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Jindal Global Business School  
*Course Outline*

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Course Title	Supply Chain Safari: Game-Based Exploration of Decision-Making & Strategy
Core or Elective course	Elective
Program and batch	MBA-2 & IBM 4 & IBM-5
Semester & Academic Year	Spring 2026
Credits	1.5
Discipline/Area	Operations Management & Supply Chain
Name of the Faculty Member(s)	Rajendra Dave
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Faculty Member's Open Office Day/s & Time	To be communicated

### **Introduction to the Course**

In this elective course, "*Supply Chain Safari: Game-Based Exploration of Decision-Making & Strategy*," students will embark on a dynamic learning journey through business games aimed at achieving sustainable and competitive advantage in current VUCA business environment. The course will immerse students in a series of interactive simulations and activities designed to deepen their understanding of key business concepts and strategies. By replacing traditional classroom lectures with experiential learning, students will develop critical skills in decision-making, problem-solving, and strategic planning.

### **Course Learning Outcomes**

**At the end of the course, students should be able to**

- 1) CLO01: Analyze supply chain dynamics and challenges by engaging with game-based simulations to understand the impact of decisions across functional areas.
- 2) CLO02: Apply operations and supply chain management theories in interactive, real-world-inspired scenarios to strengthen strategic decision-making capabilities.
- 3) CLO03: Demonstrate effective teamwork, negotiation, and leadership skills while managing complex supply chain interactions in a volatile, uncertain, complex, and ambiguous (VUCA) environment.
- 4) CLO04: Evaluate trade-offs between cost, efficiency, sustainability, and competitiveness when formulating supply chain strategies.

### Program Competency Goals

MBA Programme Competency Goals (PCGs)		MBA Programme Learning Objectives (PLOs)
		Students will be able to
1	<b>Technological Agility:</b> Ability to adopt relevant technologies for better business decision making.	1. Understand relevant business technologies
		2. Understand future technologies in business domain
2	<b>Responsible Global Citizenship:</b> Ability to understand the interplay between local and global issues and to act with sensitivity towards ethical and social issues.	3. Understand the interplay between local and global business issues
		4. Demonstrate sensitivity towards ethical issues
		5. Demonstrate sensitivity towards social issues
		6. Address societal issues
3	<b>Effective communication:</b> Ability to effectively exchange ideas and information.	7. Present their ideas with clarity
		8. Prepare an organized and logical business document
		9. Use technology for effective communication
4	<b>Critical Thinking:</b> Ability to identify, analyze business problems and propose effective solutions.	10. Identify main issues of business problems
		11. Examine information from different sources
		12. Draw inferences from analysis
		13. Evaluate alternatives
5	<b>Leadership:</b> Ability to take initiative, inspire and collaborate with others.	14. Summarize and conclude
		15. Take initiative
		16. Contribute effectively in groups

### PLO-PCG Assessments Mapping Matrix

Program Learning Objectives (PLOs)	Program Competency Goals (PCGs)	Course Assessment Item
This course helps you to develop the following Program Learning Outcomes:	This course helps you to develop the following Program Competency Goals:	This learning outcome will be assessed in the following items
PLO-10, PLO-11, PLO-13	PCG4	A1, A2, A3, A5
PLO-16	PCG5	A1, A2, A4

### Evaluation Schema

The course grade will be determined based on:

Assessment Task	Weightage (Percentage)	Individual/Group	Week of Assessment	PLOs to be Assessed
A1: Class Participation & Engagement	10%	Individual	Weeks 1–15	PLO10, PLO11, PLO13, PLO16
A2: Game-Based Performance	20%	Group	Throughout (Weeks 3–12)	PLO10, PLO11, PLO13, PLO16
A3: Reflection Reports	20%	Individual	Weeks 6, 10, 14	PLO10, PLO11, PLO13
A4: Peer & Self-Assessment	20%	Individual	Weeks 7 & 14	PLO16
A5: End-term Case-Based Assignment	30%	Individual	End-term	PLO10, PLO11, PLO13

## Description of Assessments

**A1: Class Participation & Engagement (10%):** Students are expected to actively contribute during simulations, discussions, and debrief sessions. This assessment emphasizes continuous involvement, quality of contributions, and willingness to collaborate in a dynamic, game-based learning environment.

**A2: Game-Based Performance (20%):** Through structured supply chain games and simulations (e.g., Beer Game, Price War, S&OP), students will be assessed on their ability to apply theoretical concepts, make strategic decisions under uncertainty, and demonstrate teamwork in managing complex business scenarios.

**A3: Reflection Reports (20%):** After selected games and activities, students will submit short reflective reports capturing insights, key learnings, and linkages to supply chain theory. The focus is on critical thinking, identifying trade-offs, and connecting experiential outcomes with global, ethical, and sustainability issues.

**A4: Peer & Self-Assessment (20%):** Students will evaluate their own and peers' contributions to group tasks. This assessment measures collaboration, leadership, and communication skills while encouraging accountability and self-awareness in group decision-making.

**A5: Case-Based Individual Assignment / Assignment (30%):** Students will analyze and propose solutions for a complex supply chain case scenario. The assignment tests the ability to integrate theory with practice, evaluate alternatives, address global and ethical challenges, and articulate strategic recommendations clearly.

## Rubrics for assessments

Criteria	9 – 10: Outstanding	7 – 8: Proficient	4 – 6: Basic	3 (or lower): Below Expectations
<b>Case Analyses</b>				
Submission of the case analysis before the deadline.	The case analysis is submitted before the deadline.  This is a pass / fail component. All or no points are awarded.			
The correctness of the case facts utilized for analysis.	The analysis is rigorous and covers all the case facts/data before coming up with any solution.	The analysis does not consider some of the case facts before coming up with any solution. However, the case facts considered are correct.	Many of the case facts utilized for proposing a solution are either incorrect or missing.	Most of the case facts utilized for proposing a solution are either incorrect or missing.
The uniqueness / innovativeness of the proposed solution and its backing by the case facts.	The proposed solution, backed rigorously by the case facts, is counter-intuitive.	The proposed solution, backed by the case facts, is not counter-intuitive but not straightforwardly intuitive.	The proposed solution is somewhat backed by the case facts and is intuitive.	The proposed solution is not backed by case facts and/or very intuitive.
Presentation of case analysis and adherence to the guidelines provided in the "Additional notes" above.	The analysis is very well presented by applying appropriate advanced formatting and all the guidelines have been adhered to.	The analysis is presented in an acceptable form but can be improved, and/or most of the guidelines are adhered to.	The analysis presented is difficult to comprehend, and/or many guidelines are not adhered to.	The analysis is incomprehensible, and/or almost none of the guidelines are adhered to.

### Teaching Method

The course will primarily use experiential learning through supply chain simulations and business games, complemented by facilitated debriefs to connect practice with theory. Case-based assignments and reflection reports will encourage students to critically analyze decisions, evaluate trade-offs, and derive insights for strategic improvement. Peer and self-assessments will build accountability and leadership, while active participation in discussions and collaborative exercises will enhance communication, teamwork, and problem-solving skills.

### Textbook / Course Package / Other Readings

#### **Textbook:**

TB-1: Sunil Chopra and Peter Meindl, Supply Chain Management: Strategy, Planning and Operation 6e. Pearson Publications / Sunil Chopra and DV Kalra, Supply Chain Management: Strategy, Planning and Operation, 7e, Pearson Publications

TB-2: Kaminsky Simchi-Levi, Designing and Managing the Supply Chain, McGraw Hill, 4e (April 27, 2021).

#### **Other Readings:**

Handouts and Notes will be provided as study material.

### SESSION PLAN

<i>Session Details</i>	<i>Topics</i>	<i>PLOs covered</i>
<b>Session 01</b>	<b>Introduction to Supply Chain Management</b>	PLO-10, PLO-11
Objective of the session	Understand the basic concepts, structure, and importance of supply chains in modern businesses.	
Subtopics to be covered	<ul style="list-style-type: none"><li>• Definition and components of supply chain</li><li>• Supply chain drivers</li><li>• Role of supply chain in business</li><li>• Overview of challenges in VUCA environment</li></ul>	
Readings	TB-1: Chapter 1 – Introduction to SCM	
Case Title & Number	N/A	
Pedagogy	Lectures, discussions, and case-based learning	
<b>Session 02</b>	<b>Business Game: Beer Game</b>	PLO-10, PLO-11, PLO-13, PLO-16
Objective of the session	Explore demand-supply dynamics and the bullwhip effect in supply chains.	
Subtopics to be covered	<ul style="list-style-type: none"><li>• Game rules and setup</li><li>• Demand patterns</li><li>• Inventory management challenges</li><li>• Communication breakdowns</li></ul>	
Readings	TB-1: Chapter 3: Supply Chain Drivers and Metrics	
Case Title & Number	Beer Game Simulation	
Pedagogy	Simulation, group work, problem solving	
<b>Session 03</b>	<b>Modified Beer Game</b>	PLO-10, PLO-13, PLO-16
Objective of the session	Understand how improved communication and coordination can reduce inefficiencies.	
Subtopics to be covered	<ul style="list-style-type: none"><li>• Collaboration vs competition</li><li>• Inventory smoothing strategies</li><li>• Cost analysis</li><li>• System thinking</li></ul>	
Readings	TB-1: Chapter 10: Coordination in a Supply Chain	
Case Title & Number	Modified Beer Game	
Pedagogy	Simulation, discussions, reflective learning	
<b>Session 04</b>	<b>Sales and Operations Planning (S&amp;OP)</b>	PLO-10, PLO-11, PLO-13, PLO-16
Objective of the session	Learn how to align supply chain operations with demand forecasting and market trends.	

Subtopics to be covered	<ul style="list-style-type: none"> <li>• Introduction to S&amp;OP process</li> <li>• Cross-functional alignment</li> <li>• Demand planning tools</li> <li>• Performance metrics</li> </ul>	
Readings	TB-1: Chapter 9: Sales and Operations Planning	
Case Title & Number	Seasonal S&OP Simulation	
Pedagogy	Simulation, group analysis, scenario planning	
<b>Session 05</b>	<b>iPad Negotiations Game</b>	
Objective of the session	Explore negotiation strategies, supplier relationships, and cost optimization.	
Subtopics to be covered	<ul style="list-style-type: none"> <li>• Negotiation principles</li> <li>• Trade-offs between cost and service</li> <li>• Supplier relationship management</li> <li>• Risk mitigation</li> </ul>	PLO-10, PLO-11, PLO-13, PLO-16
Readings	TB-1: Chapter 15: Sourcing Decisions in a Supply Chain	
Case Title & Number	iPad Negotiation Simulation	
Pedagogy	Role-play, interactive exercises, feedback sessions	
<b>Session 06</b>	<b>Supply Chain Governance</b>	
Objective of the session	Analyze governance structures, policies, and ethical practices in supply chains.	
Subtopics to be covered	<ul style="list-style-type: none"> <li>• Governance frameworks</li> <li>• Ethical sourcing</li> <li>• Regulatory compliance</li> <li>• Sustainability initiatives</li> </ul>	PLO-10, PLO-11, PLO-13
Readings	TB-1: Chapter 17: Sustainability and the Supply Chain	
Case Title & Number	Supply Chain Governance Game	
Pedagogy	Case studies, group discussion, problem-solving exercises	
<b>Session 07</b>	<b>Price War Simulation</b>	
Objective of the session	Study pricing strategies, competition dynamics, and market positioning.	
Subtopics to be covered	<ul style="list-style-type: none"> <li>• Price elasticity</li> <li>• Competitive intelligence</li> <li>• Strategic pricing models</li> <li>• Risk vs reward</li> </ul>	PLO-10, PLO-11, PLO-13, PLO-16
Readings	TB-1: Chapter 16: Pricing and Revenue Management in a Supply Chain	
Case Title & Number	Price War Simulation	
Pedagogy	Simulation, debates, decision analysis	
<b>Session 08</b>	<b>Lean Six Sigma Simulation</b>	
Objective of the session	Apply Lean and Six Sigma principles to reduce waste and improve process efficiency.	
Subtopics to be covered	<ul style="list-style-type: none"> <li>• Lean tools</li> <li>• Process mapping</li> <li>• Waste identification</li> <li>• Continuous improvement</li> </ul>	PLO-10, PLO-11, PLO-13, PLO-16
Readings	TB-1: Chapter 3: Supply Chain Drivers and Metrics & Chapter 11: Managing Economies of Scale in a Supply Chain Cycle Inventory	
Case Title & Number	Lean Six Sigma Challenge	
Pedagogy	Interactive simulation, process analysis, performance evaluation	
<b>Session 09</b>	<b>Process Improvement Challenge</b>	
Objective of the session	Engage in solving real-world problems using structured problem-solving frameworks.	
Subtopics to be covered	<ul style="list-style-type: none"> <li>• Root cause analysis</li> <li>• KPI setting</li> <li>• Operational improvements</li> <li>• Stakeholder management</li> </ul>	PLO-10, PLO-11, PLO-13, PLO-16
Readings	TB-1: Chapter 12: Managing Uncertainty in a Supply Chain (Safety Inventory)	

Case Title & Number	Process Improvement Challenge	
Pedagogy	Workshop-style problem solving, teamwork exercises	
<b>Session 10</b>	<b>Logistics Simulation</b>	
Objective of the session	Understand logistics network design, transportation decisions, and inventory positioning.	PLO-10, PLO-11, PLO-13, PLO-16
Subtopics to be covered	<ul style="list-style-type: none"> <li>• Transportation modes</li> <li>• Warehousing strategies</li> <li>• Inventory placement</li> <li>• Distribution networks</li> </ul>	
Readings	TB-1: Chapter 14: Transportation in a Supply Chain	
Case Title & Number	Logistics Simulation	
Pedagogy	Simulation, group planning, cost-benefit analysis	
<b>Session 11</b>	<b>Integrating SCM Knowledge</b>	
Objective of the session	Combine learnings from previous sessions to build integrated supply chain strategies.	PLO-10, PLO-11, PLO-13, PLO-16
Subtopics to be covered	<ul style="list-style-type: none"> <li>• End-to-end process design</li> <li>• Collaboration tools</li> <li>• Risk management</li> <li>• Scenario planning</li> </ul>	
Readings	TB-1: Chapter 2: Achieving Strategic Fit in a Supply Chain + Chapter 10: Coordination in a Supply Chain	
Case Title & Number	Integration Exercise	
Pedagogy	Group presentations, simulation review, peer assessment	
<b>Session 12</b>	<b>Reflection and Future Trends in Supply Chain</b>	
Objective of the session	Reflect on the learning experience and explore emerging trends like AI, IoT, and sustainability.	PLO-10, PLO-11, PLO-16
Subtopics to be covered	<ul style="list-style-type: none"> <li>• Summary of key lessons</li> <li>• Emerging technologies</li> <li>• Supply chain resilience</li> <li>• Career pathways</li> </ul>	
Readings	TB-1: Chapter 17: Sustainability and the Supply Chain	
Case Title & Number	Final Reflection Assignment	
Pedagogy	Presentations, self-assessment, group discussions	
<b>Session 13</b>	<b>Guest Speaker - Prakhar Sharma, Analytics Manager, Flipkart</b>	
Objective of the session	Supply Chain Management (as per Guest Speaker)	PLO-10, PLO-11, PLO-16
Subtopics to be covered	Supply Chain Management (as per Guest Speaker)	
Readings	Revision of all the Chapter studied to date in the course shall be useful.	
Case Title & Number	Participation - Listening, Role Play and participation in discussion	
Pedagogy	Guest Lecture, Case Analysis, Role Play, Discussion, Q&A	
<b>Session 14</b>	<b>Reading &amp; Revision Week/ Examination Week*</b>	
Objective of the session	NA	
Subtopics to be covered	NA	
Readings	NA	
Case Title & Number	NA	
Pedagogy	NA	
<b>Session 15</b>	<b>Reading &amp; Revision Week/ Examination Week*</b>	
Objective of the session	NA	
Subtopics to be covered	NA	
Readings	NA	
Case Title & Number	NA	
Pedagogy	NA	

\* Note: Facilitators have the right to change the content / case study as per the need of the subject.

*\*\*Elective Endterm Examinations may take place in the last week of classes.*

## **Disability Support**

JGU endeavours to make all its courses accessible to students. The Disability Support Committee (DSC) has identified conditions that could hinder a student's overall wellbeing. These include physical and mobility-related difficulties, visual impairment, hearing impairment, mental health conditions, and intellectual/learning difficulties, e.g., dyslexia and dyscalculia. Students with any known disability needing academic and other support are required to register with the Disability Support Committee (DSC) by following the procedure specified at <https://jgu.edu.in/disability-support-committee/>

Students who need support may register any time during the semester up until a month before the end semester exam begins. Those students who wish to continue receiving support from the previous semester, must re-register within the first month of a semester. Last-minute registrations and support might not be possible as sufficient time is required to make the arrangements for support.

The DSC maintains strict confidentiality about the identity of the student and the nature of their disability and the same is requested from faculty members and staff as well. The DSC takes a strong stance against in-class and out-of-class references made about a student's disability without their consent and disrespectful comments referring to a student's disability.

All general queries are to be addressed to [disabilitysupportcommittee@jgu.edu.in](mailto:disabilitysupportcommittee@jgu.edu.in)