



LSCM 3960:

LOGISTICS & SUPPLY CHAIN MANAGEMENT

Summer 5W1 2015

Mr. José A. Grimaldo, Jr.

Tuesday-Thursday nights

6:00PM - 9:50 PM

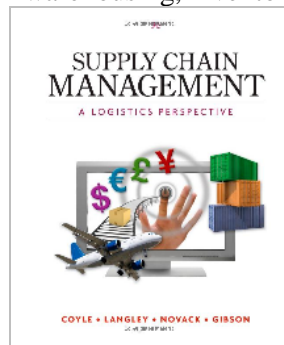
BLB 055



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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. **YOU MUST KEEP UP WITH READING.** Second, the lectures. History has shown a clear relationship between your final grade and classroom attendance. This class uses the “interactive approach” and you will be called upon in class. Outlines of the lecture Power Points will be posted on Blackboard Learn! to assist your effort in taking notes during the lecture. Copies of the complete lectures will not be provided...come to class!

GRADING:

Attendance(mandatory)	200 points
On-line Quizzes (5)	200 points
Inventory (Exam) #1	200 points
Inventory (Exam) #2	200 points
Inventory (Exam) #3	200 points
TOTAL	1,000 points

Attendance (Mandatory) (200 points = 20% Final Grade):

This is an accelerated class. Attendance is Mandatory. Seating will be assigned. Everyone will start with 200 points. Each time you miss class you will be docked **20 points**. You will not be able to make-up the time. If you have to miss for a medical emergency I will follow UNT policy and request you present a note from a doctor. You will still be responsible for the course work.

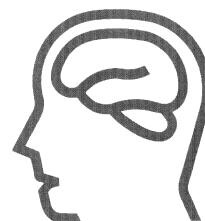
On-Line Quizzes (200 points= 20.0% Final Grade):

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 Blackboard 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 will be multiple choice, true/false, 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.



"Distractions" GUIDELINE:

Preferably content-related questions are asked in class for the benefit of the entire class. Individual issues should be discussed in my office at the time you schedule an appointment. Immediately after each lecture is completed some students try to discuss issues with Mr. Grimaldo. This course is scheduled to end late in the evening. Everyone is ready to head home. Between 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:

Please schedule an appointment if you need to see me outside of class. 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 unless...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 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

It is the practice of Mr. Grimaldo to send a confirmatory Learn! email identifying your final grade and post grading graphics on Learn!. (See *Making the Grade* attached at the end of this syllabus)

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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
Week 1	Tuesday June 9	Course Overview SCM: An Overview - Chapter 1, Role of Logistics in the Supply Chain - Chapter 2 Global Dimensions of the Supply Chain - Chapter 3
	Wednesday June 10	Pre-class quiz On-line
	Thursday June 11	Global Dimensions of the Supply Chain - Chapter 3 Supply Chain Relationships - Chapter 4 Performance Measurement - Chapter 5
Week 2	Tuesday June 16	Exam #1 – Chapters 1, 2, 3, 4, and 5
	Wednesday June 17	Pre-class quiz On-line
	Thursday June 18	Supply Chain Technology - Chapter 6 Demand Management - Chapter 7
Week 3	Monday June 22	Pre-class quiz On-line
	Tuesday June 23	Order Management and Customer Service - Chapter 8 Managing Inventory /Inventory Decision making - Chapter 9
	Wednesday June 24	Pre-class quiz On-line
	Thursday June 25	Managing Inventory /Inventory Decision making - Chapter 9 Transportation - Chapter 10
Week 4	Tuesday June 30	Exam #2 – Chapters 6, 7, 8, and 9, 10
	Wednesday July 1	Pre-class quiz On-line
	Thursday July 2	Distribution - Chapter 11 Sourcing Materials and Services - Chapter 13, Operations - Chapter 14
Week 5	Monday July 6	Pre-class quiz On-line
	Tuesday July 7	Operations - Chapter 14 Supply Chain Sustainability - Chapter 15 Strategic Challenges and Change for Supply Chains - Chapter 16
	Thursday July 9	Exam #3/Final Exam – Chapters 11, 13, 14, 15, 16

MY TURN: MAKING THE GRADE

BY KURT WIESENFELD

Newsweek, June 17, 1996, p. 16

It 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-grousing 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

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

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.