



1. General Information

Course Subject	IIMT
Course Number	3681
Course Title	Supply Chain Management
Academic Years	2024-2025
Grading Method	Letter

2. Instructors

Professor YEN, Ping-Chang Benjamin
Office: Room 307 3/F K.K. Leung Building
Email: benyen@hku.hk
Subclasses: 1A

4. Course Description

Course Description	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.
Prerequisites	IIMT2601: Management Information Systems

5. Course Objectives

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; and
4. To carry out project and research on information technology, operation management, and business strategy for supply chain management in manufacturing and service industries.

6. Faculty Learning Goals

- Goal 1: Acquisition and internalization of knowledge of the programme discipline
- Goal 2: Application and integration of knowledge
- Goal 3: Inculcating professionalism
- Goal 4: Developing global outlook

6. Faculty Learning Goals

Goal 5: Mastering communication skills

Goal 6: Cultivating leadership

7. Course Learning Outcomes

Course Teaching and Learning Activities	Aligned Faculty Learning Goals					
	1	2	3	4	5	6
CLO1. Understand and apply fundamental tools and techniques of supply management.	✓					
CLO2. Demonstrate sophistication and competency in design, analysis, and evaluation of supply chain management in a business environment.	✓	✓				
CLO3. Develop knowledge of principles, concepts, and methods in the leadership of global supply chain.		✓	✓			✓
CLO4. Develop capabilities for understanding, assessing, and resolving technical and managerial issues for global supply chain.			✓	✓		✓
CLO5. Develop capabilities to communicate effectively in both technical and business ways with partners in supply chains.				✓	✓	

8. 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	28.1
T&L2. Tutorial lab sessions. Students apply concepts learned in class for practical examples in the computer lab.	16	12.5
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.	16	12.5
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	18.8
T&L5. Self-study. Students preview, review, and reflect the course subjects.	36	28.1
	Total: 128	Total: 100

9. Assessment Methods

Assessment Methods	Description	Weight %	Aligned Course Learning Outcomes
A1. Written Assignment	Homework to explain the basic concepts and to apply the principles of supply chain management.	30%	1,2,4
A2. In-Class Participation and Case Discussion	Participation and case study of analysis and syntheses of current issues of supply chain management	10%	1,2,3,5

9. Assessment Methods

A3. Midterm Examination	Closed-book examination.	25%	1,2,4
A4. Group Project Presentation	Knowledge Integration of course subjects for a business application.	15%	1,2,3,4,5
A5. Group Project Report	Knowledge Integration of course subjects for a business application.	20%	1,2,3,4,5

Assessment Rubrics

A1. Written Assignment	
A+,A,A-	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.
B+,B,B-	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.
C+,C,C-	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.
D+,D	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.
F	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 and Case Discussion	Frequency and quality of response in case study discussion
A+,A,A-	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.
B+,B,B-	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.
C+,C,C-	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.
D+,D	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.
F	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.

Assessment Rubrics

A3. Midterm Examination	
A+,A,A-	Achieve a standard of excellent performance in the examination with very accurate computation and very good analytical and problem solving skills
B+,B,B-	Achieve a standard of good performance in the examination with accurate computation and good analytical and problem solving skills.
C+,C,C-	Master a standard of acceptable performance in the examination with reasonable accuracy in computation and acceptable analytical and problem solving skills.
D+,D	Demonstrate a standard of marginally acceptable performance in the examination with some errors in computation.
F	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	
A+,A,A-	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. presentation group skillfully engages the audience and demonstrates a consistently high level of creativity, confidence, enthusiasm and capability in handling Q&A.
B+,B,B-	The presentation is well organized and coherent, making generally effective use of presentation aids. It is of an appropriate length, pace and tone. group is generally able to engage the audience and demonstrates a consistently high level of creativity, confidence, enthusiasm and capability in handling Q&A.
C+,C,C-	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. presentation group attempts to engage the audience and show a moderate level of creativity, confidence, enthusiasm and capability in handling Q&A.
D+,D	The presentation shows adequate effort to engage the audience, and demonstrates creativity, confidence, enthusiasm and capability in handling Q&A.
F	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. demonstrate very low level of creativity, confidence, enthusiasm and capability in handling Q&A.
A5. Group Project Report	
A+,A,A-	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. 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

Assessment Rubrics	
	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.
B+,B,B-	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.
C+,C,C-	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. 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.
D+,D	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.
F	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

Assessment Rubrics

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.

10. 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.

12. Required/Recommended Readings & Online Materials

Reading	<ul style="list-style-type: none">• Natalie Berg and Miya Knights. (2019). "Amazon: How the World's Most Relentless Retailer will Continue to Revolutionize Commerce" Kogan Page.• Henry Etzkowitz and Chunyan Zhou (2017). "The Triple Helix: University–Industry–Government Innovation and Entrepreneurship 2nd Edition", Routledge.• Chan Kim and Renée Mauborgne. (2017). "Blue Ocean Shift: Beyond Competing - Proven Steps to Inspire Confidence and Seize New Growth" Pan Macmillan UK.• Jim Dethmer, Diana Chapman, Kaley Warner Klemp. (2015). "The 15 Commitments of Conscious Leadership: A New Paradigm for Sustainable Success". Dethmer, Chapman & Klemp.• Ben Horowitz. (2014). "The Hard Thing About Hard Things: Building a Business When There Are No Easy Answers". Harper Business.• Dyer, Jeff; Gregersen, Hal; Christensen, Clayton M. (2011). "The Innovator's DNA: Mastering the Five Skills of Disruptive Innovators" Boston: HBS Press.• Christensen, Clayton (1997). "The Innovator's Dilemma: When New Technologies Cause Great Firms to Fail". Boston: HBS Press. • Ries, Eric. (2011). "The Lean Start up." Crown Business. New York.• Thiel, Peter. (2014). "Zero to One". Penguin Virgin Books. London.• Tricker, Robert and Li, Gregg. (2019). "Understanding Corporate Governance in China." HKU Press. Hong Kong.• Baird, R. (2017). The Innovation Blind Spot: Why We Back the Wrong Ideas—and What to Do About It. Benbella Books.• Sutton, Robert J. and Rao, Huggy. (2014). "Scaling Up Excellence." Crown Business Publishing, New York.• Barbara Minto. (2010). "The Pyramid Principle: Logic in Writing and Thinking". Prentice Hall
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13. Means / Processes for Student feedback on Course

	Conducting mid-term survey in additional to SETL around the end of the semester
	Online response via Moodle site
	Others

14. Course Policy

General requirements in plagiarism, academic honesty and attendance apply. Any lateness or absence to the class needs to have the lecturer(s) officially informed with sound reason – otherwise penalty in the form of mark deduction might apply.

15. Additional Course Information

Further to what has been described in the assessment section, participation and engagement in the class and tutorial is required in this course. Lecturers will help students to see into their own work and to assist to bring it into its fullest manifestation, through an effective and interactive learning.