BUSML 5389 LOGISTICS DECISION-MAKING

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Steve DeNunzio</th>
<th>Office:</th>
<th>Fisher Hall Room 532</th>
</tr>
</thead>
<tbody>
<tr>
<td>Email:</td>
<td><a href="mailto:denunzio.4@osu.edu">denunzio.4@osu.edu</a></td>
<td>Office Phone:</td>
<td>(614) 769-3155</td>
</tr>
<tr>
<td>Class Room:</td>
<td>Schoenbaum 315</td>
<td>Meeting Days:</td>
<td>Mon/Wed/Fri</td>
</tr>
<tr>
<td>Meeting Time:</td>
<td>12:40 – 1:35 PM</td>
<td>Office Hours:</td>
<td>Thursdays 1-4, By Appt.</td>
</tr>
</tbody>
</table>

Course Description & Goal

The primary objective of Logistics Decision-Making is to consolidate and expand on students’ previous coursework to understand how to develop, implement, and evaluate the logistics & supply chain decision-making process in a corporate setting. This course strongly emphasizes the use of critical thinking skills necessary for decision-making by employing individual and team based business case analysis method, as well a required course project which focuses on how actual industry practitioners use the decision process to accomplish corporate objectives. A secondary objective of the course is to introduce students to leading supply chain management theory used in the corporate environment which impact local and global market levels. Students completing the course will gain the skills necessary to analyze and address logistics and supply chain challenges and opportunities using the principles and theories discussed in this course, previous classes, as well as professional experience.

Required Textbook

There is a required textbook for this course. It is available in multiple formats, from sources including those listed below.


OSU Bookstore

http://ohiostate.bncollege.com

Amazon (also available for the Kindle)

http://www.amazon.com/Reinventing-Supply-Chain-Life-Cycle/dp/0132963876/ref=sr_1_1?ie=UTF8&qid=1438007023&sr=8-1&keywords=schniederjans+supply+chain

Publisher (also available as eBook)

Required Course Case Packet

A course case packet will be used for the course project and in-class discussion, and can be purchased by visiting the Harvard Business Publishing (HBP) course link:

https://cb.hbsp.harvard.edu/cbmp/access/38068726

In order to purchase the packet, you will need to register as a student in BUSML 5389 on the site first. After registering, you will have the option to receive the cases in either digital or printed format.

Assignment Dues Dates

Assignments will be counted for full credit when they are submitted on their assigned due dates not later than 9:00 AM unless noted otherwise. Any assignment submitted 12 hours after the due date deadline of 9:00 AM will be assessed a 50% point deduction from the assignment’s total possible points. **Assignments submitted exceeding 12 hours from the due date deadline will not be counted for credit towards the class total.** Exemptions to this policy will be provided in the event of extraordinary circumstances; however this does not include minor illnesses, schedule conflicts between school and work, tardiness, travel plans, or unscheduled vacations. If you feel there is a need to request exemption from this policy, please notify me via email **at least 12 hours** prior to the due date of the assignment.
Grading Criteria (Total Course Points)

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Point Percentage</th>
<th>Due Date</th>
<th>Comments</th>
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<tbody>
<tr>
<td>Case Analysis Presentation</td>
<td>100</td>
<td>14</td>
<td>Varies by Team</td>
<td>NA</td>
</tr>
<tr>
<td>Case Analysis Write-Up</td>
<td>150</td>
<td>22</td>
<td>Varies by Team</td>
<td>NA</td>
</tr>
<tr>
<td>Final Exam</td>
<td>100</td>
<td>14</td>
<td>12/17/15</td>
<td>50 Multi-Choice</td>
</tr>
<tr>
<td>Guest Speaker</td>
<td>60</td>
<td>9</td>
<td>Varies</td>
<td>15 pts. per speaker</td>
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<tr>
<td>Midterm Exam</td>
<td>100</td>
<td>14</td>
<td>10/23/15</td>
<td>50 Multi-Choice</td>
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<tr>
<td>Participation</td>
<td>50</td>
<td>7.5</td>
<td>Ongoing</td>
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<tr>
<td>Peer Assessment</td>
<td>50</td>
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<tr>
<td>Reading Quizzes</td>
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<td>12</td>
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<td>20 pts. per quiz</td>
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<tr>
<td>Total Points</td>
<td>690</td>
<td>100</td>
<td></td>
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Grading Range: Course Points & Letter Grade Equivalent

<table>
<thead>
<tr>
<th>Point Total Range</th>
<th>Letter Grade</th>
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<tbody>
<tr>
<td>642-690</td>
<td>A</td>
</tr>
<tr>
<td>621-641</td>
<td>A-</td>
</tr>
<tr>
<td>600-620</td>
<td>B+</td>
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<tr>
<td>573-599</td>
<td>B</td>
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<td>552-572</td>
<td>B-</td>
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<tr>
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<td>C+</td>
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<td>C-</td>
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<tr>
<td>462-482</td>
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</tr>
<tr>
<td>414-461</td>
<td>D</td>
</tr>
<tr>
<td>0-413</td>
<td>E</td>
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</tbody>
</table>


This course is graded using the OSU Standard Grading Scheme. The grading scale is guaranteed. You will receive no less than the letter grade listed within the appropriate class point total ranges.

Your final grade in the course will take into account your performance on all components of the course as outlined in this syllabus, and I will take into account your overall performance in the class. Please do not petition for a grade adjustment at the end of the course. There is no substitute for working hard all semester!
Course Assignments

Case Analysis (General Information): During the semester, students will be broken into project teams to analyze 1 of the 12 Harvard Business Publishing (HBP) selected for the course which cover key industry issues in logistics and supply chain management. Each case addresses current industry topics and/or trends which impact logistics/supply chain decision making at the operational (day-to-day, weekly, monthly, etc.) and strategic (greater than 1 year) levels related to customer and supplier markets, logistics and supply chain network design, product placement, and many other domestic and global challenges. Each case will allow the exploration and resolution, in the classroom environment, of these issues with a specific focus on the impacts they have on corporate goals in the area of; customer satisfaction, multichannel distribution operations, product recall, profitability, reverse logistics, supplier relationships, and sustainability.

Students will self-select teams of 4 members by 9/2 as well as randomly choosing one of the course cases which are located on the HBP website for analysis and presentation to the class. When providing the analysis, each team will present to the class and instructor their solution which answers the case questions, provided by the instructor. Student teams will need to ensure that their question response (both PowerPoint and written) includes a primary, secondary, and status quo response as well as risk analysis of each question response. Following the team’s presentation, the class and instructor will have the opportunity to ask questions related to the presentation to provide further clarity or discuss how of other ideas, opinions, theories, trends, etc. may affect the topic presented.

Case Analysis (Team Presentation): The student team will present to the class a 20-25 minute in-class presentation outlining their analysis. Teams will present to the class the summary of their case analysis developed during the team write-up portion of this assignment. Any data (e.g. academic articles, case, industry journals, periodicals, videos, or other sources of information) relevant to the team’s response needs to be included in the presentation. All data (including the case) used in the presentation will be cited on slides as well as providing a detailed reference list at the end using American Psychological Association (APA) format. The student team will submit a soft copy of their case presentation to their Carmen Dropbox by 9:00 AM the day prior to their presentation.
The expected deliverable for this assignment is an electronic (soft) copy of the team’s presentation in Microsoft PowerPoint format. The team’s presentation will account for a total of 100 points towards the final grade.

**Case Analysis (Team Write-Up):** to prepare for the case analysis presentation to the class, student teams will develop a written analysis of their selected case which answers the case questions provided by the instructor. **Student teams will submit an (electronic) soft copy of their case write-up to their Carmen Dropbox by 9:00 AM the day prior to their presentation date.** The expected deliverable is **not to exceed 6** letter-sized (8 ½” x 11”), 1.5 line spacing, type-written pages using 10-12 point Arial, Calibri, Times New Roman, Verdana, or similar font. Page limit does not include the coversheet or appendices/attachments used in the write-up. All team write-ups will need to cite sources (including the case) used to generate the response as well as providing a detailed reference list at the end using American Psychological Association (APA) format. These should be included as endnotes in a reference page. Be sure to adhere to the page number limitation, to ensure that your write-up focuses on your team’s responses on the relevant facts and issues judged to be the most important, as opposed reiterating the facts of the case. **Do not simply repeat the case facts as your team’s solution; this will result in a 0 for the assignment.** The case write-up will account for a total of 150 points towards the final grade.

**Case Analysis (Peer Assessment):** All students will submit an individual evaluation of their team members’ performance on related to the case analysis project. The object of this assignment is to provide me with feedback on how well team members worked together as well as to prepare students for entry into the workplace. Peer assessment is a key component of employee performance and the supply chain industry. Members receiving a consistently low peer assessment may be subject to lowered scores on the case analysis as well as individual participation grades. **Peer assessments are to be completed and submitted to me (either by handing in, or emailing) by 11:59 PM on the team’s case presentation date.** The Peer Assessment form is located on Page 18 of this syllabus. This assignment will account for a total of 50 points towards the final grade.
Midterm Exam: A midterm exam will be given covering Chapters 1-6 of the text during Week 9. This exam will consist of 50 multiple choice questions drawn from the text readings. Questions will contain text material from select chapters which may or may not have been discussed in our class meetings but are important to understanding logistics/supply chain operations. To assist in exam preparation, a pre-exam review/study guide sheet will be distributed to the class at least 1 week prior to the midterm exam date (10/23); this sheet will be posted to Carmen for downloading.

Any student failing to take the midterm exam on the scheduled date will not be able to make-up the exam except for extraordinary situations. Student minor illnesses, schedule conflicts, tardiness, unscheduled vacations do not constitute extraordinary situations to be considered for final exam make-up. If you feel there is a need to take the midterm exam early or immediately following the scheduled date, please notify me via email no later than 10/7 @ 4:00 PM. The midterm exam will account for 100 points towards your final grade.

Final Exam: A final exam will be given covering Chapters 8-13 of the text at the conclusion of the course which consists of 50 multiple choice questions. Questions will be developed from text material which may or may not have been discussed in our class meetings but are important to understanding logistics/supply chain decision making. To assist in student exam preparation, a pre-exam review/study guide sheet will be distributed to the class at least 1 week prior to the final exam date (12/17); this sheet will be posted to Carmen for downloading.

Any student failing to take the final exam on the scheduled date will not be able to make-up the exam except in the event of extraordinary situations. Student minor illnesses, schedule conflicts, tardiness, travel plans, or unscheduled vacations do not constitute extraordinary situations to be considered for final exam make-up. If you feel there is a legitimate need to take the final exam early or immediately following the scheduled date, please notify me via email by 11/23 @ 4:00 PM. The final exam will account for 100 points towards your final grade.
**Guest Speaker Attendance:** Throughout the course, we will have the opportunity to host senior level supply chain managers from leading companies in the Columbus area. They will provide critical insights to the importance of sound decision making strategies used in logistics and supply chain operations to address current or emerging industry trends in business, employment, and technology. The objective of these events is to provide the student with the practitioners’ perspective of decision making within industry that impacts her/his business, customers, and market. Attendance is mandatory for all students at these events as they provide timely and unique industry information. Due to the uniqueness of this assignment, there is no make-up assignment available for students missing a guest speaker. On days we host a guest speaker, a student sign-in sheet will be distributed at the beginning of the class for attendance points. These will be entered into Carmen 24 hours after the event. Guest speaker attendance will account for 60 points towards your final grade.

**Participation:** A student’s active participation is critical to success in class, and is also expected and required in the workplace. Student participation will be based on consistent class attendance, contribution to in-class discussions, and more importantly active, positive interaction with team members to discuss the case analysis project. In addition to classroom performance, a student’s participation score will also be determined by their efforts related to team participation. Any student exhibiting a lack of individual effort on the team case analysis project may have her or his participation score lowered or receive a “0” based on the severity of the issue. Team members wishing to report an individual member’s lack of contribution to the group project will need to inform me not later than one week prior to the presentation as well as providing documentation (i.e. email messages, texts, etc.) supporting the request.

You are also expected to participate in constructive questioning of other teams following their case presentation. As such, the expectation is that you have read their case and prepared to ask meaningful questions demonstrating that you have also read, and understand the case.

Class participation will account for a total of 50 points towards your final grade.
**Reading Quizzes:** To reinforce key course concepts from textbook supporting the goals of the course, students will complete 4 short, in-class quizzes consisting of 10 multiple choice questions based on select chapters (see Course Schedule). Students are required to complete these quizzes without notes, slides, or textbook. Students will have a 15 minute time period at the beginning of the class to complete and submit the quiz.

Students failing to take the quiz during the assigned day or timeframe (beginning of class) will automatically receive a grade of “0”. Students not completing a quiz on the scheduled date/time will not be able to make-up the quiz unless approved by the instructor at least 12 hours prior to the quiz date or in the event of extraordinary situations. Student minor illnesses, schedule conflicts, tardiness, travel arrangements, or unscheduled vacations do not constitute extraordinary situations to be considered for making up the quiz. If you feel there is a need to take a quiz early or immediately following the quiz date, please notify me via email at least 12 hours prior to the quiz date. Quizzes will count for 80 points toward your final grade.

**Course Project (Case Analysis) Instructions**

**Case Analysis (Preparation):** Student teams will select a case on 9/2 for analysis and presentation to the class. Each team will select a case on a random basis on first come-first served during the class on 9/2; I will maintain a listing of all cases selected and its corresponding team. Following case selection team members will need to thoroughly read their case noting the decision to be made or questions to answer at the conclusion of the case. After reading the case, the team should discuss what actions or solutions the company represented in the case should take to regarding the questions to be answered. To prepare the case response, each team will use the below outline:

1. Develop a brief (3-4 sentences) introduction on the case stating company, industry, and issue being reviewed.
2. Create a summary of the issue(s) the firm is facing.
3. Who are the key decision-makers?
4. How do the questions identify the issues and provide a framework their resolution?
5. What are the short- and long-term outcomes of each question response?
6. Are there any other parties (e.g. board members, customers, regulatory bodies, etc.) which need to be included in the question response?

7. Are there any external or internal environmental factors which may play a role in question responses? This may mean the development of a multiple-level response (e.g. company, industry, market, etc.).

8. What logistics and supply chain concepts and/or tools could be helpful to the company in answering the questions? How are they impacted?

9. What are the primary, secondary, and status quo question responses needing to be made? What are the benefits of each? What are the risks associated with each response?

Case Analysis (Write-Up Outline): Once case preparation is complete, teams can start the case analysis (data search, presentation topic, write-up section, etc.) process and by assigning team members to each task to ensure everyone’s participation in the assignment. Following assignment of member tasks, the team will begin the development of its written analysis for the case. The team’s written response will follow the below outline.

**Question and Response**

1. Cover page listing the case name, team members, and date of presentation.

2. General case background which includes: the challenge, issue, opportunity, or trend the company is facing; the decision to be made; the company/decision-maker; and business and economic environment.

3. Restatement of the case question as the paragraph header, followed by the team’s primary response to the question.

4. The primary response will need to specify how it addresses the issue, opportunity, or problem discussed in the case as well as how it was developed by the team. Your team’s response will need to include a benefit/risk analysis and the use (i.e. citation) of specific case-related information or other additional sources of data used to create the team’s response.

5. A discussion of the secondary and status quo response to the question similar to the primary response (see Item #4 above).

6. Reference page listing all sources used to create the team response.
**Course Extra Credit**

You may earn a maximum of 10 extra credit points in the course through one of the activities listed below. These points can be earned singularly or as a combination of attendance of a student organization and article review. **Note:** Attendance at student organizations will be confirmed by the sponsoring organization during last week of regular classes (12/7). All extra credit is due on **12/4 at 5:00 PM.**

**Approved Extra Credit Activities:**

1. **Attend a minimum of two (2) meetings of either a student (BOMS, MBLE Council, OLMA, PSMA, etc.) during the spring semester. Events are listed on the student organizations websites (5 points each meeting).**

2. **Article Review:** Identify 2 professional articles related to supply chain management and provide an individual 1.5 to 2 page summary (deconstruction) for each article (5 points/each). Summaries should include:
   a. Article Citation – author(s), year of publication, article title, journal, volume, number and date.
   b. Target Audience for Article – academician, practitioner, researchers, or students.
   c. Purpose of the Article – change, opportunity, or problem of practice the article identifies.
   d. Article Findings – key findings or process change.

**Academic Integrity**

It is important to your success in the class and university that all individual class assignments, exams, or written papers are to be your own work. Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, the Ohio State University and the Committee on Academic Misconduct (COAM) expects that all students have read and understand the University’s Code of Student Conduct, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University’s Code of Student Conduct and this syllabus may constitute “Academic Misconduct.”
The Ohio State University’s Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: “Any activity that tends to compromise the academic integrity of the University, or subvert the educational process.” Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another, and possession of unauthorized materials during an examination. Ignorance of the University’s Code of Student Conduct is never considered an “excuse” for academic misconduct, so I recommend that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University’s Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course, and suspension or dismissal from the University. If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

1. The Committee on Academic Misconduct web pages
   (http://oaa.osu.edu/coam.html)
2. Ten Suggestions for Preserving Academic Integrity
   (http://oaa.osu.edu/coamtensuggestions.html)
3. Eight Cardinal Rules of Academic Integrity
   (http://www.northwestern.edu/provost/students/integrity/rules.html)

**American with Disabilities Act**

If you have a disability, as defined by the Americans with Disabilities Act (ADA), which requires special classroom/course accommodation or auxiliary aids, please inform me of your needs during the first week of class so that I can take appropriate action. Students requiring special accommodations will need to provide the instructor the proper university documentation regarding her/his disability. For more information on Ohio State University’s policies and procedures concerning student disabilities, please visit the Office of Student Life’s Disability Services website at http://ods.osu.edu.
Use of Electronic Devices

The use of electronic devices (cell phones, digital recorders, laptops, tablet PC, or other similar devices) is permitted during the class discussion. However, if the use of these devices during class periods creates a disorderly or distracting environment taking away from the course content, goals, etc., their use in the class will be discontinued. In this occurs, the devices are to be powered down and stowed during the class period. Failure to comply with this policy request may result in a student’s dismissal from the class and loss of any in-class points (including and not limited to exams, presentations, etc.).

For more information see OSU Code of Student Conduct, § 3335-23-04 Prohibited Conduct Policy, http://trustees.osu.edu/rules/code-of-student-conduct/3335-23-04.html. Additionally, should a student need to electronically record any portion of the discussion, lecture, or presentation you will need to obtain the instructor’s or speaker’s authorization 24 hours prior to the event and use of a recording device.

Syllabus/Course Schedule Disclaimer

The schedule, policies, and assignments contained in this course syllabus or on the course website are subject to change in the event of extenuating circumstances, class progress, or by mutual agreement between the instructor and the students.
Course Milestones (*Dates to Remember*)

- 8/31: Team Formation & Case Selection
- 9/2: Case and Team Selection Due
- 9/9: Guest speaker #1
- 9/14: Reading Quiz #1
- 10/2: Case #1 Presentation & Reading Quiz #2
- 10/5: Case #2 Presentation
- 10/9: Guest Speaker #2
- 10/12: Case #3 Presentation & Reading Quiz #3
- 10/21: Case #4 Presentation
- 10/23: Midterm Exam
- 10/28: Case #5 Presentation
- 11/4: Case #6 Presentation
- 11/6: Guest Speaker #3
- 11/13: Case #7 Presentation & Reading Quiz #4
- 11/20: Case #8 Presentation
- 11/30: Guest Speaker #4
- 12/2: Case #9 Presentation
- 12/4: Case #10 Presentation
- 12/7: Case #11 Presentation
- 12/9: Case #12 Presentation
- 12/17: Final Exam
# Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic/Case</th>
<th>Required Reading</th>
<th>Comments/Supplemental Reading</th>
</tr>
</thead>
</table>
| 1    | 8/26/15| Course Introduction & Syllabus Review (Part 1)                             | • Lee & Wirasinghe               | • See syllabus posted to Carmen.  
• Class overview, structure, and case analysis outline.  
• Select cases and teams.  
• Review SCM article “Putting Structure in Decision-Making” (Lee & Wirasinghe).  
• Review “A Guide to Case Analysis”. |
| 1    | 8/28/15| Course Introduction & Syllabus Review (Part 2); Course Assignments Overview | NA                                | • See syllabus posted to Carmen.  
• Class overview, structure, and case analysis outline. |
<p>| 2    | 8/31/15| Team Formation and Case Selection                                          | NA                                | NA |
| 2    | 9/2/15 | Final Team Formation and Case Selection Due                                | NA                                | NA |
| 2    | 9/4/15 | Developing Supply Chain Strategies                                         | Textbook Chapter 1                | See accompanying articles and slide deck posted to Carmen |
| 3    | 9/7/15 | LABOR DAY – NO CLASS!                                                      | NA                                | NA |
| 3    | 9/9/15 | Guest Speaker #1 – Dan Vanden Brink, Schneider                            | NA                                | See accompanying slide deck posted to Carmen – subject to availability |
| 3    | 9/11/15| In-Class Team Case Work                                                   | NA                                | NA |
| 4    | 9/14/15| Reading Quiz #1 Developing Supply Chain Strategies; Designing Supply Chains| Textbook Chapters 1 &amp; 2          | See accompanying slide deck posted to Carmen |
| 4    | 9/16/15| Designing Supply Chains                                                   | Textbook Chapter 2                | See accompanying articles and slide deck posted to Carmen |
| 4    | 9/18/15| In-Class Team Case Work                                                   | NA                                | NA |
| 5    | 9/21/15| Managing Supply Chains                                                    | Textbook Chapter 4                | See accompanying articles and slide deck posted to Carmen |
| 5    | 9/23/15| Managing Supply Chains; Social, Ethical, &amp; Legal Considerations            | Textbook Chapters 4 &amp; 5           | See accompanying articles and slide deck posted to Carmen |
| 5    | 9/25/15| Social, Ethical, &amp; Legal Considerations; Sustainable Supply Chains        | Textbook Chapters 5 &amp; 6           | See accompanying articles and slide deck posted to Carmen |
| 6    | 9/28/15| Out-of-Class Team Case Work                                               | NA                                | Note – No In-Class Time; Use Your Time Wisely. |
| 6    | 9/30/15| Out-of-Class Team Case Work                                               | NA                                | Note – No In-Class Time; Use Your Time Wisely. |
| 6    | 10/2/15| Reading Quiz #2; Case Presentation #1                                     | NA                                | NA |
| 7    | 10/5/15| Case Presentation #2                                                      | NA                                | NA |
| 7    | 10/7/15| Aligning Supply Chains                                                    | Textbook Chapter 7                | See accompanying articles and slide deck posted to Carmen |
| 7    | 10/9/15| Guest speaker #2: TBA                                                     | NA                                | See accompanying slide deck posted to Carmen – subject to availability |</p>
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<th>Week</th>
<th>Date</th>
<th>Activity/Assignment</th>
<th>Textbook Chapter(s)</th>
<th>Additional Information</th>
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<td>8</td>
<td>10/12/15</td>
<td>Reading Quiz #3; Case Presentation</td>
<td>NA</td>
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<td>8</td>
<td>10/14/15</td>
<td>Aligning Supply Chains</td>
<td>Textbook Chapter 7</td>
<td>See accompanying articles and slide deck posted to Carmen</td>
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<tr>
<td>8</td>
<td>10/16/15</td>
<td>NO CLASS – AUTUMN BREAK</td>
<td>NA</td>
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<tr>
<td>9</td>
<td>10/19/15</td>
<td>Negotiating; Midterm Review (Chapters 1-6)</td>
<td>Textbook Chapter 8</td>
<td>See accompanying articles and slide deck posted to Carmen</td>
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<td>9</td>
<td>10/21/15</td>
<td>Case Presentation #4</td>
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<td>10/23/15</td>
<td>Midterm Exam</td>
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<td>10/26/15</td>
<td>Negotiating</td>
<td>Textbook Chapter 8</td>
<td>See accompanying articles and slide deck posted to Carmen</td>
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<td>10</td>
<td>10/28/15</td>
<td>Case Presentation #5</td>
<td>NA</td>
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<tr>
<td>10</td>
<td>10/30/15</td>
<td>Developing Partnerships</td>
<td>Textbook Chapter 10</td>
<td>See accompanying articles and slide deck posted to Carmen</td>
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<tr>
<td>11</td>
<td>11/2/15</td>
<td>Out-of-Class Assignment</td>
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<td>Note – No In-Class Time; Use Your Time Wisely.</td>
</tr>
<tr>
<td>11</td>
<td>11/4/15</td>
<td>Case Presentation #6</td>
<td>NA</td>
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# Course Evaluation Forms (Case Analysis & Peer Evaluation):

## Case Analysis Presentation Evaluation Form

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<thead>
<tr>
<th>Team Name</th>
<th>Case Title</th>
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<thead>
<tr>
<th>Points Possible</th>
<th>Points Awarded</th>
<th>Presentation Elements</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td></td>
<td><strong>Organization and Preparation:</strong> Clear, action-oriented objective stated up front; complete and accurate audience analysis; ideas sequenced logically and smoothly; comfortable with the material; no manuscript; questions answered skillfully; effective ending summary; and time limit observed</td>
</tr>
<tr>
<td>20</td>
<td></td>
<td><strong>Visual Aid Usage:</strong> Appropriate to audience and setting; appropriate to topic and content; readability assured through adequate size and clarity; paraphrased rather than read visual; design simple, clean and appealing; and error free</td>
</tr>
<tr>
<td>20</td>
<td></td>
<td><strong>Delivery – Overall:</strong> Eye contact used; irritating non-words avoided; stories and language appropriate to audience; appropriate dress; body language appropriate; confident appearance; conversational tone – not recited; and clear articulation</td>
</tr>
<tr>
<td>20</td>
<td></td>
<td><strong>Delivery - Specific:</strong> Easy open posture, strong not slouched; movement free and natural; face relaxed; breathing deep; strong projection – not forced; passion for ideas; maintained strong connection to audience; adjusted presentation to accommodate needs of the audience; and watched/listened to audience throughout the presentation</td>
</tr>
<tr>
<td>20</td>
<td></td>
<td><strong>Content:</strong> Information accurate and current; major points included; major points adequately supported and developed; and statistics, anecdotes, and/or quotes used cited. Provided reference slide</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Total Points</th>
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Comments:

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Revised: August 18, 2015
# Case Analysis Written Evaluation Form

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<tr>
<td>5</td>
<td></td>
<td><strong>Page Limit:</strong> Did the paper meet the page limit?</td>
</tr>
<tr>
<td>20</td>
<td></td>
<td><strong>Response provided answers to decision to be made or all questions:</strong> Did the written analysis respond to all questions?</td>
</tr>
<tr>
<td>15</td>
<td></td>
<td><strong>Case introductory section included key facts from the case:</strong> Included use of; case background with detail necessary for reader to understand the challenge/opportunity to be answered? Was the specific challenge/opportunity included in 2nd paragraph of introductory sections? Identify key parties or personnel having an interest in the case response?</td>
</tr>
<tr>
<td>40</td>
<td></td>
<td><strong>Case decision or question response included key facts from the case as well as the use of external data in their development:</strong> Did the response identify the challenge/opportunity to be answered? Did response use case data for development? Was external data used to supplement case data for response development? Did response(s) include identification of key parties or personnel impacted by the response to case answer? Was external data cited in case response? Were long and near term benefits of response discussed? Did the section include risk analysis of the response?</td>
</tr>
<tr>
<td>40</td>
<td></td>
<td><strong>Case decision or question response provide quality alternatives:</strong> Did written response identify and include primary, secondary, and status quo responses highlighting the benefits and risk of each to the company identified in the case? Were key facts or external data used in development of each response? Was there a benefits/risk analysis?</td>
</tr>
<tr>
<td>25</td>
<td></td>
<td><strong>Written clearly:</strong> Was the paper written using clear language, free of grammar and spelling error? Did the paper provide a cover sheet listing; author(s), case, and date? Were all pages numbered? Were all responses using case and/or external data cited using APA format? Did response include a reference page?</td>
</tr>
<tr>
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<td><strong>Followed format:</strong> Did the paper follow the response outline from the course syllabus?</td>
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Revised: August 18, 2015
# Team Peer Assessment Form

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</tr>
<tr>
<td>Email #:</td>
<td></td>
</tr>
<tr>
<td>Case Title:</td>
<td></td>
</tr>
<tr>
<td>Team Name:</td>
<td></td>
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<tr>
<td>Presentation Date:</td>
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Team Member’s Name: __________________________

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<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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Team Member’s Name: __________________________

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Industry organizations and journal websites of general logistics interest

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<th>Source</th>
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<td><a href="http://www.dot.gov">www.dot.gov</a></td>
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<td>Professional Organization</td>
<td><a href="http://www.astl.org">www.astl.org</a></td>
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