



# LSCM 3960:

## LOGISTICS & SUPPLY CHAIN MANAGEMENT

Spring 2015

Mr. José A. Grimaldo, Jr.

Tuesday evenings

6:00PM - 8:50 PM

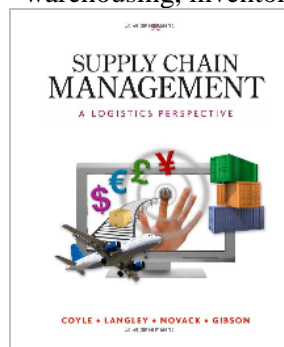
CHEC 102



**Office:** 336E BLB (UNT)  
**Phone:** Office: (940) 369-5012  
**Office Hours:** By appointment 24 hours in advance  
**Contact:** via email Jose.Grimaldo@unt.edu

### COURSE DESCRIPTION:

Analysis and design of domestic and international logistics systems. Topics include transportation, warehousing, inventory control, materials handling and packaging, and plant and warehouse locations within and between firms. *Emphasis on concepts and practices that provide firms with global competitive advantage.*



### COURSE MATERIALS:

*Text:* John J. Coyle, C. John Langley, Brian Gibson, Robert A. Novack, and Edward J. Bardi, Supply Chain Management: A Logistics Perspective. 9th Edition: Thomson Southwestern, ISBN-10: 0538479183; ISBN-13: 978-0538479189. NOTE: While there is an international edition available, be aware the order of the chapters as well as some of the content differs. If you choose to use the international version, you are responsible for identifying the differences and studying accordingly.

*Lectures:* To successfully complete the course you must master two sources of information. First, is the textbook. Almost 95% of exam questions are drawn directly from the text. Read it carefully and completely. Second, the lectures. History has shown a clear relationship between your final grade and classroom attendance. Outlines of the lecture Power Points will be posted on Learn! to assist your effort in taking notes during the lecture. Copies of the complete lectures will not be provided...come to class!

### GRADING:

Resume	50 points
Professional Speakers	150 points
On-line Quizzes (10)	200 points
Inventory (Exam) #1	200 points
Inventory (Exam) #2	200 points
Inventory (Exam) #3	200 points
<b>TOTAL</b>	<b>1,000 points</b>

### RESUME (50 points = 5% Final Grade):

Time to start thinking about graduation! Got your resume ready? You should! Assume you attend a Council of Supply Chain Management Professionals meeting Tuesday evening and chat with a vice president with a 3PL. "Looking for an exceptional UNT graduate highly capable to do great things for your company?" you ask. She replies, "Send me your resume to me using Learn! by Noon Thursday."

**Your assignment:** Electronically send Mr. Grimaldo your resume via Learn! email no later than **5:00 on Friday, February 6, 2015**. To receive full points name your resume file using your last name and the term you will graduate. For example, "Grimaldo\_Spring\_2015.DOC." Failure to properly name your file will result in a 50% penalty. The logistics faculty may use this version of your resume to send to companies that contact us throughout the semester so make sure it is your very best, no excuses. No updates after the deadline will be accepted. There is a 100% penalty for late submissions. Students adding the course will have 48 hours to make-up this exercise from the time they add the course. In addition, to receive submission points you must have submitted a '**Resume Posting Authorization**' via the Learn! assessments feature prior to the resume submission deadline. Within the assessment you may request your resume **NOT** be distributed to potential employees.

### Professional Speakers (150 points= 15% Final Grade):

The UNT Professional Program in Logistics is very proud of its close relationship with industry and our emphasis on professionalism. This semester the Logistics Executive Lecture Series are planned for Friday Noon to 1 PM sessions allowing students to meet and actively interchange with logistics executives. You may earn up to 150 points by attending some of these events. To receive 75 points credit you must A) RSVP in advance at <http://www.cob.unt.edu/logisticscenter/students/lectureseries/speakers.php>, B) sign the attendance sheet when you attend. I will follow-up with you for discussion.

Attendance at the same event to fulfill a requirement for another course will not be counted. You will not receive credit if you have not RSVP'd. If you RSVP and fail to attend 40 points will be deducted from your grade. You can make up these points by attending another presentation. No more than 150 points may be earned for this element of the course.

If you cannot attend these events due to work or class schedule conflicts, you may find an alternative such as an evening professional meeting. My goal is that you are able to interact with a corporate executive. Attendance of a career fair or attendance of a student interest group (such as AMA, LOGSA, or SAA) will not count as a substitute unless a c-level executive is speaking and the presentation has been approved in advance. Any alternative must be approved by Mr. Grimaldo prior to attending the event and you will be asked to provide the c-level executive's business card as proof that you interacted with the executive (I will follow-up with them). The Learn! grade book will reflect your participation as soon as the signature sheets are received.

### On-Line Quizzes (200 points= 20.0% Final Grade):

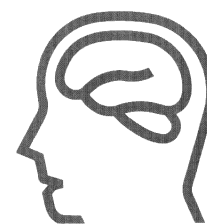
The course consists of a combination of reading and lecture. Lectures will cover most, if not all, of the reading material, lectures are intended to go beyond the basic concepts to further your understanding. Learning is enhanced if the student has read the text material prior to the lecture. Coming to the lecture without previously reading the text will hinder your understanding. To encourage students to read the material prior to the lecture, students must complete an on-line quiz in Learn! within 12 hours of the start of the lecture. Access to the quiz will end 1 hour prior to the start of class.

Each quiz will randomly draw from the textbook test bank and will vary in length. Typically one question will be asked for every 3 to 5 pages of reading. [Note: The reading for the course averages 6.2 pages per day.] To avoid making this a library look-up quiz, each quiz will be timed based on 1 minute per multiple choice question and 3 minutes per question requiring calculations. History has shown that this is enough time to physically look up about 40%-50% of the answers in the text, thus forcing you to actually read the text! Running out of time during the quiz is a clear indication that you have not prepared sufficiently prior to taking the quiz.

Examinations 600 points= 60.0% Final Grade):

Most examinations tend to be one-time exercises in memorization and regurgitation which defeats the purpose of a college education. Class sessions should be an exchange of information to facilitate understanding of logistics concepts. Three times during the term an exam will be taken to check for understanding and retention of information. The exam may be multiple choice, quantitative problems, but no essay questions. Exams require the student to pull together key logistics concepts to devise an answer and are intended to test understanding, not memorization skills. There will not be a cumulative Final Exams.

Exam feedback will take place during the class session immediately following the exam.



STUDENT INSTRUCTORS (SI): (may not apply here at CHEC)

For large sections, student instructors (SI) may be hired (paid for by your student fees) and managed outside of this course through the student counseling center. These SIs are students who have performed well in this course in an earlier semester. A few rules of engagement to consider:

- It is not the role of the SI to study for you. They DO attend the lectures and can recommend what they think are the important items...perhaps correctly, or incorrectly.
- The SI does not meet with the professor at any time during the semester to prepare a review sheet for the exams or provide a copy of the review sheet that they have prepared to the faculty prior to the exam.
- The SI does not have access to the exams.
- Each section utilizes the same text and usually follows the material in the same order but each section has its own unique examinations. If you use an SI from another section it should not be a problem but do so at your own risk. Caveat emptor!
- Tutor hours will vary. Take advantage of them. Earlier is better. Historically, students who attend between 1 and 4 SI sessions have performed 26.1% better in the course.
- Please respect the fact that the SI is also taking a full load of courses and have to manage their coursework time as well. If you wait until the last minute they may not be available.
- "Issues" regarding the SI, their work schedule and performance measures are handled through the Learning Center. Contact them.

"Distractions" GUIDELINE:

Preferably content-related questions are asked in class for the benefit of the entire class. Individual issues should be discussed during office hours. Immediately after each lecture is completed some students try to discuss issues with Mr. Grimaldo. Between handing back graded assignments, shutting down the front of the classroom, and trying to pay close attention to your needs there is a lot going on. Even worse, when Mr. Grimaldo walks out of the classroom he tends to get distracted. Please make it a practice to follow-up any discussions with an email so anything discussed is agreed upon and documented. All emails are retained until the end of the course.

OFFICE HOURS:

When you need one-on-one assistance, please take advantage of the SAA, SI, or schedule an appointment for my posted office hours. Problems, or potential problems, should be addressed before they become major problems. When I am in the office I am logged on to my e-mail. I accept telephone calls but give first priority to students with appointments and second priority to e-mail inquiries.

NO OPPORTUNITIES FOR EXTRA CREDIT:

No extra credit will be available ...let me think this one over.

### CHALLENGE POLICY:

You have until the start of the next class to submit a written request for a regrade (known as a "challenge") after an exam or assignment has been returned to the class. To earn additional points, you must be able to convince me, in writing, that your answer is correct.

### A WORD ON ACADEMIC MISCONDUCT:

Each student should be aware of the guidelines for academic honesty as outlined in the UNT Student Guidebook. Dishonesty, including, but not limited to, cheating on tests and plagiarism for submissions in class, is taken seriously and will be investigated. The minimum penalty is an "F" in the course and referral to the Dean of Students for disciplinary action which may include expulsion from the University. For additional information about the University Integrity policy go to <http://vpaa.unt.edu/academic-integrity.htm>

### FINAL GRADE APPEALS, CHANGES, AWARDING AND REMOVAL OF AN 'I':

This instructor strictly follows the guidelines set forth in the current Undergraduate Catalog for grade appeals, changes, and the awarding and removal of an 'Incomplete.' Please check the latest Catalog for details and procedures.

### AMERICANS WITH DISABILITIES ACT:

The College of Business Administration and the Collin Higher Education Center complies with the Americans with Disabilities Act in making reasonable accommodation for qualified students with a disability. If you have an established disability, as defined in the Americans with Disabilities Act and would like to request accommodation, please see Mr. Grimaldo as soon as possible.

### CLASSROOM ETIQUETTE

To promote your plunge into business professionalism there are two simple classroom etiquette requirements:

- 1) **No cell phones or cameras.** Please turn your cell phone off. Ringing cell phones (as well as twittering) are a distraction to the class and an insult implying that you are more important than anyone around you. Any ringing or twittering cell phones will be confiscated and returned to the owner at the final exam. Use of cell phones during the lecture or an exam may result in confiscation. Similarly, use of cameras in the classroom are distracting and prohibited.
- 2) **Use of computers ARE allowed** during the lectures but users must sit in the first two rows of the classroom.
- 3) **Business professionals do not wear hats indoors.** Please no headgear in the classroom. Violators may be asked to leave.
- 4) Please do not come to class late or depart early unless you have an emergency. It is discourteous and an interruption to the class.

### FINAL GRADES

Once grades are finalized they will be recorded in Blackboard Learn. (See *Making the Grade* attached at the end of this syllabus)

# LSCM 3960 Spring 2015

## KEY ACTIVITIES AND DATES

**This schedule may be revised to accommodate class progress, more in-depth focus or discussion where warranted, or to take advantage of guest speakers if the opportunity arises. We will attempt to stay as close to this schedule as possible.**

DATE	TOPIC
Tuesday January 20	Course Overview
Tuesday January 27	SCM: An Overview - Chapter 1 pre-class quiz
Tuesday February 3	Role of Logistics in the Supply Chain - Chapter 2 pre-class quiz
Friday February 6	<b>Resume DUE TODAY NO LATER THAN 5:00PM CST</b>
Tuesday February 10	Global Dimensions of the Supply Chain - Chapter 3 pre-class quiz
Tuesday February 17	Performance Measurement - Chapter 5 pre-class quiz
<b>Tuesday February 24</b>	<b>Exam #1 – Chapters 1, 2, 3, and 5</b>
Tuesday March 3	Supply Chain Technology - Chapter 6 pre-class quiz
Tuesday March 10	No Class (Spring Break]
Tuesday March 17	Demand Management - Chapter 7 pre-class quiz
Tuesday March 24	Order Management and Customer Service - Chapter 8 pre-class quiz
Tuesday March 31	Managing Inventory /Inventory Decision making - Chapter 9 pre-class quiz
<b>Wednesday April 7</b>	<b>Exam #2 – Chapters 6, 7, 8, and 9</b>
Tuesday April 14	Transportation - Chapter 10 pre-class quiz
Tuesday April 21	Distribution - Chapter 11 pre-class quiz
Tuesday April 28	Sourcing Materials and Services - Chapter 13 pre-class quiz
Tuesday May 5	Operations - Chapter 14 pre-class quiz Last Day of Classes Final Exam Q & A
Friday May 8	Reading Day - No Classes
<b>Tuesday May 12</b>	<b>Exam #3/Final Exam – Chapters 10, 11, 13 and 14 6:00 PM</b>

# MY TURN: MAKING THE GRADE

BY KURT WIESENFELD

*Newsweek, June 17, 1996, p. 16*

**I**t was a rookie error. After 10 years I should have known better, but I went to my office the day after final grades were posted. There was a tentative knock on the door. "Professor Wiesenfeld? I took your Physics 2121 class? I flunked it? I wonder if there's anything I can do to improve my grade?" I thought: "Why are you asking me? Isn't it too late to worry about it? Do you dislike making declarative statements?"

After the student gave his tale of woe and left, the phone rang. "I got a D in your class. Is there any way you can change it to 'Incomplete'?" Then the e-mail assault began: "I'm shy about coming in to talk to you, but I'm not shy about asking for a better grade. Anyway, it's worth a try." The next day I had three phone messages from students asking me to call them. I didn't.

Time was, when you received a grade, that was it. You might groan and moan, but you accepted it as the outcome of your efforts or lack thereof (and, yes, sometimes a tough grader). In the last few years, however, some students have developed a disgruntled consumer approach. If they don't like their grade, they go to the "return" counter to trade it in for something better.

What alarms me is their indifference toward grades as an indication of personal effort and performance. Many, when pressed about why they think they deserve a better grade, admit they don't deserve one but would like one anyway. Having been raised on gold stars for effort and smiley faces for self-esteem, they've learned that they can get by without hard work and real talent if they can talk the professor into giving them a break. This attitude is beyond cynicism. There's a weird innocence to the assumption that one expects (even deserves) a better grade simply by begging for it. With that outlook, I guess I shouldn't be as flabbergasted as I was that 12 students asked me to change their grades after final grades were posted.

Many students wheedle for a degree as if it were a freebie T shirt

That's 10 percent of my class who let three months of midterms, quizzes and lab reports slide until long past remedy. My graduate student calls it hyperrational thinking: if effort and intelligence don't matter, why should deadlines? What matters is getting a better grade through an unearned bonus, the academic equivalent of a freebie T shirt or toaster giveaway. Rewards are disconnected from the quality of one's work. An act and its consequences are unrelated, random events.

Their arguments for wheedling better grades often ignore academic performance. Perhaps they feel it's not relevant. "If my grade isn't raised to a D I'll lose my scholarship." "If you don't give me a C, I'll flunk out." One sincerely overwrought student pleaded, "If I don't pass, my life is over." This is tough stuff to deal with. Apparently, I'm responsible for someone's losing a scholarship, flunking out or deciding whether life has meaning. Perhaps these students see me as a commodities broker with something they want -- a grade. Though intrinsically worthless, grades, if properly manipulated, can be traded for what has value: a degree, which means a job, which means money. The one thing college actually offers -- a chance to learn -- is considered irrelevant, even less than worthless, because of the long hours and hard work required.

In a society saturated with surface values, love of knowledge for its own sake does sound eccentric. The benefits of fame and wealth are more obvious. So is it right to blame students for reflecting the superficial values saturating our society?

Yes, of course it's right. These guys had better take themselves seriously now, because our country will be forced to take them seriously later, when the stakes are much higher. They must recognize that their attitude is not only self-destructive but socially destructive. The erosion of quality control--giving appropriate grades for actual accomplishments--is a major concern in my department. One colleague noted that a physics major could obtain a degree without ever answering a written exam question completely. How? By pulling in enough partial credit and extra credit. And by getting breaks on grades.

But what happens once she or he graduates and gets a job? That's when the misfortunes of eroding academic standards multiply. We lament that schoolchildren get "kicked upstairs" until they graduate from high school despite being illiterate and mathematically inept, but we seem unconcerned with college graduates whose less blatant deficiencies are far more harmful if their accreditation exceeds their qualifications.

Most of my students are science and engineering majors. If they're good at getting partial credit but not at getting the answer right, then the new bridge breaks or the new drug doesn't work. One finds examples here in Atlanta. Last year a light tower in the Olympic Stadium collapsed, killing a worker. It collapsed because an engineer miscalculated how much weight it could hold. A new 12-story dormitory could develop dangerous cracks due to a foundation that's uneven by more than six inches. The error resulted from incorrect data being fed into a computer. I drive past that dorm daily on my way to work, wondering if a foundation crushed under kilotons of weight is repairable or if this structure will have to be demolished. Two 10,000-pound steel beams at the new natatorium collapsed in March, crashing into the student athletic complex. (Should we give partial credit since no one was hurt?) Those are real-world consequences of errors and lack of expertise.

But the lesson is lost on the grade-grouching 10 percent. Say that you won't (not can't, but won't) change the grade they deserve to what they want, and they're frequently bewildered or angry. They don't think it's fair that they're judged according to their performance, not their desires or "potential." They don't think it's fair that they should jeopardize their scholarships or be in danger of flunking out simply because they could not or did not do their work. But it's more than fair; it's necessary to help preserve a minimum standard of quality that our society needs to maintain safety and integrity. I don't know if the 13th-hour students will learn that lesson, but I've learned mine. From now on, after final grades are posted, I'll lie low until the next quarter starts.

# Calculating Your Starting Salary

(Note: This analysis was originally conducted in 2004; the Spring 2012 mean accepted base salary for logistics majors is \$47,733)

“You have brains in your head. You have feet in your shoes. You can steer yourself in any direction you choose.

You’re on your own. And you know what you know. You are the one who’ll decide where to go.”

~Dr. Seuss

Use the following to estimate your starting salary in Logistics

<b>\$ 47,733</b>			<b>Beginning Base</b>
<b>+</b>			
<input type="text"/>			<b>Grade Point Average</b>
	<b>(\$1,760)</b>	<b>-3.7%</b>	2.5 to 3.0
			3.0 to 3.5
	<b>\$1,173</b>	<b>+2.5%</b>	3.5 to 4.0
<input type="text"/>			<b>Age (at graduation)</b>
	<b>(\$1,031)</b>	<b>-2.2%</b>	22-24
			25-27
	<b>(\$ 355)</b>	<b>-0.7%</b>	28+
<input type="text"/>			<b>Extracurricular Activities</b>
	<b>(\$2,075)</b>	<b>-4.3%</b>	None or minimal
			Average involvement – Participant role
	<b>\$1,310</b>	<b>2.7%</b>	Active – Leadership role
<input type="text"/>			<b>Internship/Relevant Work Experience</b>
	<b>(\$3,401)</b>	<b>-7.1%</b>	Poor
			Average
	<b>\$2,684</b>	<b>5.6%</b>	Good
<input type="text"/>			<b>Resume</b>
	<b>(\$1,802)</b>	<b>-3.8%</b>	“C” Classification
			“B” Classification
	<b>\$1,464</b>	<b>3.1%</b>	“A” Classification
<input type="text"/>			<b>Job Search</b>
	<b>(\$1,483)</b>	<b>-3.1%</b>	Look After Graduation
			Commit Before Graduation - 1 offer
	<b>\$5,278</b>	<b>11.1%</b>	Dedicated – 3 or more offers
<input type="text"/>			<b>TOTAL</b>

It is estimated the calculated result will fall within +/- 4.9 % of the actual salary (margin of error). In addition to completing your degree in a program which is industry-centric and globally ranked, you can further influence your starting salary by up to \$11,909 by focusing on key areas. A 27 year-old 3.9 GPA student, taking an active leadership role in extracurricular activities, with a good internship, ‘A’ classification resume, and a dedicated job search before graduation is more attractive and could add \$11,909 to her starting salary of between \$56,720 and \$62,564. Worth it? Over a 40 year career, averaging only a 3% pay increase per year, this adds over \$886,000 to your career earnings.

The largest payback comes to those students who make a concerted effort to seek and interview into a good internship and put forth a dedicated effort seeking career employment interviewing with many companies before graduation.

One thing we do know, the sooner you start building a strong resume, the greater the payback.