

**Research/Technical Note**

The Effective Role of Visiting Lecturers in the Courses of Supply Chain Management

Syed Abdul Rehman Khan^{*}, Yu Zhang

School of Economics and Management, Chang'an University, Xi'an, China

Email address:

rehman_khan121@hotmail.com (S. A. R. Khan)

^{*}Corresponding author**To cite this article:**Syed Abdul Rehman Khan, Yu Zhang. The Effective Role of Visiting Lecturers in the Courses of Supply Chain Management. *American Journal of Traffic and Transportation Engineering*. Vol. 2, No. 6, 2017, pp. 104-109. doi: 10.11648/j.ajtte.20170206.12**Received:** August 13, 2017; **Accepted:** August 31, 2017; **Published:** October 11, 2017

Abstract: Supply chain management has a significant contribution in the firms' performance, while inefficient supply chain can be burden on the firm's financial statement. The knowledge of supply chain need to be polish to achieve maximum benefits. A number of universities have started specialization in supply chain management, which is a good step, but to make lecture effective, universities need to hire skilled and professional teachers and also need to take help from the industrial experts to deliver couple of lectures as a guest speaker. Students cannot learn everything from the book, industrial experts cannot only share their own experience but also can share implantation of theory.

Keywords: Supply Chain Management, Visiting Lecturers, Faculty, University

1. Introduction

The scarcity of experienced supply chain professionals in industry helps define the continued growth in Supply Chain educational offerings meanwhile the mid to late 1990's gives a lengthy challenges and hurdles list to the further development and growth of Supply Chain curricula depend upon discussion with teachers at various universities, institutions [1-4]. They find-out to the lack of faculty members support, lack of related courses, jobs and internship opportunities. Few of these hurdles might have become less important from last few years. But as whole many of their suggestions, recommendations are still right and true. In-addition, the suggestions to develop multi-industry partnerships and for teachers to be well-informed about the educational requirement and need of industry. So that teachers and faculty members can update to their programmes as per the industry's requirements. Ref. [5] one more challenge is a "shortage of cases" on hot and latest-topics. Ref. [6] discuss to opportunities of attainment funding of firm for internships and some other attracting industry involvement programmes.

Develop to the connections among academia and industry is a very common theme of these hurdles. Fundamentally what this calls for is the good distribution of understandings from

industry into Supply Chain Programmes to help and support the development of new theory into practice. Fortunately mostly research papers and articles of this journal are giving insights of industry. And these are very important for the students, faculty members as well practitioners. As a supply chain educators, we need to ensure that the most relevant knowledge should be convey to students, regardless of the supply chain programme type in a timely, related and charming mode. Ref. [7] we need to use innovation in our teaching approaches as well latest tools.

The mainly emphasized of this research is to take the idea of insight from industry and reflect this from the perspective of transferring these insights towards supply chain programmes. This has complete range of SC programmes that a business school usually offers within postgraduate, undergraduate levels. We suggest the invite to the GL (guest lecturer) over SC programmes. Guest Lecturers are broadly used in supply chain courses to address the requirement to sell the course, represents and explain the industry opportunities in SC, and add experience sharing, different tools including cases into courses. In this aspect, it is a right way to fulfil the needs and gap between industries vs. academia.

Unfortunately, there is no as such guidance in the past literature on the effective use of Guest Lecturers. Certainly, the EBSCO search of “teaching & logistics and supply chain”, for this journal found only 4 research papers. None of those was very relevant. Additionally, a search of the word guest lecturer” had a zero result in search. Absolutely, this is not criticism over journal; it is only reflection on the value of discovering in this article the collaboration among academia and industry to give true insights from industry to Supply Chain Programmes. So, although this article cannot necessarily join an existing debate within the journal; and we believe I will trigger a new one.

In this article, insights attained by teachers, faculty in 20 business schools in Europe, Asia and the US about the hurdles and fruitful benefits of using Guest Lecturers to give insights from industry as part of Supply Chain Programmes. This business schools were mainly, though not exclusively, members of the CSCMP (Council of Supply Chain Management Professionals) committee of education strategy. The basic research instrument was interviews emphasized over two key areas: firstly, the effective recruiting and use of Guest Lecturer. Second, is the fruitful benefits to key stakeholders including; faculty, students, and Guest Lecturers.

This article structure reflects in the same structure of the research instrument. It has mainly 2 parts. It starts by giving

some insights, knowledge about the challenges of using and recruiting guest lecturers. And explain the benefits to the whole stakeholders of this process.

2. Challenge One: Effectively Use of Guest Lecturers

First of all the challenge is to confirm that the Guest Lecturer is effectively embedded in the design of programme to ensure that the intended learning outcomes are accomplished successfully. Motivate and encourage to the students’ participation and questions in the guest speaker sessions (learning and teaching activity), the bridge to learning output and assessment required to be explicit. Biggs, (2003) that is the basic premise of constructive alignment, a basic teaching and learning quality; the good assessment reflect over the significance of practical relevance as well also students are awarded no because for the regurgitation of underlying theory. Also for consideration, it’s relevance in practice. In this perspective, the importance of sessions; student can understand easily, as they are seen as a basic part of the course design rather than optimal ordinary. The 7 tips have been identified for the effective use of Guest Lecturers and one by one will be discussed in next.

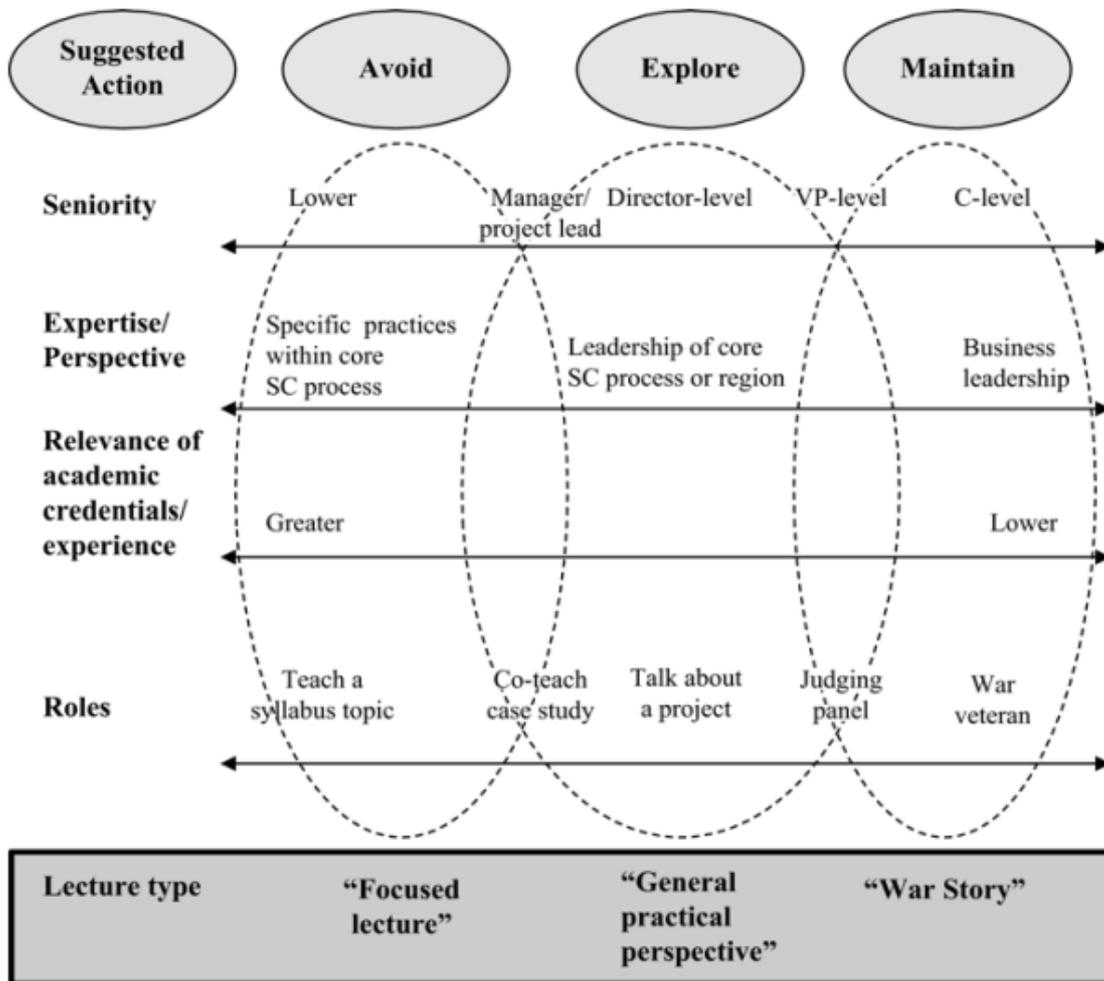


Figure 1. Lecture types and suggested actions.

2.1. To Support Full Spectrum of Programed

Guest lecturers have been used in many programed by business school. Though the broad usage of guest lecturers and guest speakers is encouraged, it is very significant first to know the right guest speaker, guest lecturer (in term of subject specialist). There are usually few misconceptions that junior level management positions must be used in undergraduate programed (for morning and afternoon shifts, full time students), and for executive level programs should be used senior managers. That is a very false categorization, with the lecturer linking or seniority more closely to the role they play in the programme's support.

2.2. Guest Lecturers Do Not to Be War Veterans

There are a different number of roles that guest lecturers may adopt in supporting to programs. Possibly the most recognized and frequently used is the "war veteran." Mostly a senior manager they are invited to speaks, usually at the end or starting of a new semester or module. And his role is just to set the things section and conclude the final key learning points. One potential pitfall of using "war veterans" is the ability of faculty to influence both over the delivery style and content of material of their lecture, presentations, with the veteran often wanting to tell the story they want to tell. As well other types of roles they can consider such as; share key findings from a project (speak about the challenges opportunities and fruitful benefits of a particular initiative), judging panel (use as judges on a panel check and review student team project presentations), co-tech a case study (discuss about the specific company's problems and hurdles and how they solved those problems) and teach a specific syllabus topic (if the guest lecturer is expert in specific topic or part of supply chain such as; MRP, warehousing etc.)

The various roles, which Guest Lecturer can perform effectively and efficiently has been mentioned in the guest lecture categorization framework illustrated in Figure 1.

2.3. Do Not Have to Be Chief Executive Officers

As such, there is not very hard and fast rules, senior level management is preferable (to operate war veterans) for the guest speaker / guest lecturer. In-fact there is some problems involved during hiring of those senior and top management people; due to high level pay and benefits required. But on the other hand, students can avail a greater level of knowledge, broader insights of industries, oversight of business challenges and opportunities; their relative confidence with public lecturer; as well their added ability to offer career counselling to the students, as well students can use their contacts and references in the industry to achieve a good jobs. It is a "right tool for the finding a job." As shown in Figure 1, there is a bridge between the seniority and role of a lecturer. In the corporate sector, CEOs, CFOs are well placed to tell "war stories". And the VP (vice president) or director level member may be better positioned to serve on a "judging panel" responsibility. Directors of the core supply chain processes

including; purchasing, manufacturing, logistics and planning are well suited to gives insight into particular projects. The project leader is responsible for particular projects that may be converted into case studies is then well positioned to support and help co-present the case, whereas technical specialists, usually with less seniority, are most suitable place to teach syllabus topic that needs an in-depth of subject matter knowledge and expertise within an individual core process of supply chain. Whilst every guest lecturer has to be measured on their own ability and merits; furthermore, as shown in figure 1.

There performs to be bridge between the guest lecturer's seniority and the relevance credential of their academic. The academic credential is vital important for the junior and lower management teaching a specific topic.

2.4. Encourage Thinking out of the Box

Belong to industry focus; mostly guest lecturers are from companies though the sector, industry varies. Some of faculty members focus on particular industries that are known to be leading for particular topics, like RFID, 3PL etc. Remaining tries to get a mix of service providers, vendors and manufacturers to imitate the supply chain's scope; but overall that is less focus and concern. Guest speaker, lecturer from the new, unique and different industries really can support and help to get students of weekend classes or executives courses to think further and more than from their own operating environment. For example; we used a project manager as a guest lecturer, with very deep knowledge and expertise about innovation contractual approach, to talk debate over an executive education programmed for the manager of procurement from a major oil firm.

At the same time as consultant are not necessarily "odd ball". As a guest lecturer need to be used very carefully. On the positive area, they usually good in presentation, debate skills. The grey area is that they usually emphasize on the development of projects and strategy, rather than implementation and execution, as that is their predominant role within an organizational change. In simple words they are more focus over "theory" rather than practical and implementation.

2.5. Use Guest Lecturer to Augment

It's important that guest lecturer are not used as a substitute for member of faculty, but used to them as augment. Usually the faculty role is to help and support students grip about theoretical foundations of subject, course and that of guest lecturer to supplement this with insights into the practical implementation of theories into action and explain to student, how to use those theories. Ref. [8] the guest lecturer use to teach a syllabus must there be measured carefully and preferably is a role to avoid. *As per the pearce, school and his stakeholders start to work very closely, every must inform to other as well expect his views to change. Successful improvements call for on-going give & take, in which latest*

and new practices are generated, tested and also revised mutually.

The guest lecturer to develop cases, and/or show the results from an important initiative is aligned to Huff's vision and is the form of lecturing (guest) open for future consideration. The future advantages of that method is this, it support and help the exchange of knowledge among practice and theory. Whilst "war stories" are recently common form use by guest speaker, lecturers given the seniority of the guest lecturers, capacity and willingness of them, to commit resources to this continuous process of co-creation are more limited. The role in supply chain curricula need to be maintained if successful partnerships have been developed, but the further holistic practical perspective discovered in preference.

2.6. Develop and Make Plan Sessions

Although, faculty are often grateful and thankful when they seek a guest speaker, lecturers, they have a duty of care to confirm that the ideologies of good course design are yet followed. Faculty can make the process easier by following things such as; it is important to give lecturers with guidelines, outlines before beginning of sessions, lecturer delivery time as well facilities which will be available during session (projector, pointer etc.) and further it is significantly important to set the guest lecturers expectations, in order of what he /she expect from the students. And in last, assessment and review the lecturer's slides or teaching material and one step more to discuss with him/ her lecture delivery style. As well appreciate the lecturer' to engage students in his/her lecturer for active learning and give open chance to students for asking questions [9].

2.7. Excellent Practitioners Do Not Necessarily Make Excellent Guest Lecturers

The experience of practitioners does not have guarantee that, they will be an excellent guest lecturer. To reduce risk, try to grab some information regarding lecturer before giving them sessions, courses. For example, talk to other who knows him in his/her professional life; as well ask some questions from lecturer about his achievements in his/her professional experiences, presentation, research, conferences etc. as well select those lecturers whose already have exposure of teaching. The supply chain is a new field and practitioners that can bond academic teaching with experiences practical are more related than in more well established arenas.

3. Challenge 2: Recruitment

The second challenge is recruitment of Guest Lecturers. Development external relationships might be more time consuming and also threatening for few faculty members. Usually top level managers are more famous as a guest lecturer, and guest speaker, but are little difficult and complex to recruit and then retain them. Because they are

very busy in their daily schedules and also their time is very expensive. So "how to recruit and retain them" relevant, in specifically for less junior faculty whose have limited contact in industries. Four important tips for retention and recruitment have been examined and will be discuss one by one.

3.1. Leverage Industrial Contacts with the HR Department

A critical and significantly important department of almost every business school is the careers, HR department, whose have vast networking with industrial experiences and professional people. There is a shortage of skill, high profile supply Chain Managers, and organizations have an assigned interest in attaining favored access towards the talent pool. Approaching a firm with the benefits to support a core factor, element of a supply chain programed gives student with the opportunity, benefits to understand the firm, and potentially develop and make interest of students in the organization. And it also gives benefits to students and universities; because those universities' graduates got job in industries faster as compare to other universities. This is very effective mechanism for retaining lecturers as continues needs for high calibre supply chain talent motivate continuous, on-going participation.

3.2. Leverage the Student and Alumni Network

The alumni and students are good sources for contacts of industries. Although they might not personally be to deliver the proposed Lecturer, they can give a way, route into the firm and access to specific executives. That's why it is very important for the universities to be in-touch with their former graduates students.

3.3. Use Practitioners Bodies, Conferences for Recruitment

Presents at conferences, specifically those of most relevant high profile professional, networks of local business is an excellent method to recognize new and good guest lecturers. It is not only giving you the opportunity to talk with them. But also you can judge their delivery style and lecture' content in the conferences and other events.

3.4. Leverage the Broader Faculty Network

Commonly, networks become broader; when it gets older as compare to new one. Major issues is face for teacher, faculty member is that their network are small. But one thing they should do, if struggling to seek a lecturer, is to ask a better established faculty member for support and help. However, very limited schools now have been started to recruiting faculty members directly from industries who have relevant and vast experience so these guest lecturers also can help to make new networking under the name of university.

3.5. Benefits

Table 1. The key Advantages of Embedding Guest Lecturer.

Student	<ol style="list-style-type: none"> 1. how can use theories into practice 2. Promotes in-depth learning like; inspires the student to do more self-study 3. Build relationships with industries' professionals
Guest Lecturer and host firms	<ol style="list-style-type: none"> 1. Association with the University (easy to recruit future's employees) 2. Personal satisfaction and feel good 3. In-directly advertisement of firms 4. Strengthens relationship with university's faculty and increases opportunities for more collaboration in future 5. Gives the insights from industry mainly for students to be able to knowhow and understand
Faculty, University	<ol style="list-style-type: none"> 1. How can use theories into practice 2. For postgraduate students this is essential to enable them to get their educational objectives such as; analysis and evaluation rather than the basic understanding more motivates to the undergraduate students 3. Essential to fulfil the intended outcome of learning Supply Chain Programs in an engaging way. 4. Strengthens association and relationship with practitioners and increase opportunities for more collaboration

The use of Guest Lecturer is that the fruitful advantages are received by all mainly three stake holders: Guest lecturer, student and university. As summarized in Table 1, the basic advantage for faculty is that it enables the insights from industry, important for the students to start to understand how to use theory in to practice. For undergraduate and postgraduate students, this consolidates their underlying understanding of the fundamental concepts and latest news in the field of supply chain management [10]. However, mechanism to confirm that intended learning output for Supply Chain Management’s faculty have a greater insight into the specific industry in which industry the guest lecturer works, it also increases the opportunities for further collaboration for future. The basic advantage, which goes to firm, is the “better relationships with academia” which can be good for finding suitable employees in the upcoming future.

As far as, the company’s executives also would like to join company as a guest lecturer personally rewarding as it promotes a sense of giving something back to the society and education system. In the last, the great benefits of students achieve from the lecturer by knowing the insights of industry. As well as, it gives deep and practical learning [11].

4. Conclusion

The guest lecturer are using broadly from last few decades due to providing insights of industry of supply chain management. There are mainly tangible advantages goes to three stakeholders: the guest lecturer, students, and university.

The provision of guest lecturers insights from industry into supply chain programmes have 2 major hurdles: first how to effectively use guest lecturer in to the programme design of supply chain to confirm that the intended learning output are met as well second, is after knowing the guest lecturer, how can recruit them on the term & condition, which is more suitable for university, students and guest lecturer himself equally. Indeed, this article motivates faculty to discover using directors rather than low, C level executives as well, to share the insights on particular initiatives and projects and after this

also gives a more general broad perspective. Usually these executives and management level have little time to teach in academia and also resources to be engage in the on-going learning and knowledge sharing process advocated [12]. However more low level managers, with more specific skills (technical) in a core supply chain process may be useful to gives a specific element, factor of the curricula, this type of replacement of faculty with a practitioner required to be measured carefully.

The second major challenge is the recruitment of guest lecturers. In our research four tips, methods have been identified to solve this hurdles and common theme is build networking. It is significantly very important for young faculty members to leverage not only their own network, but also their students, peers and alumni.

In this research article, authors have been providing various different perspectives over the insights from industry. It is not only because they make an incredibly significant involvement to this journal, embedding them in supply chain programs is vital to the development of next generation, professionals of supply chain. In the last, we hope this research paper will advance supply chain curricula improvement and innovation, as well assist educators in a useful manner and practical approach-helping both practitioners and faculty to position, create and gives meaningful insights that provide inspiration and direction to the students of supply chain management.

References

[1] Biggs, J. (2003), Teaching for Quality Learning at University, 2nd ed., Open University Press, Maidenhead.

[2] Bloom, B. S. (1956), the Taxonomy of Educational Objectives, the Classification of Educational Goals, Handbook I: Cognitive Domain, Susan Fauer Company, New York, N. Y.

[3] Carter, J., Closs, D. J., Dischinger, J. S., Grenoble, W. L. and Maxon, V. L. (2006), “Executive Education’s role in our Supply Chain Future”, Supply Chain Management Review, Vol. 10 No. 6, pp. 43-43.

- [4] Closs, D. J. and Stank, T. P. (1999), "A Cross-Functional Curriculum for Supply Chain Education at Michigan State University", *Journal of Business Logistics*, Vol. 20 No. 1, pp. 59-72.
- [5] Johnson, M. E. and Pyke, D. F. (2000), "A framework for teaching supply chain management", *Production and Operations Management*, Vol. 9 No. 1, pp. 2-18.
- [6] Kopczak, L. R. and Fransoo, J. C. (2000), "Teaching Supply Chain Management through Global Projects with Global Project Teams", *Production and Operations Management*, Vol. 9 No. 1, pp. 91-104.
- [7] Lancioni, R., Forman, H. and Smith, K. F. (2001), "Logistics Program in Universities: Stovepipe vs Cross Disciplinary", *International Journal of Physical Distribution & Logistics Management*, Vol. 31 No. 1, pp. 53-65.
- [8] Lancioni, R., Forman, H. and Smith, M. F. (2001), "Logistics and Supply Chain Education, Roadblocks and Challenges", *International Journal of Physical Distribution & Logistics Management*, Vol. 31 Nos 9/10, pp. 732-45.
- [9] Mentzer, J. T. (2008), "Rigor Versus Relevance: Why Should We Choose only one?" *Journal of Supply Chain Management*, Vol. 44 No. 2, pp. 72-7.
- [10] Khan, S. A. R., Dong, Q. L., & Yu, Z. (2016). Research on the Measuring Performance of Green Supply Chain Management: In the Perspective of China. *International Journal of Engineering Research in Africa*, 27, 167-178. <https://doi.org/10.4028/www.scientific.net/JERA.27.167>
- [11] Khan, S. A. R., & Qianli, D. (2017). Impact of green supply chain management practices on firms' performance: an empirical study from the perspective of Pakistan. *Environmental Science and Pollution Research*. <https://doi.org/10.1007/s11356-017-9172-5>
- [12] Khan, S. A. R., Qianli, D., Song Bo, W., Zaman, K., & Zhang, Y. (2017). Environmental logistics performance indicators affecting per capita income and sectoral growth: evidence from a panel of selected global ranked logistics countries. *Environmental Science and Pollution Research*, 24(2), 1518-1531. <https://doi.org/10.1007/s11356-016-7916>.