SCM2160 A01 (3 CH)
SUPPLY CHAIN AND OPERATIONS MANAGEMENT
WINTER 2021
Virtual Classroom, MW 4.00 pm-5.15 pm

CONTENTS

INSTRUCTOR .............................................. 1
COURSE DESCRIPTION .................................. 1
COURSE OBJECTIVES .................................... 2
COURSE MATERIALS (Available at U of M Bookstore) ........................................... 3
COURSE FORMAT AND ONLINE ACCESS ........... 4
COURSE METHODS ....................................... 4
ASSESSMENT OF LEARNING ............................ 5
OTHER INFORMATION AND REQUIREMENTS ...... 7
ATTENDANCE POLICY ..................................... 8
ELECTRONIC DEVICE POLICY ........................ 8
OUT-OF-CLASS COMMUNICATION ..................... 8
REFERENCING STYLE FOR WRITTEN WORK ........ 8
CLASS SCHEDULE ........................................ 8
IMPORTANT DATES ....................................... 11
CASE DISCUSSION: Questions for Consideration 11
INTENDED LEARNING OUTCOMES ................... 13
ACADEMIC INTEGRITY POLICY ........................ 14
GROUP PROJECTS AND GROUP WORK ............. 15
TYPICAL PENALTIES FOR ACADEMIC DISHONESTY IN THE ASPER SCHOOL ......................... 16
STUDENT SERVICES AND SUPPORTS ............... 17
ABOUT THE INSTRUCTOR ............................... 18

INSTRUCTOR

Name: Changmin Jiang
Office: Virtual Office (https://zoom.us/j/97134390130)
Phone: 204-474-9737
Email: changmin.jiang@umanitoba.ca
Office hours: MW 1.00 pm-2.00 pm (https://zoom.us/j/93341455781)

COURSE DESCRIPTION

When thinking of operations, many people envisage factories (making things) and some picture hospitals (serving people). The field of operations entails both, as well as much in between. Organizations in all industries use operations to produce and deliver their goods and services. These include government services, financial institutions, education, health, manufacturing, transportation, utilities, as well as resource industries such as mining, forest products, and agriculture. What all organizations have in common are the processes that transform their inputs into outputs (goods and services). Operations management is about the design, planning, operation, and improvement of these transformation processes. Organizations also need to manage the goods and services that are moved to (inbound) and
from (outbound) these transformation processes, called supply chain management. The following generic diagram illustrates an operation and its associated supply chain, including their principal components. Our interest in this course centres on the management of these processes so that the operations and supply chain management function support corporate strategy and contributes as much as possible to the enterprise.

This course will help you prepare for a number of management roles. As a customer, banker, or investor, you might need to assess an organization’s capability to produce and deliver its goods or services on time with the needed cost and quality. As a general manager or a functional manager outside of operations, you might need to help your operations to increase its contribution to the enterprise. As an operations manager, you will be challenged to continuously improve your technologies, structures, and systems to maintain operations as a key source of sustainable competitive advantage.

**COURSE OBJECTIVES**

The Supply Chain and Operations Management course aims to help you prepare for a general management career through three development objectives: (i) acquire a significant grasp of the body of
knowledge in operations and supply chain management; (ii) acquire a management point of view; and (iii) enhance your confidence in addressing operations issues.

1) The first goal is to expose you to the fundamental ideas of operations and supply chains. By the end of the course you should be able to do the following:
   a) Use operations and supply chain’s primary terms and analysis.
   b) Identify the major components of the operations and supply chain systems.
   c) Identify, define, analyze, and propose workable solutions to operations problems.
   d) Analyze the important quantitative and qualitative factors in specific operations situations and make appropriate trade-offs between them.
   e) Apply appropriate techniques and concepts (to put theory into practice).
   f) Differentiate between: major/minor; short-term/long-term; the pros/cons of alternative solutions in practical situations. In short, develop judgment regarding operations decisions.

2) The second objective aims to develop your general management viewpoints. This course increases your abilities in the following areas:
   a) Discover and clearly define problems.
   b) State and analyze the causal sequence of circumstances that might be contributing to such problems.
   c) Generate and critically evaluate a series of plausible alternatives to resolve these problems.
   d) Decide which alternative or combination of alternatives is the best.
   e) Develop an implementation program and action plan that provides the best chance of solving the problems.

3) The third objective intends to enhance your comfort level towards the operations and supply chain management area. This course will help you develop the abilities below:
   a) Discuss problems with operations and technical experts.
   b) Solve operations problems within your own jurisdiction.
   c) Identify the skills required in the people you must call on for assistance.
   d) Evaluate the consequences of actions taken in the operations and supply chain area for other parts of the organization and vice versa.
   e) Organize and present your proposed solution in a credible and persuasive manner.

At the conclusion of this course, you should appreciate that operations and supply chain management is not simply a set of well-understood "nuts-and-bolts" techniques. Rather, it is primarily a management discipline that is strategically important for survival in today's competitive environment.

**COURSE MATERIALS (Available at U of M Bookstore)**

As classes will be delivered synchronously via videoconferencing, a device enabled with a camera and microphone is required. Further, you are expected to be in a location with a reliable Internet connection that is strong enough for streaming video.
For quizzes/exams, which will be administered via the Respondus Lockdown browser, you will need a device (computer or iPad; smartphone will not work) with one of the following operating systems:

- Windows 10, 8, or 7 (note: will not work with Windows 10S)
- Mac OS 10.15 to 10.12, OS X 10.11, or OSX 10.10
- iOS: 11.0+ (iPad only)

You will need the Chrome browser. Other browsers such as Safari may not work.

The following materials are REQUIRED:

- Package of cases and readings
- Please respect copyright laws. Photocopying textbooks, cases, or other reading material is a violation of copyright laws and is unethical, unless permission to copy has been obtained.

**COURSE FORMAT AND ONLINE ACCESS**

This course will be conducted “live” via videoconferencing using Zoom and will not involve in-person instruction. Classes will be during the scheduled class time.

To join the class from your computer, install Zoom Client for Meetings from [zoom.us/download](https://zoom.us/download). To join from your smartphone, install the Zoom app. Detailed instructions are available [here](#).

For recording attendance and class participation, you will be expected to have your camera and microphone on during class time and exams. You are expected to leave your camera on for the duration of the class. Have your microphone muted and unmute yourself only when you speak.

Please note that all classes will be recorded and the video recordings are likely to be shared with other students.

**COURSE METHODS**

**Case Studies:** For each of the case sessions, you have been assigned a few "Questions for Consideration" (see page 10). These questions will help you focus on certain aspects of the case. In Session 2, we will discuss how you should approach the case analysis in general.

**Study Groups:** During the first three sessions, you should form study groups of six people. The purpose of these groups is to help you learn by discussing each case/session’s material with others prior to class. As well, I may periodically ask you to perform other group tasks. **Before the 6th session, all groups should email me the name and student number of their members.** Anyone not in a group will be randomly assigned to a study group.
Practice Questions: Given the analytical nature of some parts of the course, you may need to practice more to completely grasp the techniques. To do this, you can refer to the textbook which includes a number of solved problems in each chapter.

Other Methods include lectures, discussions, mid-term exams, research projects, and student presentations.

ASSESSMENT OF LEARNING

There will be five components to the grading:

- Participation: Attendance & Contribution 10%
- Case Reflection and Analysis Reports 10%
- Mid-Term Exams 20%
- Group Presentation 20%
- Final Exam 40%

I will be using the following letter-grading scheme:

Of all the students who get 50% or over in the course:
- the top 5% of the class will get an A+
- next 10% will get an A
- next 20% will get a B+
- next 20% will get a B
- next 20% will get a C+
- next 20% will get a C
- next 5% will get a D

Getting less than 50% in the course will result in an F grade.

The letter grades are based on where your course total marks are on the above curve, regardless of the absolute number. For example, it is possible for you to get 90% in the course and not get an A if you were not in the top 20% of the class. Likewise, you may get 70% and still get an A if you are in the top 20% of the class. So, it can work both ways.

To protect the academic integrity of education at the Asper School, certain protocols will be observed for online exams. For instance, in some courses, the online exam will set up such that each student will get a random subset of questions from a larger question bank, which means no two students will get exactly the same exam. Further, a very small number of questions will appear on a screen and you may not have the option to move back to questions you have already answered.

For exams, we will be using university-approved Respondus Monitor, which will require you to have your camera and microphone on for the entire duration of the exam. As the software detects any unusual movements, please sit in a location where there are no people/pets or other moving objects in the camera’s view during the exam.
For recording your class participation, you will be required to have your camera and/or microphone on when you speak or for the duration of the class.

1. **Participation: Attendance & Contribution (10%)**

   Attendance in all sessions of this course is mandatory and merits 30% of the participation mark for each class. If you miss a class, you will not receive any participation credit for that class; **there is no way to “make up” for a missed day. A grade of zero will be assigned to those classes. In addition, if you plan to be absent, you should inform me by email before the class. If you are absent in more than five LECTURE or CASE DISCUSSION sessions, you will lose the whole 10% participation mark.**

   Preparation for and contribution to classes are vital parts of the development of your managerial skills. These include: identifying, analyzing and solving problems; communicating ideas; using basic concepts and tools; and developing a managerial point of view. You are expected to develop to the point where you can contribute freely, confidently, and positively to class discussions.

   Therefore, you should arrive at each class session having carefully read the assigned readings and case studies so that you can make active and informed contributions to class discussions. Generally, you may choose your moments. However, I may sometimes call on you for your contribution or I may include your name in a list of people from whom I expect to hear on that class. **It is your responsibility to advise me and get assistance if you are unable to contribute in any of the sessions.**

   Examples of positive contribution include, but are not limited to, being involved in a discussion of assigned material, arguing your point of view during a case discussion, asking a relevant question, suggesting an alternate viewpoint, redirecting our attention to something else in need of discussion, or being actively involved in in-class exercises and other activities. You do not have to have the "right answer". **It is your responsibility to express yourself in a way so that I recognize your intervention as a valid and valuable contribution.**

   Your class contribution grade will be based on a daily assessment of your performance. Both the quantity and quality of your class contribution will be assessed.

2. **Case Reflection and Analysis Reports (10%)**

   Before case discussion sessions (by 8:00 am), you should submit a Case Reflection and Analysis Report (electronic copy should be uploaded on UM Learn/Assessments/Assignments/Case Report#), using the case’s "Questions for Consideration" as a guideline **(you do not need to answer all questions in your reports).** Depending on the nature of the case, the reports must include some sort of analysis (qualitative/quantitative) rather than a summary of the case. They also should not be more than 2 pages (typed, single-spaced lines, font: Times New Roman 12, 1” margins).

   These reports will be graded on a satisfactory/non-satisfactory basis and will merit 10% of your final grade. **To be graded as “satisfactory”, the reports should meet all the content/formatting requirements mentioned above and must be submitted on time.**

3. **Mid-Term Exams (20%)**
These are two short exams, with a score of 10% each. Each one will cover the reading assignments for a number of sessions but not the content of any cases. The nature of the exam questions will be discussed in class, as we approach the test sessions.

4. **Group Presentation (20%)**

Each study group will be given one business case to analyze. At the end of the semester, **each group should provide a 15-minute presentation of the case study.** Groups should email me their final presentations and also upload them on UM Learn/Assessments/Assignments /Group Presentations by the end of the day of presentation.

The presentations will be evaluated based on a rubric which will be discussed in class. All group members will need to present (or interact with the class in some way during the presentation) and will share the same grade, with two exceptions: (1) they fail to be present for their own or other groups’ presentations, (2) if I notice evidence of slacking/free riding by a group member(s).

*If you miss other groups’ presentation sessions, you will lose 2 score for every session you miss (e.g., if your group presentation mark is 9/10 and you miss one presentation session, your presentation mark will be 7/10).*

5. **Final Exam (40%)**

The final exam will be a closed-book exam, which is designed to test your knowledge of the assigned readings, cases, and text material. It may consist of one or different types of questions (e.g., case scenario/vignette, essay style, short answer, multiple-choice, problems). This course is not quantitatively oriented. Thus, the Final Exam will not emphasize on problem sets, mathematics, or quantitative techniques. Nevertheless, you should master a limited set of analytical techniques included in this course. The details of the exam will be discussed in class, as we approach the exam date.

**OTHER INFORMATION AND REQUIREMENTS**

**Deferments:** No make-up mid-term exams, group presentations and no extensions for assignments and case reflection reports will be provided. If you have a valid reason (medical or other as specified in Asper’s Policy on Accommodations for Missed Undergraduate Term Examinations) for missing the mid-term exams or the presentation, your score will be adjusted to the final exam.

**Course materials:** The lecture notes will be posted on UM Learn **after each session.** Please check UM Learn regularly for course material, updates, and news.

**Preparation for course sessions:** You are expected to be fully engaged in the entire learning process. This means devoting time and energy to preparation before class, attending group meetings, listening to others during class discussions, and engaging in class discussions. **Using the notes/information from others who have experienced the course material (including cases) in a previous semester or other venues is a violation of Academic Integrity.**
ATTENDANCE POLICY

Attendance will be taken in every class. Arriving in class over 10 minutes late or leaving more than 10 minutes early (without my prior approval) will be considered absent for that class. Marking attendance for a friend who is absent is Academic Dishonesty and will be dealt with severely.

For recording attendance, you will be required to have your camera on during the class. A screenshot will be taken as a record of the attendance.

ELECTRONIC DEVICE POLICY

Using a computer or smartphone with a camera/mic during class and exams is necessary for this course.

Although this is course is taught in a remote teaching format, we will observe the protocols that would be expected during in-person classes. Please make sure your cellphone does not ring during class. No frivolous posting of messages in the Chat area during class. Practice self-control—don’t browse the Internet or check your e-mail/social media/text messages while class is in progress. Do not video/audio record class lectures or take pictures of the screen without the instructor’s permission.

OUT-OF-CLASS COMMUNICATION

PowerPoint files, assignment/project guidelines, other class-related files, and grades will be posted on UM Learn. Moreover, any announcements outside of class will be sent by e-mail from UM Learn. It is your responsibility to check your UofM e-mail account frequently so that you don’t miss these emails.

REFERENCING STYLE FOR WRITTEN WORK

In the group project for this course, you are expected to use the APA style of referencing, for both the in-text citations and the Bibliography. To learn about the APA style, please consult a librarian in the Management Library or look up http://libguides.lib.umanitoba.ca/citationmanagers/referencemanagers.

CLASS SCHEDULE

<table>
<thead>
<tr>
<th>Session</th>
<th>Class Activities</th>
<th>Readings</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Session</td>
<td>Class Activities</td>
<td>Readings</td>
<td>Assignments Due</td>
</tr>
<tr>
<td>---------</td>
<td>------------------</td>
<td>----------</td>
<td>-----------------</td>
</tr>
</tbody>
</table>
| Mon, Jan. 18 (1) | Introduction to the course  
   - Introduction  
   - Course outline | --- | --- |
| Wed, Jan. 20 (2) | Discussion  
   - How to prepare for a case session  
   Case Discussion  
   - Hillview Hospital: The Hand Soap Decision | --- | No case reports required; Just read the case before the class. |
| Mon, Jan. 25 (3) | Lecture and Discussion  
   - Strategic Operations Management | • Textbook: Ch. 1 (pg. 1-23) | --- |
| **Module 1: Process Management** | | | |
| Wed, Jan. 27 (4) | Lecture and Discussion  
   - Process Configuration | • Textbook: Ch. 4 (pg. 84-109)  
   • Case Package: Process Fundamentals | --- |
| Mon, Feb. 1 (5) | Lecture and Discussion  
   - Process Analysis  
   - Capacity Management | • Textbook: Ch. 4 & 5 (Ch. 5: pg. 116-129; 132-140) | --- |
| Wed, Feb. 3 (6) | Lecture and Discussion  
   - Capacity Management (Cont’d)  
   - Sample Problems | • Textbook: Ch. 5  
   • Case Package: Capacity Analysis | --- |
| Mon, Feb. 8 (7) | Case Discussion  
   - Bella Springs | • Case Package: Bella Springs | • Case Report 1 |
| Wed, Feb. 10 (8) | Lecture and Discussion  
   - Inventory Management  
   Case Discussion  
   - McLeod Motors | • Textbook: Ch. 6 (pg. 175-187)  
   • Case Package: McLeod Motors | • Case Report 2 |
<table>
<thead>
<tr>
<th>Session</th>
<th>Class Activities</th>
<th>Readings</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon, Feb. 15</td>
<td>Term Break</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>(9)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wed, Feb 17</td>
<td>Term Break</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Module 2: Production Planning</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mon, Feb. 22</td>
<td>Mid-Term Exam 1</td>
<td>• Sessions 3-8’s material</td>
<td>---</td>
</tr>
<tr>
<td>(10)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wed, Feb. 24</td>
<td>Lecture and Discussion</td>
<td>• Textbook: Ch. 12 (pg. 379-398)</td>
<td>---</td>
</tr>
<tr>
<td>(11)</td>
<td>○ Aggregate operations planning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mon, Mar. 1</td>
<td>Lecture and Discussion</td>
<td>• Textbook: Ch. 13 (pg. 407-425)</td>
<td>---</td>
</tr>
<tr>
<td>(12)</td>
<td>○ MRP</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wed, Mar. 3</td>
<td>Case Discussion</td>
<td>• Case Package: Illustrious Corporation</td>
<td>• Case Report 3</td>
</tr>
<tr>
<td>(13)</td>
<td>○ Illustrious Corporation</td>
<td>• Illustrious Excel Sheet</td>
<td>(submit the completed Excel sheet as your report)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Module 3: Project Management</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mon, Mar. 8</td>
<td>Lecture and Discussion</td>
<td>• Textbook: Ch. 9 (pg. 277-296; 299-300)</td>
<td>---</td>
</tr>
<tr>
<td>(14)</td>
<td>○ Project Management</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wed, Mar. 10</td>
<td>Mid-Term Exam 2</td>
<td>• Sessions 10-15’s material</td>
<td>---</td>
</tr>
<tr>
<td>(15)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Module 4: Lean Supply Chain Management</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mon, Mar. 15</td>
<td>Lecture and Discussion</td>
<td>• Textbook: Ch. 7 (pg. 208-235; 239-241)</td>
<td>---</td>
</tr>
<tr>
<td>(16)</td>
<td>○ Quality Management</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wed, Mar. 17</td>
<td>Case Discussion</td>
<td>• Case Package: Benevento Foods</td>
<td>Case Report 4</td>
</tr>
<tr>
<td>(17)</td>
<td>○ Benevento Foods</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mon, Mar. 22</td>
<td>Lecture and Discussion</td>
<td>• Textbook: Ch. 8 (pg. 252-265; 272-274)</td>
<td>---</td>
</tr>
<tr>
<td>(20)</td>
<td>○ Lean Systems</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Session</td>
<td>Class Activities</td>
<td>Readings</td>
<td>Assignments Due</td>
</tr>
<tr>
<td>-----------------</td>
<td>-------------------------------------------------------</td>
<td>-----------------------------------------</td>
<td>-----------------------------</td>
</tr>
</tbody>
</table>
| Wed, Mar. 24 (21) | Case Discussion  
  ○ Caesars Casino                              | • Case Package: Caesars Casino          | Case Report 5               |
| Mon, Mar. 29 (22) | Lecture and Discussion  
  ○ Supply Chain Management                         | • Textbook: Ch. 2  
  (pg. 27-56)                      | ---                         |
| Wed, Mar. 31 (23) | Case Discussion  
  ○ Apple’s Global Supply Chain                     | • Case Package: Apple’s  
  Global Supply Chain              | • Case Report 6              |

**Module 5: Case Presentations**

<table>
<thead>
<tr>
<th>Session</th>
<th>Class Activities</th>
<th>Readings</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon, Apr. 5 (24)</td>
<td>Group Presentations</td>
<td>---</td>
<td>• Groups 1, 2, 3</td>
</tr>
<tr>
<td>Wed, Apr. 7 (25)</td>
<td>Group Presentations</td>
<td>---</td>
<td>• Group 4, 5, 6</td>
</tr>
<tr>
<td>Mon, Apr. 12 (26)</td>
<td>Group Presentations</td>
<td>---</td>
<td>• Groups 7, 8, 9</td>
</tr>
<tr>
<td>Wed, Apr. 14 (27)</td>
<td>Group Presentations</td>
<td>---</td>
<td>• Group 10</td>
</tr>
</tbody>
</table>

**IMPORTANT DATES**

- Revision period - Jan 18- Feb 1
- Refund deadline - Feb 1
- VW deadline (no refund) - Mar 31

**CASE DISCUSSION: Questions for Consideration**

**Bella Springs**

1. Conduct an analysis of the external environment and the drinking water industry in Ghana.
2. What are Bella Springs’ sustainable competitive advantages?
3. What risks are inherent in the business?
4. What is the current capacity of the water filtration system?
5. At the current production rates, when will the company break even and be able to pay off its
large upfront investments?

6. Should Bella Springs expand? If so, when and how?

**Benevento Foods**

1. What are the quality management shortcomings, if any, at Benevento Foods? How would you address these shortcomings?

2. How would you approach the “rubber in the dough” episode? What would be your specific actions? What would you suggest to do to convince Rockwell Bakery to resume its ordering?

**Illustrious Corporation**

1. As Nancy Barfield, prepare the operating plan for the next 20 weeks. (There is an Excel worksheet available on the UM Learn to help with your calculations. The case report you should hand in would be your completed Excel sheet.)

2. What does your plan tell you and what might you do about it?

**McLeod Motors LTD.**

1. Prepare a process flow of the BN-88-55 production process. Identify where Work-in-Process (WIP) inventory exists in the system. What is the cycle time of each stage of the process (in days, per batch)? What is the throughput time of the whole process?

2. Calculate the amount of WIP in the process given that production should meet total demand of 2500 units/week (i.e., 2 batches/week).

3. Why might the WIP inventory level at McLeod Motors have increased?

4. As Sue Reynolds, what actions would you recommend to John Ingram?

**Caesars Casino**

1. What are the most important elements of the process-improvement approach pursued at Tunica? What benefits were derived from this approach?

2. What would be the advantages and disadvantages of adopting an expert-driven approach to process improvement at the Metropolis facility, in contrast to the employee-centered approach used at Tunica?

3. Assume service scores for the area you manage, Harrah’s Metropolis hotel housekeeping, have declined over the past year. As part of the LEAN rollout at Metropolis, you and some of your front-line employees will participate in a kaizen event focused on improving guest-room housekeeping operations. What KPIs (key performance indicators) would you propose to track to determine whether the changes implemented through the kaizen effort actually improve performance?

**Apple’s Global Supply Chain**

1. Review Apple’s supply chain for its iPhone product. What differences set it apart from
competitors?

2. What are Apple’s key advantages in how it manages its supply chain operations? Support your analysis with data from the case.

3. What are the challenges that Apple faces in the future, and what are the implications for its supply chain?

INTENDED LEARNING OUTCOMES

<table>
<thead>
<tr>
<th>Goals and Objectives in the Undergraduate Program</th>
<th>Goals and Objectives Addressed in this</th>
<th>Course Item(s) Relevant to these Goals and Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Quantitative Reasoning</td>
<td></td>
<td>Lectures and Class Materials</td>
</tr>
<tr>
<td>A. Determine which quantitative analysis technique is appropriate for solving a specific problem.</td>
<td>✓</td>
<td>Lectures and Class Materials</td>
</tr>
<tr>
<td>B. Use the appropriate quantitative method in a technically correct way to solve a business problem.</td>
<td>✓</td>
<td>Lectures and Class Materials</td>
</tr>
<tr>
<td>C. Analyze quantitative output and arrive at a conclusion.</td>
<td>✓</td>
<td>Lectures and Class Materials</td>
</tr>
<tr>
<td>2 Written Communication</td>
<td></td>
<td>Assignment and Group project</td>
</tr>
<tr>
<td>A. Use correct English grammar and mechanics in their written work.</td>
<td>✓</td>
<td>Assignment and Group project</td>
</tr>
<tr>
<td>B. Communicate in a coherent and logical manner</td>
<td>✓</td>
<td>Assignment and Group project</td>
</tr>
<tr>
<td>C. Present ideas in a clear and organized fashion.</td>
<td>✓</td>
<td>Assignment and Group project</td>
</tr>
<tr>
<td>3 Ethical Thinking</td>
<td></td>
<td>Assignment and Group project</td>
</tr>
<tr>
<td>A. Identify ethical issues in a problem or case situation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Identify the stakeholders in the situation.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>C. Analyze the consequences of alternatives from an ethical standpoint.</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---------------------------------------------------------------------</td>
<td>---</td>
</tr>
<tr>
<td></td>
<td>D. Discuss the ethical implications of the decision.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Core Business Knowledge</td>
<td>✔</td>
</tr>
<tr>
<td></td>
<td>Entire course</td>
<td></td>
</tr>
</tbody>
</table>

**ACADEMIC INTEGRITY POLICY**

The online format of class delivery does not lower the Asper School’s academic integrity standards. The same high levels of academic integrity are expected this term as they are in previous terms.

It is critical to the reputation of the Asper School of Business and of our degrees that everyone associated with our faculty behave with the highest academic integrity. As the faculty that helps create business and government leaders, we have a special obligation to ensure that our ethical standards are beyond reproach. Any dishonesty in our academic transactions violates this trust. The University of Manitoba General Calendar addresses the issue of academic dishonesty under the heading “Plagiarism and Cheating.” Specifically, acts of academic dishonesty include, but are not limited to:

- using the exact words of a published or unpublished author without quotation marks and without referencing the source of these words
- duplicating a table, graph or diagram, in whole or in part, without referencing the source
- paraphrasing the conceptual framework, research design, interpretation, or any other ideas of another person, whether written or verbal (e.g., personal communications, ideas from a verbal presentation) without referencing the source
- copying the answers of another student in any test, examination, or take-home assignment
- providing answers to another student in any test, examination, or take-home assignment, or obtaining answers or other unauthorized help from anyone else
- taking any unauthorized materials into an examination or term test (crib notes), regardless of whether those are used during the exam
- recording exam questions using any method, regardless of whether those are shared with others
- sharing exam questions with those who are yet to take the exam, including future students or attempting to sell exam questions
- impersonating another student or allowing another person to impersonate oneself for the purpose of attendance, earning class participation marks, submitting academic work or writing any test or examination
- stealing or mutilating library materials
- accessing test prior to the time and date of the sitting
- changing name or answer(s) on a test after that test has been graded and returned
- submitting the same paper or portions thereof for more than one assignment, without discussions with the instructors involved
- recording exam questions using any method, regardless of whether those are shared with others
- sharing exam questions with those who are yet to take the exam, including future students or attempting to sell exam questions
GROUP PROJECTS AND GROUP WORK

Many courses in the Asper School of Business require group projects. Students should be aware that group projects are subject to the same rules regarding academic integrity. All group members should exercise special care to ensure that the group project does not violate the policy on Academic Integrity. Should a violation occur, group members are jointly accountable unless the violation can be attributed to specific individuals.

Some courses, while not requiring group projects, encourage students to work together in groups before submitting individual assignments. If it’s unclear whether it is allowed, students are encouraged to seek clarification from the instructor to avoid violating the academic integrity policy.

In the Asper School of Business, all suspected cases of academic dishonesty in undergraduate courses are reported to the Dean's office and follow the approved disciplinary process. See following table for typical penalties for academic dishonesty in the Asper School.
**TYPICAL PENALTIES FOR ACADEMIC DISHONESTY IN THE ASPER SCHOOL**

If the student is from another Faculty and the academic dishonesty is committed in an Asper course, the student’s Faculty could match or add penalties beyond the Asper School’s.

F-DISC on transcript indicates the F is for disciplinary reasons.

<table>
<thead>
<tr>
<th>ACADEMIC DISHONESTY</th>
<th>PENALTY</th>
</tr>
</thead>
</table>
| Cheating on exam (copying from or providing answers to another student) | F-DISC in course  
Suspension from taking Asper courses for 1 year  
Notation of academic dishonesty in transcript |
| Sharing exam questions electronically during exam | F-DISC in course  
Suspension from taking Asper courses for 2 years  
Notation of academic dishonesty in transcript |
| Possession of unauthorized material during exam (e.g., cheat notes) | F-DISC in course  
Suspension from taking Asper courses for 1 year  
Notation of academic dishonesty in transcript |
| Altering answer on returned exam and asking for re-grading | F-DISC in course  
Suspension from taking Asper courses for 1 year  
Notation of academic dishonesty in transcript |
| Plagiarism on assignment | F-DISC in course  
Suspension from taking Asper courses for 1 year  
Notation of academic dishonesty in transcript |
| Submitting paper bought online | F-DISC in course  
Suspension from taking Asper courses for 1 year  
Notation of academic dishonesty in transcript |
| Inappropriate Collaboration (collaborating with individuals not explicitly authorized by instructor) | F-DISC in course  
Suspension from taking Asper courses for 1 year  
Notation of academic dishonesty in transcript |
| Group member had knowledge of inappropriate collaboration or plagiarism and played along | F-DISC in course  
Notation of academic dishonesty in transcript |
| Signing Attendance Sheet for classmate | F-DISC in course  
Notation of academic dishonesty in transcript |
| Impersonation on exam | Expelled from the University of Manitoba and reported to Winnipeg Police |
**STUDENT SERVICES AND SUPPORTS**

The University of Manitoba provides many different services that can enhance learning and provide support for a variety of academic and personal concerns. You are encouraged to visit the below websites to learn more about these services and supports. If you have any questions, please do not hesitate to contact your instructor or the Undergraduate Program Office.

<table>
<thead>
<tr>
<th>For Information on…</th>
<th>...follow this link</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admission, Registration, Tuition Fees, Important Dates, Final Exams, Graduation, and Transcripts</td>
<td>Registrar’s Office</td>
</tr>
<tr>
<td>Tech-related issues with UM Learn or videoconferencing</td>
<td>Information Services &amp; Technology</td>
</tr>
<tr>
<td>Academic policies &amp; procedures, regulations, Faculty-specific information, degree and major requirements</td>
<td>Academic Calendar</td>
</tr>
<tr>
<td>Help with research needs such as books, journals, sources of data, how to cite, and writing</td>
<td>Library Resources</td>
</tr>
<tr>
<td>Tutors, workshops, and resources to help you improve your learning, writing, time management, and test-taking skills</td>
<td>Writing and Learning Support</td>
</tr>
<tr>
<td>Support and advocacy for students with disabilities to help them in their academic work and progress</td>
<td>Student Accessibility Services</td>
</tr>
<tr>
<td>Copyright-related questions and resources to help you avoid plagiarism or intellectual property violations</td>
<td>Copyright Office</td>
</tr>
<tr>
<td>Student discipline bylaws, policies and procedures on academic integrity and misconduct, appeal procedures</td>
<td>Academic Integrity</td>
</tr>
<tr>
<td>Policies &amp; procedures with respect to student discipline or misconduct, including academic integrity violations</td>
<td>Student Discipline</td>
</tr>
<tr>
<td>Students’ rights &amp; responsibilities, policies &amp; procedures, and support services for academic or discipline concerns</td>
<td>Student Advocacy</td>
</tr>
<tr>
<td>Your rights and responsibilities as a student, in both academic and non-academic contexts</td>
<td>Your rights and responsibilities</td>
</tr>
<tr>
<td>Full range of medical services for any physical or mental health issues</td>
<td>University Health Service</td>
</tr>
<tr>
<td>Information on health topics, including physical/mental health, alcohol/substance use harms, and sexual assault</td>
<td>Health and Wellness</td>
</tr>
<tr>
<td>Any aspect of mental health, including anxiety, stress, depression, help with relationships or other life concerns, crisis services, and counselling.</td>
<td>Student Counselling Centre</td>
</tr>
<tr>
<td>Support services available for help regarding any aspect of student and campus life, especially safety issues</td>
<td>Student Support Case Management</td>
</tr>
<tr>
<td>Resources available on campus, for environmental, mental, physical, socio-cultural, and spiritual well-being</td>
<td>Live Well @ UofM</td>
</tr>
<tr>
<td>Help with any concerns of harassment, discrimination, or sexual assault</td>
<td>Respectful Work and Learning Environment</td>
</tr>
</tbody>
</table>
Concerns involving violence or threats, protocols for reporting, and how the university addresses them

Violent or Threatening Behaviour

ABOUT THE INSTRUCTOR

Changmin Jiang is an associate professor of Supply Chain Management at the University of Manitoba in Canada. He is one of the leading young scholars worldwide in the field of transport economics and policy in the sectors of aviation, rail and maritime. He has published more than 20 papers in top-tier transportation and management journals, and has received many prestigious accolades such as the Falconer Emerging Researcher Rh Award.