

Course, Time, Location**LSCM 4860, Advanced Logistics Management
R 6:30-9:20 BLB 155/Frisco 112****Instructor**

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Professor
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Required Text and Readings

No required text. Additional readings will be provided by the instructor during the course of the semester.

Description

Application of logistics decision-making tools and skills as they apply to inventory, transportation, and warehouse management. Course stresses hands-on application of analytical tools useful in logistics; analysis of the characteristics of logistics system elements and their interrelationships within a company; developing skills to analyze technical logistics problems; and developing executive-level communications skills leading to the concise statement of problems and proposed solutions.
Prerequisite(s): LSCM 3960. Capstone course to be taken during the last term / semester of course work.

II. Course Overview

This course is an important component of UNT's Core Curriculum. This course was designed to bridge the STEM (science, technology, engineering, mathematics) and Business core courses (accounting, finance, management, information systems, and marketing) covered in the Logistics Program with key social and behavioral aspects to provide the students with a holistic and comprehensive understanding of how their degree program knowledge has human and societal impacts. As part of this capstone experience, students will focus on the application of empirical and scientific methods that contribute to the understanding of how the "human activity system" (issues of culture and world view and their impact on learning and working in engineering, science and technology) impacts their STEM and Business knowledge. It is built on a fundamental that the successful development of STEM and Business knowledge is directly contingent on the human activity system. Case studies, academic research, and "real world" project work are used to provide a practical and advanced understanding to:

- Build empirical and scientific constructs both at the application level and strategic level for integrating the human activity system as part of STEM and Business knowledge.

- Challenge the student to think of the human activity system as an integral part of STEM and Business knowledge, and how this may impact its strategy, operation, and function in industry and society.

As an integral part of the core curriculum, while engaging in this course you will develop and demonstrate the core objectives of Critical Thinking Skills, Communication Skills, and Empirical and Quantitative Skills.

Critical Thinking Skills – including creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information. Leveraging STEM and Business core knowledge, students will have to demonstrate an understanding of the purpose, process, interaction, integration, and emergence of the human activity system with a collective entity, its members, and how it serves its environment to the larger system in which it is embedded. This will be done through “real-world” problem solving that engages industry in defining the problem and allows students to solve relevant and tangible problems with innovative solutions. These assignments will be executed as student teams and individuals using critical thinking tools to analyze and evaluate domain problems to present systemic solutions.

Communication Skills – including effective development, interpretation and expression of ideas through written, oral and visual communication. Assignments and projects will utilize several communication medium (physical and mechanical) to demonstrate an understanding of communication effectiveness. Each application of a communication medium will evaluate the students understanding of: the strategic importance of communication; the communication process; communication within organizations; networked and directional communication flow; interpersonal communication; the roles of formal versus informal communication; communication media; communication technology; and nonverbal communication in the interpersonal communication process.

Empirical and Quantitative Skills – including the manipulation and analysis of numerical data or observable facts resulting in informed conclusions. Assignments and projects will challenge students to manipulate raw data into forms that allow for effective data visualization. Human activity systems are more effective when data can be effectively communicated and presented within and to the human activity system. This includes the ability to identify the current state and effectively consider the impact of change. Students are taught to not only resolve problems but offer the human activity system understanding of the ramifications of alternatives. Students will learn that the optimal solution may not be the best solution to the human activity system.

A. Teaching Philosophy

See: [Sauser Teaching Philosophy.pdf](#)

B. Books/Readings

Readings will be provided by the instructor. Past experience strongly suggests you will learn much more (and thus perform better) in the class if you have completed the reading assignment before coming to class.

C. Lecture Notes

These are the PowerPoint slides located on the class web site. They will be provided no less than one hour before class, so be prepared to take notes. In any event, I may or may not use them (in whole or part) during a lecture. They are for you to review and absorb. I view them as another reading for you. You will also be responsible for their understanding as it relates to the course content and the lecture topics. I will cover material in addition to the readings and PowerPoint slides during class, so I strongly recommended that you take thorough notes.

D. Discussions

You are encouraged to actively participate in the lectures. For example, if you are not clear about a concept being discussed in the class, please ask questions. I consider asking questions a very important form of class participation. Also, if you have an interesting experience or insight that either supports or contradicts the concept being discussed, please share it with the class. I believe in a “wisdom of the crowds” approach to in-class learning, where the instructor and the student become one in the same.

E. Case Studies and Multi-Media

We will use case studies and multi-media to pontificate about innovative thinking on topics related to this class. These discussions will give us, as a class, a chance to exhibit our thinking individually and collectively.

F. Class Attendance and Participation

I hold you responsible for all material covered during class, including changes to the syllabus, course schedule, and course materials. I will not supplement missed lecture material. If you must miss a class, you need to make the necessary arrangements to obtain any missed material or lecture notes from other students in the class. Class attendance is strongly encouraged because you will be called upon to answer questions, discuss case assignments, and to comment on key concepts. Missing these opportunities may result in a reduction in your final grade. Class participation and attendance cannot be made up without prior approval from the instructor.

You are strongly encouraged to attend every class. It is understood that circumstances beyond your control can impact perfect attendance, but every attempt should be made to come to class and be an engaged participant. Class participation will affect the case grades and your final grade. Participation will impact your grade so you are expected to come to class prepared and fully prepared for the in-class case discussions. Case discussions require significant effort and should not be taken lightly. You may be called upon to provide an overview of the case, define

the problem, identify key issues and themes, suggest alternatives, discuss the analysis, critique inputs, provide recommendations, and summarize the in-class discussion. **If you are unable to attend a class, you must notify the professor prior to class via email with a brief explanation why you cannot attend. The professor will take this into consideration to determine if it will impact your grade for any in-class assignments.**

III. Assignments

Every assignment should be completed with a level of effort that you consider to be your BEST. As a Senior, you should fully understand what is your BEST. You should not complete an assignment based on what you think the professor wants, you should deliver a product that represents your BEST effort and fulfills the requirements as specified. So, as long as you do your BEST, the grade does not matter and you will get the grade you deserve.

A. Group Assignments

Group Assignments will focus on building and analyzing problems using skills you need to perform or build an understanding within your major program and the Term Project. These assignments could require the use of word processing, spreadsheets, online media, poster paper and markers... whatever it takes to do your best.

If you must miss the activities associate with completing these assignments within your group due to work or other unavoidable circumstances, you must contact the professor and the members of your group in advance. If the circumstances merit, the professor will schedule a make-up or provide an alternative to completing the assignment. These situations will occur on an exception basis and must be justified on valid circumstances. In order to be considered for the make-up, you must notify the professor and the group via email before the day the assignment is due, and receive via email permission from the professor and the group that this will be acceptable. Failure to provide notification will result in a failing grade for the assignment.

B. Individual Assignments

You will have four individual assignments:

1. Critical Thinking

See Assignment on Blackboard

2. Personal Branding

We are going to work through an exercise of developing a "2 minute" speech that becomes the quick sell of your personal brand. Posted online are two documents. One document is a template that we will complete in class, but I highly recommend you think about the topics on the

template prior to class. The second document is some guidance on preparing a "2 minute" speech about yourself. As a bonus, below is a very cool resource that walks you through an exercise of creating a personal brand. We will not do this in class, but it is a great resource for you to do on your own.

For our "2 minute" speech, you will use the template to create a "2 minute" speech about yourself where the audience is a senior level director for a company you want to work for.

<https://www.quicksprout.com/the-complete-guide-to-building-your-personal-brand/>

3. SPOT Evaluation

I truly value the feedback I receive from students in the classes I teach. It helps me become better at my job and serve the customer (aka the student). I am less concerned about the impact my assessment scores mean to my performance evaluation for the university, but about what they mean to giving the customer a quality product. While you are welcome to visit with me and provide personal, verbal feedback, UNT utilizes the Student Perceptions of Teaching (SPOT) system. To promote (group) participation, there is a point value in the grading for completing the SPOT evaluation. Because I cannot know who completed the evaluations, I cannot know who to award the actual points to individually. Thus, while you will get an individual score for this assignment, it is a group effort that will determine your score:

- If less than 30% of the class completes the SPOT evaluation, everyone in the class will get 0 points.
- If 30-34% of the class completes the SPOT evaluation, everyone in the class will get 5.0 points.
- If 45-49% of the class completes the SPOT evaluation, everyone in the class will get 6.0 points.
- If 50-59% of the class completes the SPOT evaluation, everyone in the class will get 8.0 points.
- If 60-69% of the class completes the SPOT evaluation, everyone in the class will get 9.0 points.
- If greater than 70% of the class completes the SPOT evaluation, everyone in the class will get 10 points.

4. Research Participation

Business research is a field of study in which a company obtains data and analyzes it in order to better manage the company and understand customers. Research on aspects related to a business, can help predict consumer trends, project sales, spot opportunities, and avoid potential problems. As part of your learning experience in this course, you will be required to participate in research studies conducted by faculty members of the Department of Marketing, Logistics, and Operations Management.

To fulfill the requirement, you **must** create an account on the College of Business SONA page—unt-cob.sona-systems.com—which is a web application that allows you to browse available

studies. Credit will be assigned based on the length of time the study takes to complete and whether you participate online or in the COB behavioral Lab (BLB 279):

- Short online studies (5-15 minutes) earn 1 credit
- Medium online studies (15-30 minutes) earn 2 credits
- Long online studies (30-45 minutes) earn 3 credits
- On-campus, lab studies (30-45 minutes) earn 5 credits

To fulfill the 10 points, you must earn 5 SONA credits throughout the semester. You cannot "double count" points from another class. You must earn 5 unique points for this class.

To sign up, please visit unt-cob.sona-systems.com. If you have questions, DO NOT contact me. Contact the behavioral lab manager by email at COB.REP@unt.edu. Your questions will be addressed promptly. **Note:** Access the studies early and often to make sure you have first access to available studies. Once you sign up, the lab manager will update you periodically about new studies that have been posted. Thanks in advance for your participation!

C. NT Logistics Case Competition/Term Project

Project teams (3-4 students) will work on a topic defined by NT Logistics executives to address a “real” industry problem. While engaging the problem through the lens of the human activity system, students will be required to:

- Apply analytical tools useful in logistics
- Analyze the characteristics of a logistics system and its interrelationships within a company and its human activity system
- Demonstrate skills to analyze technical logistics problems
- Demonstrate executive-level communications skills leading to the concise statement of problems and proposed solutions

The team’s performance will be evaluated based on a Project Charter, Triage Review, Project Report, and Project Presentation.

While this assignment is a team-based activity, individual performance will be considered. Each group member is to provide the professor with an evaluation of their individual performance and of each group member’s performance for the final report and presentation grades. This measure allows you to identify the level to which your group members have helped the group. This is your chance to identify and reward/penalize both excellent and poor performance of group members, as well as your own. This is the only grade measurement where you play a role in determining your own grade or of your peers.

Peer evaluations will be performed anonymously using the rating form attached. This rating will be distributed electronically.

The professor will incorporate the peer evaluations as part of your grade for the term project. The following formula will be used to adjust your grade for the project report/presentation:

$$(Individual\ Average \div Team\ Average) \times Team\ Grade = Individual\ Adjusted\ Grade$$

The formula allows an individual to receive a grade higher or lower than the team grade if the team members considered the individual's performance to be higher/lower than the other team members. NOTE: assigning high grades to everyone will not help the individuals that performed a disproportionate share of the work. High across-the-board evaluations do not help other team members or provide feedback on how or where to improve team performance.

Performance rating will be based on the following factors

- Quality of work: The degree to which the student team member provides work that is accurate and complete.
- Timeliness of Work/Attendance: The team member's timeliness of work. Showed up as scheduled, completed tasks on time, attendance at the group meetings, etc.
- Task support: The amount of task support the team member gives to other team members.
- Responsibility: The ability of the team member to carry out a chosen or assigned task, the degree to which the member can be relied upon to complete a task.
- Involvement: The extent to which the team member participates in the exchange of information, and relates and communicates to other team members.
- Emotional/motivational support: Consider the amount of emotional/motivational support the member gives to other team members
- Leadership: Consider how the team member engages in leadership activities.
- Overall: The overall performance of the team member while in the group.
 - Given the opportunity, I would have "fired" this person from our team
 - I would want this person in my group again
 - This person was the leader of the team
 - This person took charge and did a lot of work, but I would not want to work for them.

IV. Grading

A. Grading Scale

The grading scale is guaranteed. You will receive no less than the grade listed within the appropriate interval. I reserve the right to adjust the grading scale in favor of the class if warranted. The points assigned to each grade comply with the points identified in the UNT Catalog.

<i>Grade</i>	<i>Numeric Range</i>	<i>Grade Point</i>
<i>A</i>	180-200	4.0
<i>B</i>	160-179	3.0
<i>C</i>	140-159	2.0
<i>D</i>	120-139	1.0
<i>F</i>	≤119	0.0

The potential point value for each assignment is as follows:

<i>Assignment</i>	<i>Pts</i>
Group Assignments	60
<i>Facility Location and Design</i>	20
<i>Supply Chain Network Design</i>	20
<i>Data Analytics</i>	20
Individual Assignments	40
<i>Critical Thinking</i>	10
<i>Personal Brand</i>	10
<i>SPOT Evaluation</i>	10
<i>Research Participation</i>	10
Term Project	100
<i>Project Charter</i>	20
<i>NT Logistics Coaching Session</i>	10
<i>Project Triage</i>	20
<i>Project Report</i>	25
<i>Project Presentation</i>	25
TOTAL	200

B. Assignment Formats and Due Dates

You are expected to approach each assignment with the professionalism required in the “business” world by fulfilling your responsibilities and completing work on time. Work products should have a neat, professional appearance. The appearance of the submission will affect the grading – up to a 20% deduction for submissions deemed to be unprofessional in appearance.

Each assignment is due by the time specified in Blackboard. Any assignment may be submitted any time prior to the due date/time. **When submitting files electronically, start the file with your last name or Team number, e.g.**

Sauser_CaseStudy.pdf

Team_3_FacilityLocation.pdf

A 50% penalty will be assessed for submissions within 24 hours after the assignment is due (one day late). A 100% penalty will be assessed for submissions more than 24 hours after the assignment is due. Correct spelling, grammar, and punctuation are expected and will be considered in the grading of all assignments. The overall appearance and professionalism of the submission will also be considered in the grade.

C. Extra Credit

There will be no extra credit in this class. Students will not be allowed to resubmit assignments.

D. Grading Appeals, Withdrawals and Incompletes

If you disagree with how any assignment was graded, **you must submit a written appeal by email or letter before the start of the next class period.** The email or letter must clearly state the rationale for the appeal and provide evidence to support your position. For example, you may cite text references, PowerPoint slides, or outside readings to support your position—**these must be clearly referenced by title and page number.** The rationale should be objective in nature and should not include subjective opinions. **Appeals that do not provide supporting rationale and specific reference(s) to course materials will be returned without consideration.**

Please refer to the UNT Catalog for policies governing Withdrawals and Incompletes. If you have any questions, please contact me for clarification. Please note: UNT only allows the use of incomplete for extraordinary circumstances. An incomplete grade will not be used simply to provide more time to complete the course requirements.

V. Course Schedule

Below is a proposed schedule, but this schedule will adjust to accommodate class progress, more in-depth discussion where warranted, or to take advantage of guest speakers or tours if the opportunity should arise. Ultimately, we need to optimize your learning experience via a dynamic and agile learning experience.

<i>Week of</i>	<i>Lecture Topic</i>	<i>Homework</i>	<i>In-Class Assignment</i>
<i>Jan 16</i>	Course Introduction	Read article for Critical Thinking Assignment	
<i>Jan 23</i>	Critical Thinking	Critical Thinking (Individual)	Critical Thinking (Individual)
<i>Jan 30</i>	NT Logistic Case Competition Introduction	Review Project Charter Assignment	
<i>Feb 6</i>	Project Management and Planning	Project Charter	
<i>Feb 13</i>	Interview Skills/Personal Brand		
<i>Feb 20</i>	Q&A with Lynn Gravley, NT Logistics President		
<i>Feb 27</i>	Facility Location and Design		Facility Location and Design (Group)
<i>Mar 5</i>	Designing the Supply Chain Network		Supply Chain Network Design (Group)
<i>Mar 12</i>	SPRING BREAK		
<i>Mar 19</i>	Decision Making/Data Analytics		Visualizing Data (Group)
<i>Mar 26</i>	Project Review		
<i>Apr 2</i>	Project Review		
<i>Apr 9</i>	Presentation Skills		
<i>Apr 16</i>	<i>Project Triage Review</i>	Triage Presentation/Report	
<i>Apr 23</i>	NO CLASS		
<i>May 7</i>	<i>Project Presentations</i>		

VI. Policies

A. Academic Integrity

Cheating, plagiarism, or other inappropriate assistance on examinations, abstracts, or cases will be treated with **zero tolerance** and will result in a grade of “F” for the course. Any work should be solely your effort with ABSOLUTELY NO outside help or assistance. Students must be familiar with and adhere to the University’s Academic Integrity policies. A dedicated website for this information can be found at: <http://vpaa.unt.edu/academic-integrity.htm>

To steal and pass off (the ideas or words of another) as one's own is plagiarism. If you quote or reference other’s material, you must cite your sources. Cutting and pasting from other sources, even if properly footnoted does not meet the criterion of submitting your own work and will

result in a failing grade for the course. The examination instructions are very clear regarding what materials may be used on the exam. If you “preprogram” your calculator, use any materials other than those permitted on the exam, talk with other individuals during the exam, exchange information about an exam with an individual that has not taken the exam, or copy or use material from another individual’s exam, you will receive a failing grade for the course. According to University policy, if you become aware of any misconduct related to academic integrity, you should inform me or another proper authority such as the Department Chair or Associate Dean.

B. Cell Phones and Other Electronic Devices

All cellular or digital phones, pagers, and laptops are to be turned off during class. **Failure to comply with this request will result in a letter grade deduction to the final grade if repeated.** Laptop usage to investigate additional information during class will be encouraged at the discretion of the instructor.

C. Americans with Disabilities Act

The College of Business Administration complies with the Americans with Disabilities Act in making reasonable accommodations for qualified students with a disability. If you have an established disability as defined in the Act and would like to request accommodation, please see me as soon as possible. I can be contacted at the location and phone number shown in this syllabus. Please note: University policy requires that students notify their instructor within the first week of class when an accommodation will be needed. Please do not hesitate to contact me now or in the future if you have any questions or if I can be of assistance.

D. Changes in Course

The schedule, policies, and assignments contained in this course syllabus are subject to change in the event of extenuating circumstances, class progress, or by mutual agreement between the instructor and the students. All changes will be announced in class prior to the change with a posted change to the syllabus placed on Blackboard.