practical, logical, well organized and justified with sufficient evidence. The plan is aligned with the company’s needs and circumstances. – The report effectively arouses and maintains the interest of the reader. It is well organized with clear coherence and smooth progression of ideas, articulated with clarity and fluency. It is of an appropriate length and tone, including proper and consistent referencing and citations without errors.
Competent 69-60	<ul style="list-style-type: none"> – Presentation of content is reasonably organized, thorough, precise, articulated with clarity and fluency, and consistent with the analysis and recommendations followed. – The analysis is systematic, consistent, with some supports of fact/data, and moderate effective application of appropriate concepts / techniques /examples which are moderately integrated to the analysis. – The overall assessment demonstrates some understanding of the company’s current situation and generates sufficient overall findings. – Some key issues of the application of project plan, design, development and assessment are clearly and accurately identified from various perspectives. Highly relevant evidence/fact is provided to support the argument. – The gap between the expected outcome and current situation is identified and justified with limited evidence. The overall analysis is systematic and consistent. – The recommendations are systematic and moderately aligned with the assessment and proposed changes. – The implementation plan is moderately consistent and useful. The plan is moderately well aligned with the company’s needs and circumstances.

	<ul style="list-style-type: none"> - The report is reasonably successful in arousing and maintaining the reader's interest. It is of an appropriate length and tone, including proper and consistent referencing and citations without errors.
Adequate 59-50	<ul style="list-style-type: none"> - Presentation of content is adequately organized, thorough, precise, articulated with clarity and fluency, and consistent with the analysis and recommendations followed. - The analysis is systematic, consistent, with some supports of fact/data, and adequate effective application of appropriate concepts / techniques / examples which are adequately integrated with the analysis. The overall assessment demonstrates limited understanding of the company's current situation and generates some findings. - Few key issues of the application of project plan, design, development and assessment are clearly and accurately identified from various perspectives. Limited evidence/fact is provided to support the argument. - The gap between the expected outcome and current situation is not fully identified and it is justified with limited evidence. The overall analysis is consistent. - The recommendations are of limited value to align with the assessment and proposed changes. - The implementation plan is moderately consistent and useful with some evidence. - The report is moderately skillful at arousing and maintaining the interest of the reader, It is of an appropriate length and tone, including proper and consistent referencing and citations without errors.
Fail <50	<ul style="list-style-type: none"> - Presentation of content is not well organized, unclear and not fluent. It is inconsistent with the analysis and recommendations followed. - The analysis is unsystematic, inconsistent, and insufficiently supported by facts/data. There is ineffective application of appropriate concepts / techniques / examples. The overall assessment demonstrates poor understanding of the company's current situation and generates poor findings. - Very few of the key issues of the application of project plan, design, development and assessment are clearly and accurately identified from various perspectives. Limited evidence/fact is provided to support the argument. - The gap between the expected outcome and current situation is poorly identified and justified with evidence. The overall analysis is poor and inconsistent. - The recommendations are poor and inconsistent, and they are not aligned with the company's needs and circumstances. - The implementation plan is inconsistent and not useful, supported by limited evidence. The plan cannot help to align with the organizational business strategy and acquire competitive advantage. - The report is not skillful at arousing and maintaining the reader's interest. It is of an inappropriate length and tone, showing improper and inconsistent referencing and citations with errors.

COURSE CONTENT AND TENTATIVE TEACHING SCHEDULE

Lecture	Subject	Supplement/Reference	Remark
1	(01/09) <i>Introduction to SCM</i> <ul style="list-style-type: none"> ▪ What is SCM? ▪ Why SCM? ▪ The Challenges of SCM 	<ul style="list-style-type: none"> ▪ Case - Challenges in Publishing Industry ▪ Preliminary - Supply chain analytics 	

2	(08/09)	Designing Supply Chain Network <ul style="list-style-type: none"> ▪ Designing Distribution Networks ▪ Data Collection & Modeling ▪ Network Design in a Supply Chain 	<ul style="list-style-type: none"> ▪ Case - BuyPC.com ▪ Preliminary - Tools of optimization, simulation, and data visualization 	Project Grouping
3	(15/09)	Planning and Managing Inventories <ul style="list-style-type: none"> ▪ Inventory Management ▪ Managing Uncertainty ▪ Supply Contract 	<ul style="list-style-type: none"> ▪ Case - Swimsuit Production 	HW #1 (Due: 27/09)
4	(22/09)	Coordination and Distribution <ul style="list-style-type: none"> ▪ Bullwhip Effect ▪ Method for Coping with Bullwhip Effect ▪ Distributed Strategies 	<ul style="list-style-type: none"> ▪ Case - Zappos.com 	Project Proposal
5	(29/09)	Supply Chain Integration <ul style="list-style-type: none"> ▪ Centralized vs. Decentralized Control ▪ Push vs. Pull Systems ▪ Impact of the Internet on SC Strategy 	<ul style="list-style-type: none"> ▪ Case - GOME Electrical Appliances Holding Limited: The Group Purchasing Challenge ▪ Case - Dell 	
6	(06/10)	Strategic Alliances <ul style="list-style-type: none"> ▪ 3rd/4th Party Logistics (3PL/4PL) ▪ Retailer-Supplier Partnerships ▪ Distributor Integration 	<ul style="list-style-type: none"> ▪ Case - Polo Ralph Lauren & Luen Thai: Using Collaborative Supply Chain Integration in the Apparel Value Chain ▪ Case - PGL: The Entrepreneur in China's Logistics Industry ▪ Preliminary - Cold Chain 	HW #2 (Due: 18/10) Project Plan
7	(13/10)	(No Lecture) Reading Week		
8	(20/10)	Midterm		
9	(27/10)	Procurement/Outsourcing Strategies <ul style="list-style-type: none"> ▪ Buy/Make Decision ▪ E-Procurement ▪ Procurement Strategy 	<ul style="list-style-type: none"> ▪ Case - Aviation Spare Parts Supply Chain Management Optimization at Cathay Pacific Airways Limited ▪ Case - Shanghai General Hospital: Rethinking its Medical Supply Chain ▪ Case - HP 	
10	(03/11)	Product and Supply Chain Design <ul style="list-style-type: none"> ▪ Design for Logistics ▪ Mass Customization ▪ Customer Value 	<ul style="list-style-type: none"> ▪ Case - UNIQLO: A SC Going Global ▪ Case - TAL Apparel Limited: Stepping Up the Value Chain ▪ Case - Nike 	Project Review
11	(10/11)	Information Technology for SCM <ul style="list-style-type: none"> ▪ Standardization ▪ Integration ▪ Adoption and Impact 	<ul style="list-style-type: none"> ▪ Case - Can Blockchain Help Château Lafite Fight Counterfeits ▪ Case - 3D Printing: Impacts on Supply Chain ▪ Case - Bar Code/RFID/IoT/ERP for SCM ▪ Preliminary - Drone for SCM 	HW #3 (Due: 22/11)
12	(17/11)	New Challenges & Development <ul style="list-style-type: none"> ▪ Green Supply Chain ▪ Supply Chain Risks ▪ Supply Chain Strategy Evolution 	<ul style="list-style-type: none"> ▪ Case - Cainiao: Sustainable Packaging ▪ Case - iPhone's Supply Chain under Threat ▪ Case - Building Sustainable Distribution at Walmart Canada ▪ Case - Nokia Supply Chain Management ▪ Preliminary - New Retail: Hema / Amazon 	
13	(24/11)	Project Presentation/Course Wrap-up		Project Report (Due: 8/12)

REQUIRED/RECOMMENDED READINGS & ONLINE MATERIALS (e.g. journals, textbooks, website addresses etc.)

- No textbook.
- References, handouts and cases will be posted on Moodle and/or distributed in the class

MAIN REFERENCE BOOK

- Designing and Managing the Supply Chain: Concepts, Strategies, and Cases. David Simchi-Levi, Philip Kaminsky, Edith Simchi-Levi, McGraw Hill (3rd ed.) (2007)

OTHER REFERENCE BOOKS

- Supply Chain 4.0: Improving Supply Chains with Analytics and Industry 4.0 Technologies. Emel Aktas, Michael Bourlakis, Ioannis Minis, and Vasileios Zeimpekis. Kogan Page; 1st ed. (February 3, 2021)
- Supply Chain Risk Management: How to Design and Manage Resilient Supply Chains. John Manners-Bell. Kogan Page; 3rd ed. (November 3, 2020)
- Digital Supply Networks: Transform Your Supply Chain and Gain Competitive Advantage with New Technology and Processes. Amit Sinha, Ednilson Bernardes, Rafael Calderon, and Thorsten Wuest. McGraw-Hill Education; 1st ed. (July 21, 2020)
- Supply Chain Revolution: How Blockchain Technology Is Transforming the Global Flow of Assets. Don Tapscott. Barlow Publishing (May 19, 2020)
- Supply Chain Financing: Funding the Supply Chain and the Organization. Dale S Rogers, Rudolf Leuschner, and Thomas Y Choi. World Scientific Publishing Company (March 19, 2020)
- Supply Chain for Coronavirus: Developing a cogent supply chain response to the coronavirus outbreak is extremely challenging. Liam Noah. Amazon.com Services LLC, March 9, 2020
- The Logistics and Supply Chain Toolkit: Over 100 Tools for Transport, Warehousing and Inventory Management. Gwynne Richards and Susan Grinstead. Kogan Page; 3 edition (March 3, 2020)
- Practical Finance for Operations and Supply Chain Management. Alejandro Serrano and Spyros D. Lekkakos. The MIT Press (February 7, 2020)
- Supply Chain Management: A Logistics Perspective. John J. Coyle, C. John Langley, Brian Gibson, Robert A. Novack, and Edward J. Bardi, Cengage Learning; 11th ed. (February 5, 2020)
- Logistics & Supply Chain Management: In Multi-Domain Operations. Dr. Joseph W. Graham (Author). Amazon.com Services LLC, December 7, 2019
- Supply Chain Engineering and Logistics Handbook: Inventory and Production Control. Erick C. Jones (Author). CRC Press (November 12, 2019)
- Operations and Supply Chain Management. Roberta S. Russell and Bernard W. Taylor. Wiley; 10th ed. (September 24, 2019)
- Strategic Supply Chain Management: Creating Competitive Advantage and Value Through Effective Leadership. Samir Dani. Kogan Page (October 29, 2019)
- Integration of Information Flow for Greening Supply Chain Management (EcoProduction). Adam Kolinski, Davor Dujak, and Paulina Golinska-Dawson, Springer (August 21, 2019)
- Supply Chain Management: Strategy and Organization. Mikihiisa Nakano. Springer ((July 26, 2019)
- Sustainable Procurement in Supply Chain Operations (Mathematical Engineering, Manufacturing, and Management Sciences). Sachin K. Mangla, Sunil Luthra, Suresh Kumar Jakhar, Anil Kumar, and Nripendra P. Rana. CRC Press (May 31, 2019)
- Blockchain and the Supply Chain: Concepts, Strategies and Practical Applications. Nick Vyas, Aljosja Beije and, Bhaskar Krishnamachari. Kogan Page; 1st ed. (May 28, 2019).
- Best Practices in Green Supply Chain Management: A Developing Country Perspective. Sadia Samar Ali, Rajbir Kaur, and Jose Antonio Marmolejo Saucedo. Emerald Publishing Limited (April 30, 2019)
- Cold Chain Facet: Practical Guide on Cold Storage, Cold Transport & Cold Supply Chain Sector. Behl Media Veature, Amazon Digital Services LLC, April 26, 2019
- DHL Supply Chain A Complete Guide. Gerardus Blokdyk. 5STARCOOKS (April 18, 2019)
- Supply Chain Operations Reference A Complete Guide. Gerardus Blokdyk, 5STARCOOKS (March 19, 2019)
- Supply Chain Management. James Stock. McGraw-Hill Higher Education; 1 edition (March 12, 2019)
- Supply Chain Management: Strategy, Planning, and Operation. Sunil Chopra, Pearson Education; 7th ed. (2018)
- Essentials of Supply Chain Management. Michael H. Hugos, Wiley; 4th ed. (2018)
- The Supply Chain Revolution: Innovative Sourcing and Logistics for a Fiercely Competitive World. Suman Sarkar, AMACOM; Special ed. (2017)
- Operations and Supply Chain Management. F. Robert Jacobs and Richard Chase, McGraw-Hill/Irwin; 15th ed. (2017)

- Strategic Supply Chain Alignment: Best Practice in Supply Chain Management. John Gattorna Routledge; 6th ed. (2017)
- Managing Supply Chain Operations. Lei Lei, Leonardo DeCandia, Rosa Oppenheim, and Yao Zhao, World Scientific Publishing Co (2017)
- Operations Management: Managing Global Supply Chains. Ray R. Venkataraman and Jeffrey K. Pinto, SAGE Publications, Inc (2017)
- Inventory and Production Management in Supply Chains. Edward A. Silver, David F. Pyke and Douglas J. Thomas, CRC Press; 4th ed. (2017)
- Operations Management in The Supply Chain: Decision & Cases. Roger Schroeder and M. Johnny Rungtusanatham, McGraw-Hill Higher Education; 7th ed. (2017)
- Sustainable Logistics & Supply Chain Management: Principles and Practices for Sustainable Operations and Management
- David B. Grant, Chee Yew Wong, and Alexander Trautrim, Kogan Page; 2nd ed. (2017)
- Sustainable Operations and Supply Chain Management. Valeria Belvedere and Alberto Grando, Wiley (2017)
- Understanding the Complexity of Emergency Supply Chains. Matt Shatzkin, Business Expert Press (2017)
- Contemporary Issues in Supply Chain Management and Logistics. Anthony M. Pagano and Mellissa Gyimah, Business Expert Press (2017)
- Managing Global Supply Chains. Ron Basu and J. Nevan Wright, Routledge; 2nd ed. (2016)
- Supply Chain Management: Fundamentals, Strategy, Analytics & Planning for Supply Chain & Logistics Management. Khalid Zidan, CreateSpace Independent Publishing Platform (2016)
- Logistics and Supply Chain Management. Martin Christopher, Financial Times Prentice Hall, 5th ed.(2016)
- Operations Management: Sustainability and Supply Chain Management. Jay Heizer, Barry Render, and Chuck Munson, Prentice Hall (2016)
- Logistics, Supply Chain and Operations Management Case Study Collection. David B. Grant (Editor), Kogan Page (2016)
- Competing on Supply Chain Quality: A Network Economics Perspective. Anna Nagurney and Dong Li, Springer (2016)
- Global Supply Chain and Operations Management: A Decision-Oriented Introduction to the Creation of Value. Dmitry Ivanov, Alexander Tsipoulanidis , and Jörn Schönberger, Springer (2016)
- Supply Chain Management: Strategy, Planning and Operations. Sunil Chopra, Peter Meindl, Prentice Hall College Div, 6th ed. (2015)
- Big Data Driven Supply Chain Management: A Framework for Implementing Analytics and Turning Information Into Intelligence, Nada R. Sanders, Pearson FT Press; 1 edition (2014)
- Operations Rules: Delivering Customer Value through Flexible Operations. David Simchi-Levi, The MIT Press; Reprint edition (2013)
- The Supply Chain Management Casebook: Comprehensive Coverage and Best Practices in SCM
- Chuck Munson, FT Press; 1st ed. (2013)
- Supply Chain Network Design: Applying Optimization and Analytics to the Global Supply Chain. Michael Watson, Sara Lewis, Peter Cacioppi, Jay Jayaraman. Pearson FT Press; 1 edition (2012)
- Introduction to Operations and Supply Chain Management. Cecil C. Bozarth and Robert B. Handfield, Prentice Hall, 3rd ed. (2012)
- Purchasing & Supply Chain Management. Kenneth Lysons, Michael Gillingham, Financial Times Management, 8th ed. (2012)
- Principles of Supply Chain Management: A Balanced Approach. Joel D. Wisner, Keah-Choon Tan, G. Keong Leong, Cengage Learning; 3 edition (2011)
- Fundamentals of Supply Chain Theory. Lawrence V. Snyder and Zuo-Jun Max Shen. Wiley (August 23, 2011)
- Supply Chain Planning and Analytics: The Right Product in the Right Place at the Right Time, Gerald Feigin, Business Expert Press (2011)
- Guide to Supply Chain Management: How Getting it Right Boosts Corporate Performance. David Jacoby, Bloomberg Press; 1st ed. (2009)
- Clockspeed : Winning Industry Control in the Age of Temporary Advantage. Charles H. Fine, Perseus Books Group (1999)

MEANS/PROCESSES FOR STUDENT FEEDBACK ON COURSE

- conducting mid-term survey in addition to SETL around the end of the semester
- Online response via Moodle site
- Others: _____ (please specify)

COURSE POLICY (e.g. plagiarism, academic honesty, attendance, etc.)

The University Regulations on academic dishonesty will be strictly enforced. Please check the University Statement on plagiarism at <http://www.hku.hk/plagiarism/>

Where a candidate for a degree or other award uses the work of another person or persons without due acknowledgement:

- (a) The relevant Board of Examiners may impose a penalty in relation to the seriousness of the offence;
- (b) The relevant Board of Examiners may report the candidate to the Senate, where there is prima facie evidence of an intention to deceive and where sanctions beyond those in (a) might be invoked.

ADDITIONAL COURSE INFORMATION (e.g. e-learning platforms & materials, penalty for late assignments, etc.)

e-learning platforms & materials

Course Moodle page

Late Penalty

All projects must be submitted on or before the specified due date and time to the assignment submission destination. The penalty policy for any late assignments will be as follows:

No. of days later than the due date	Deduction of the total point
1 day	deduct 25%
2 days	deduct 50%
3 days	deduct 100%