

SYLLABUS
LOGISTICS MANAGEMENT
(MKT 422 / OTM 422)

Lecture: T/R 11:00AM – 12:15PM, 1180 Grainger Hall

Instructor: Peter B. Lukszys

Office: 3122 Grainger Hall

Office hours: By appointment

e-Office hours: A chat room will be open for questions and class discussion the evenings prior to assignment due dates and exams. See <http://courses.bus.wisc.edu/> for hours.

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COURSE DESCRIPTION

Logistics Management provides a practical, management perspective of the following areas of business logistics: distribution, transportation, global logistics, order fulfillment, inventory control, third party logistics and outsourcing, sustainable logistics practices, key performance indicators, leadership in a supply chain role, and an introduction to supply chain technology such as RFID and ERP systems. The course is designed for students who have had little or no previous coursework or professional experience in logistics.

To promote methods of approaching real-world business problems, an integrated case study was developed for this course where students analyze the logistics system of PharmaMetrix, a hypothetical manufacturer of biotechnology products. Working in teams, students analyze sales, inventory and other supply chain data to make recommendations about forecasting methods, product offering, staffing levels and location of the U.S. distribution center.

LEARNING OBJECTIVES

1. To gain a working understanding of logistics principles and to expose students to the language of logistics
2. To introduce students to the key activities performed by the logistics function including distribution, transportation, global logistics and inventory control
3. To view logistics as more than an operational function that passively executes a plan, but as a strategic function that creates value and competitive advantage
4. To refine applied data analysis skills by analyzing and using supply chain data to make business decisions
5. To understand current challenges faced by supply chain professionals and to provide a basis for thinking through these challenges
6. To prepare students for career opportunities

COURSE MATERIAL

A required course packet and CD of case studies is available for purchase from the Copy Center located in Grainger Hall. Additional readings are available on-line via the courseweb.

Course Packet of Case Studies

- Deere & Company Worldwide Logistics, Ivey School of Business
- Holt Renfrew, Ivey School of Business
- Horizon Wind Energy, Harvard Business School
- Necanko, Inc., Ivey School of Business
- Owens & Minor, Harvard Business School
- Plaza, the Logistics Park of Zaragoza, Harvard Business School
- RFID at the METRO Group, Harvard Business School
- The Wheels Group: Evolution of a Third-Party Logistics Service Provider, Ivey

Textbook

- *Supply Chain Management: A Logistics Perspective*, 8th edition. Coyle, Langley, Gibson, Novack and Bardi. ISBN-13: 978-0-324-37692-0
 - Only chapters 1, 2, 3, 10 and 11 required
 - Digital and print book purchase and rent options available, including a la carte purchase of individual chapters:
 - For more information:
www.cengagebrain.com/isbn/0324376928

GRADING

| | |
|-----|--|
| 30% | Midterm Exam |
| 30% | Final Exam |
| 25% | Assignments (10% case study assignments + 10% PharmaMetrix assignments + 5% research project) |
| 15% | Class contribution and participation |

COURSE LEARNING APPROACHES

TEACHING METHODS

| | |
|--|---------------------------|
| Case studies | Lecture |
| Integrative case study designed for course | Exams |
| Industry speakers | Meet the instructor lunch |
| Discussion on current events in logistics | Computer lab exercises |
| Research presentation | |

CURRENT LOGISTICS TOPICS DISCUSSION

It is important to keep abreast of current industry trends in logistics and business. We will discuss current logistics topics and what's in the news at the beginning of many class periods. You are encouraged to participate in this dialogue and to share examples of recent articles or events in the news that relate to the class.

Examples of journals and other publications: [Supply Chain Management Review](#), [Harvard Business Review](#), [Traffic World](#), [Wall Street Journal](#), [The Economist](#), and [Business Week](#).

You can also contribute to the class by posting articles and your comments in the "News Forum" on the course website. Provide a short summary of the article and your comments or incites of how the article relates to the course.

RESEARCH PROJECT ON A CURRENT TOPIC OF INTEREST RELATED TO COURSE (required)

The purpose of this project is two-fold: (1) for you to learn more about an area of interest related to this course; (2) for you to contribute to this class by sharing your knowledge with your classmates.

Working individually, the deliverables of this assignment are (1) a short, informative presentation to your classmates and (2) a written research report. For the presentation, I am looking for you to share the most important points you have gained from your research and previous experiences – you don't need to cover all areas of your research during the presentation, however, I expect more detail in your report. Some of the most powerful presentations in the past have lasted only 2-3 minutes with just a few powerpoint slides.

Your report should be not more than 5 pages, double-spaced in length, not including attachments. Your presentation should be no more than 5 minutes and contain 1-5 powerpoint slides. Please post your Powerpoint slides on the course website to share with your classmates.

Examples of past research presentation topics include: the greening of the supply chain, warehouse management information systems, a podcast of an interview with a logistics executive, supply chain security, labor relation considerations at ports, trends in transportation management information systems, a case study of a logistics project at company xyz, the impact of rising fuel prices, supply chain finance.

The first step of this assignment is to submit a brief proposal of your topic (a few paragraphs) and your sources to me for feedback via email. Please feel free to use me as a resource for this project in learning more about an area that interests you.

MEET THE INSTRUCTOR LUNCH

It is not unusual for business deals to be conducted outside of the office - over lunch, dinner or at sporting events. A "Meet the Instructor" lunch will be scheduled during the semester. The lunch is an informal way for me to get to know you outside of the classroom. We can exchange feedback on the course, talk about your career decisions or whatever you like! The lunch is optional.

EXPECTATIONS

1. Assignments & Grades

Exam and assignment grades will be posted throughout the semester at <http://courses.bus.wisc.edu> which will give you an indication of how you are doing in the course. Upon request, I can provide feedback to you on how you are doing.

It is expected that assignments are submitted on-time via the courseweb. I will accept late homework assignments up to 48 hours past the due date. Late homework assignments will receive a deduction of two letter grades (or approximate point values) per 24 hours late (e.g., assignment turned in 12 hours late with initial grade of A would be reduced to final grade of B).

It is expected you complete the midterm exam, final exam, and PharmaMetrix presentation during the scheduled dates and times. Please email me during the first 2 weeks of the course if you anticipate any scheduling conflicts.

2. Academic Integrity

I expect that you put the same amount of energy into preparing for class as you would an important business engagement. The emphasis of this course is on learning.

Academic honesty is expected and required. Academic misconduct will be referred to the Dean of Students and enforced per University policy. If you have any questions what is expected of you in this course, please simply ask.

3. Attendance

I expect you to attend class on a consistent basis and to be on-time. If you can't make it or will be late, as a courtesy please let me know via email.

I have made an effort not to schedule mandatory class activities (e.g., midterm exam) on religious holidays. If you have a conflict between a required class activity and a religious holiday that you observe, please let me know via email during the first two weeks of the course and we can work out an alternative means for you to complete the class activity.

I will extend reasonable consideration to accommodate you for university-related extracurricular activities that conflict with our class. I expect you to notify me within the first two weeks of the course of any known conflicts.

4. Accommodations

Your success in this class is important to me. If there are circumstances that may affect your performance in this class, please let me know as soon as possible so that we may work together to develop strategies for adapting class activities to meet both your needs and the requirements of the course. The McBurney Disability Resource Center (263-2741) provides resources for students with disabilities. You will need to provide documentation of your disability to them in order to receive official university services and accommodations.

Please don't hesitate to let me know if you require assistance or accommodations for any reason. I look forward to working with you to meet your learning goals.

5. Have fun

Looking back, my years in business school were some of the most rewarding times of my life. When else will you be surrounded by a talented group of individuals with similar career and life goals? Make the most of it. *Carpe diem.*

6. Professionalism

There is often more than one right way to approach a business problem. If your view of a problem discussed in class is different than a view of your classmates, it's fine to challenge their position in a professional way. In fact, if you don't agree with them, I expect you to share your position and rationale of how you see things. However, don't personalize issues – just stick to the facts if challenging a viewpoint. Following this approach makes for healthy class discussions where we can learn from the perspectives of others.

7. Push yourself

I encourage you to take controlled risks in the classroom to expand your learning. For example, if you know you have difficulty speaking in front of groups, volunteer to be a presenter for your team, or raise your hand at the beginning of class to share a current supply chain event in the news. If it does not go well for you, that's okay. Making mistakes and learning from them in this environment is a much smarter move than waiting until a CEO asks you to present at an all-employee meeting with ½ hour notice (this happened to me!). This is just one example of working outside your comfort zone in a controlled environment. Please take advantage of learning in an academic setting!

Thanks for enrolling in this course! I hope enjoy it and your time at the Wisconsin School of Business!

Course Schedule

| # | Date | Day | Topics | Readings | Assignments |
|----|--------|-----|--|---|---------------------------------|
| 1 | 2-Sep | R | Course Introduction Necanko case study discussion | Syllabus Necanko case | |
| 2 | 7-Sep | T | Introduction to Supply Chain Management | Chapter 1 | Resume (not graded!) |
| 3 | 9-Sep | R | Role of Logistics in Supply Chains | Chapter 2 | Case 2-1, questions 1-4 |
| 4 | 14-Sep | T | Global Logistics | Chapter 3 Chapter 10 p. 421-423 Article posted on web | |
| 5 | 16-Sep | R | Holt Renfrew case study discussion | Holt Renfrew case | |
| 6 | 21-Sep | T | Distribution Fundamentals for Managers | Chapter 11 | |
| 7 | 23-Sep | R | Inventory Control Fundamentals for Managers | Chapter 11, continued Article posted on web | Case 11-1, questions 2 and 4 |
| 8 | 28-Sep | T | Owens & Minor case study discussion | Owens & Minor case | |
| 9 | 30-Sep | R | Transportation Fundamentals for Managers | Chapter 10 | Case 10-1, questions 1-4 |
| 10 | 5-Oct | T | PharmaMetrix 1 - demand analysis Meet in room 2290 | Article posted on web | |
| 11 | 7-Oct | R | PharmaMetrix 2 - forecasting analysis Meet in room 2290 | | PharmaMetrix 2 |
| 12 | 12-Oct | T | Sustainability: Business Drivers & What Companies are Actually Doing Introduce Horizon Wind case study | Reading to be assigned | |
| 13 | 14-Oct | R | Horizon Wind case study | Horizon Wind case | Horizon Wind case assignment |
| 14 | 19-Oct | T | Plaza, the Logistics Park of Zaragoza case study (qualitative analysis of case) | | |
| 15 | 21-Oct | R | Plaza, the Logistics Park of Zaragoza case study (quantative analysis of case) | | Plaza case study analysis |
| 16 | 26-Oct | T | Midterm Examination, 10/26/2010 - closed book, in-class, written exam - 75 minutes | | |

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|----|--------|-----|--|-----------------------|---|
| 17 | 28-Oct | R | John Deere case study discussion | John Deere case | |
| 18 | 2-Nov | T | The Wheels Group case study discussion | The Wheels Group case | |
| 19 | 4-Nov | R | No class - 11/4/2010 | | |
| 20 | 9-Nov | T | PharmaMetrix 3 - DC operational analysis PharmaMetrix 4 - DC location analysis Meet in room 2290 | | |
| 21 | 11-Nov | R | Guest Speaker Chris Smith, Director of Inventory Planning Shure Inc. | | |
| 22 | 16-Nov | T | PharmaMetrix 3 + 4 (continued) Meet in room 2290 | | |
| 23 | 18-Nov | R | PharmaMetrix - team presentations (meet in normal lecture room) | | PharmaMetrix parts 3 and 4 written assignment + team presentation |
| 24 | 23-Nov | T | PharmaMetrix - team presentations (meet in normal lecture room) | | |
| | 25-Nov | R | No Class Thanksgiving holiday | | |
| 25 | 30-Nov | T | Logistics & Information Technology | Article posted on web | |
| 26 | 2-Dec | R | RFID at METRO case study discussion | RFID at METRO case | |
| 27 | 7-Dec | T | RFID Lab Tour - 12/7/2010 - meet in Engineering Hall | | |
| 28 | 9-Dec | R | Leadership in Supply Chain Organizations | Article posted on web | |
| 29 | 14-Dec | T | Course wrap-up | | |
| | 21-Dec | T | Final Exam - MKT/OTM 422 2:45PM, location to be determined | | Final exam |