

**University of North Carolina at Greensboro  
Bryan School of Business and Economics  
Department of Information Systems and Supply Chain Management**

## SCM-651 Fall 2019

### *ANALYTICS LOGISTICS DISTRIBUTION MANAGEMENT Syllabus*



Created By	Date	
Doug Parkes	August 1, 2019	Version 03
Net Change: Updated WebEx Meeting Schedules to comply with Department Guidelines		

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## 1.0 General Information

**START Date:**

August 19, 2019

**PLACE AND TIME:**

This is an on-line “blended learning” course. There are no regularly scheduled “face-to-face” class sessions. However, if agreed, some face-to-face optional sessions may be offered for special purposes.

The blended learning approach incorporates standard e-learning with added WebEx sessions on a regular weekly schedule. WebEx sessions will be held in the evening of one day per week (See Course Schedule below). WebEx Sessions will be recorded to allow access by students unable to participate in “live” sessions.

WebEx sessions will be used to present / clarify course concepts and allow opportunity for sharing and dialogue between the Professor and Participants.

Students will read reference texts to develop an understanding of core concepts. Discussion Forums and an SAP Business Application will enable students to share ideas with other class members in order to enhance the learning experience of all. Several optional activities will be provided to students to enhance engagement and learning. The intent is to include at least one Facility visit to enhance the learning experience. These activities will be posted ahead of time on the Calendar / Schedule on Canvas and will be communicated ahead of time in Announcements and weekly WebEx meetings.

**FACULTY MEMBER:**

Doug Parkes E-Mail: [dgparkes@uncg.edu](mailto:dgparkes@uncg.edu)

Department of Information Systems and Supply Chain Management

Virtual Office hours by appointment

**BRIEF DESCRIPTION OF THE COURSE:**

This course presents core knowledge related to the areas of Transportation, Logistics and Distribution (TLD) management within supply chain operations. It provides insight into the key functional areas and complex activities required with moving goods through the supply chain to and from manufacturing to the end customer.

**CREDITS:**

3.0 credit hours

**FOR WHO PLANNED:**

This is a required course for post baccalaureate certificate in SCLTM Students, MSCARS students and elective course for MSITM and MBA students.

**PRE-REQUISITE COURSES AND REQUIREMENTS**

Admission to the Graduate Certificate in Supply Chain, Logistics and Transportation Management (SCLTM) or some other approved graduate program.

Self-motivation and commitment to learning represent key requirements for success.

Students can expect the faculty member to be equally motivated and supportive in this learning

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environment.

Students should possess excellent written communication skills. Grammar and spelling should be thoroughly proofed prior to sending all written communications & assignments.

**STUDENT LEARNING OUTCOMES:**

On completion of this course, students will be able to:

- Evaluate multiple methods and tools used by today's Supply Chain managers in Transportation, Logistics and Distribution (TLD) Operations.
- Discuss contemporary issues facing carrier management including profitability, industry consolidation, security, insurance availability, and labor shortages.
- Evaluate various domestic and international transportation modes/alternatives and provide strategic recommendations for a series of customer deliveries.
- Evaluate design structures for integrated customer-centric and supplier-centric logistics.
- Describe the specific functional elements involving cycle time, velocity, and inventory in order to achieve warehousing operational effectiveness in both cost and service.
- Analyze a variety of plant layouts and locations for contemporary, customer-focused warehousing facilities as part of a total logistics network.
- Apply learned methodologies to the analysis of various logistical systems and practical supply chain scenarios and case studies.
- Highlight and explain supply chain technologies for transportation management, warehousing management and customer service focused systems.
- Focus on relevant warehouse measurements for distribution operations that underscore plant performance, customer service and cost optimization.
- Explain the strategic role of Supply Chain Management (SCM) in the attainment of company goals to achieve competitive advantage and deliver long-term sustainability.
- Identify the core planning and execution processes used to deliver products and services to market from purchasing through warehousing & distribution to delivery to the final customer.
- Analyze practical data and use theories to solve problems related to the core planning and execution processes used to deliver products and services to market from purchasing through warehousing & distribution to delivery to the final customer.
- Synthesize and analyze risk factors in global supply operations.
- Discuss the role of enterprise-wide resource planning systems for global supply operations.

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- Evaluate and justify the mechanisms for measuring performance of the global supply chain.
  - Describe the role of information systems and technology to improve the performance of the supply chain.
  - Utilize an Enterprise Resource Planning System in simulation mode to enter master data, complete transactions, and collect and analyze data in support of end-to-end business processes related to Material Management, Warehouse Management and Customer Order Fulfillment (Order-to-Cash).

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**REQUIRED TEXTS, READINGS, & REFERENCES:**

Text: We have developed a Custom Text that is to be used for both SCM650 and SCM651. There is a Digital Version and a Print Version available for purchase from the UNCG Bookstore located in the Elliott University Center. On-Line ordering is feasible from the Bookstore as well. The Digital Version can also be purchased directly from Pearson.

The Invitation / Link to the e-Text is included on the SCM651-01 Home menu in Canvas for easy access.

*Digital Version - ISBN: 9781323956441*

*Print Version - ISBN-13: 9781323955420*

The custom text is derived from two primary references:

- Supply Chain Management Strategy, Planning and Operation; S. Chopra and P. Meindl; 7<sup>th</sup> Edition; Pearson
- Introduction to Materials Management; J.R. Arnold, A. Gatewood, M. Clive and S. Chapman; 8<sup>th</sup> Edition; Pearson.

You can of course purchase the full texts from the publisher (or another outlet) instead of the Custom Text but the cost may be significantly higher.

### Business Case Study 3M Canada

The course incorporates two Case Studies as graded assignments. One of these is adaption of a Case from the text and the other can be purchased on line from Harvard Business Review. The link to the Course Pack is attached. Please only use this link to purchase HBR materials.

HBR Course link: <https://hbsp.harvard.edu/import/648152>

*3M Canada: The Health Care Supply Chain*

Pub Date: Dec 8, 2016

Product #: W15359-PDF-ENG

Discipline: Operations Management

Academic Price: \$4.25

Some supplemental readings will be required. These will be included on eReserve and are accessible through our Canvas online course management software. You must have an active UNCG email account to access Canvas. Canvas works best using the Mozilla Firefox browser

It is also important that participants keep abreast of current events that are relevant to the subject / concepts and attempt to relate them to course materials.

In addition to the text, students will require access to an Enterprise Resource Planning System configured specifically to support course outcomes. The University is a Member of the SAP University Alliance. This gives access to the Global Bikes SAP Simulation which will be the basis for team activities. Details related to set-up and use of the system will be provided by the Professor on Canvas and in WebEx Sessions. There is no cost to students for use of the system. All costs are covered by the University.

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**PERFORMANCE EVALUATION AND GRADING:**

The following criteria will apply to the grading of assignments.

**Grading Scale**

93.00+ = A	90.00-92.99 = A-	87.00-89.99 = B+
83.00-86.99 = B	80.00-82.99 = B-	77.00-79.99 = C+
73.00-76.99 = C	<73.00 = F	

**Grading Percentages:**

The course grade will be calculated using the following weights:

Canvas Discussion.....	25%
Module Quizzes.....	25%
Business Analysis Case Studies.....	25%
SAP Global Bikes.....	25%
 Total.....	 100%

**COURSE ASSIGNMENTS:**

**Discussion Forums:** Discussion forums provide a valuable opportunity for Team sharing and learning. These will be used periodically throughout the Semester.

Discussion question(s) / issue(s) will be posted on Canvas by Monday Morning of the week due. The questions will be related to the material presented in the text.

In most cases (but not all) each student is required to post a **COMMENT** by end of day Sunday of the week due. Students will then be expected to read the comments of all and post a **FOLLOW-UP COMMENT** by end of day the following Thursday. The follow-up comment will relate to what students have learned from others. In some cases no Follow-Up post will be required. The specific requirements are included along with each Assignment description.

The professor will provide personal feedback to every initial comment of each student by end of day the following Thursday as well.

Students will be evaluated on the quality of their comments and responses. Discussion Board contribution points will be accumulated based on how perceptively a student analyzes the situation being studied, the usefulness of the observations and suggestions made by the student, and the student's ability to put across ideas with clarity and conviction in a succinct and cogent manner.

Non-contribution to the Discussion Board will result in a "0 Point" grade for weekly participation.

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**Individual Written Case Analyses:** Individual case analyses are designed to challenge the student's analytical skills and highlight key learning elements from the course content. Instructions will be included on Canvas well ahead of the week covered / due. The written analysis represents each student's recommendations on the situation(s). Much of the grade beyond a "passing score" depends on the student's ability to go beyond the "average" solution and provide innovative approaches, solutions, and appropriate implementation. Please detail any assumptions made in your written analysis.

Students should work on the written case analyses on an individual basis (not in groups).

A Word Template will be provided on Canvas for each student to use in the analysis. The template will include a section for attaching additional documents, spreadsheets, references a student deems appropriate. The analysis document should be created in such a form (grammar, spelling, etc.) that is appropriate for good business communication. Outside references should be clearly presented to allow follow-up if desired. No minimum or maximum length is specified. Individuals are requested to refrain from repeating the details provided in the case (just to fill up space) in their analysis. That is, individuals are requested to cover the topics thoroughly, but efficiently. Students are expected to include relevant exhibits in the analysis.

The case analysis will be graded on organization, thoroughness, insight of analysis, and written communication skill.

**Text Chapter Quiz:** Quizzes will be used throughout the course to test comprehension of information presented in selected Course Modules. These will be administered through Canvas. Quizzes may be a combination of Multiple Choice and Essay Questions and Problem Sets.

**SAP Global Bikes:** Students will be required to participate in this simulation, in a "Virtual Team environment. The simulation will be used to demonstrate the importance of supply chain integration and the practical application of an integrated Enterprise Resource Planning System for data collection, analysis, and reporting. Each student will be expected to enter master data, complete transactions and analyze results during the simulation exercises. In addition students will provide an individual report regarding Lessons Learned at the end of the Semester in lieu of a Final comprehensive Exam. A specific Word Template will be included in the Assignments Section of Canvas for students to provide their input. While this is a Team Activity the grading will be at the individual level – not Team level.

**Continuous Improvement of Course:** Students are given the opportunity to provide feedback on the course content and instruction. This is a critical element and 100% participation is expected.

**ACADEMIC HONOR CODE:**

Each student is required to sign the Academic Integrity Policy on all work submitted for the course. Refer to UNCG Undergraduate Bulletin.

**STUDENT RESPONSIBILITIES:**

The student is expected to actively participate in all electronic discussions and complete all assignments on schedule. Failure to participate will result in a lowering of a student's average.

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## 2.0 Bryan School of Business Mission & Links to Course Objectives

### The Bryan School of Business and Economics' Mission Statement

In the Bryan School of Business and Economics, we create and disseminate knowledge about the theory and practice of business. In addition to our courses and research, we accomplish this through hands-on projects, global experiences, and outreach to the community. Our work produces principled leaders and exceptional problem solvers who have a global perspective, an innovative mindset, a broad understanding of sustainability, and a commitment to improve the organizations in which they work and the communities in which they live.

### Student Learning Goals

Each program within the Bryan school has separate learning goals as listed with the degree program. The essential components of a professional education in business (excluding the B.S. and B.A. in Economics, the B.S. in Consumer, Apparel, and Retail Studies and the B.A. in Sustainable Tourism and Hospitality) include common courses for breadth and opportunities for advanced work for depth in the various business disciplines. These core business programs share the following common learning goals:

1. Students will implement the various steps of the critical thinking process, supported by the appropriate use of analytical and quantitative techniques, to formulate recommendations for subsequent decision-making.
2. Students will apply appropriate ethical standards when making recommendations for business decision-making.
3. Students will evaluate business decisions in the context of sustainability goals, balancing environmental, social, and economic needs, conditions, and potential decision impacts.
4. Students will formulate appropriate strategies, in the context of global issues and forces, to improve business performance in the world economy.
5. Students will explain the roles of innovation and innovation management in achieving successful business strategies, decisions, and performance.
6. Students will be able to plan, schedule, contribute to, and lead projects.

### Impact of this Course on the Program Student Learning Goals

Upon successful completion of Supply Chain Management Systems and Concepts (SCM650), students will have met the Student Learning Goals on various components of the Critical Decision-Making (#1), Ethical Management (#2), Global and Multicultural (#4), Innovation Management (#5) and Collaboration, Communication, and Knowledge-Integration (#6) Goals.



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### **3.0 Course Schedule (Adjustments may be made during Semester)**

#### **Module 01 - Week of August 19:**

Business Process Management – Critical First Step to ERP  
E-Reserve Resource: Enterprise Resource Planning (ERP)  
Jacobs Text Chapter 1A  
WebEx Sessions: Monday 7:30 - 8:30 pm

#### **Module 02 - Week of August 26:**

Information Systems in the Supply Chain - SAP Structure / Architecture  
Text On-Line Chapter: Supply Chain Management Strategy, Planning and Operation  
WebEx Sessions: Monday 7:30 - 8:30 pm

#### **Module 03 - Week of September 2:**

Case Analysis; SAP Set-Up and Navigation at Global Bikes  
SAP Case Global Bikes  
WebEx Sessions: Monday 7:30 - 8:30 pm

#### **Module 04 - Week of September 9:**

Supply Chain Drivers and Metrics  
Text Chapter 3: Supply Chain Management Strategy, Planning and Operation  
WebEx Sessions: Monday 7:30 - 8:30 pm

#### **Module 05 - Week of September 16:**

Supplier Relationship Management and Procurement Execution  
Text Chapter 7: Introduction to Materials Management  
WebEx Sessions: Monday 7:30 - 8:30 pm

#### **Module 06 - Week of September 23:**

Managing Uncertainty in a Supply Chain: Safety Inventory  
Text Chapter 12: Supply Chain Management Strategy, Planning and Operation  
WebEx Sessions: Monday 7:30 - 8:30 pm

#### **Module 07 - Week of September 30:**

Case Analysis - Materials Management at Global Bikes  
SAP Case  
WebEx Sessions: Monday 7:30 - 8:30 pm

#### **Module 08 - Week of October 7: (note: Fall Break Oct 11 – 15)**

Designing Distribution Networks  
Text Chapter 4: Supply Chain Management Strategy, Planning and Operation  
WebEx Sessions: Monday 7:30 - 8:30 pm

#### **Week of October 14:**

Fall Break: No Module covered in WebEx

#### **Module 09 - Week of October 21:**

Detailed Distribution Planning in a Supply Chain  
E-Reserve Resource: Distribution Requirements Planning  
Jacobs Text Chapter 10  
WebEx Sessions: Monday 7:30 - 8:30 pm

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**Module 10 - Week of October 28:**

Warehouse Management in a Supply Chain  
E-Reserve Resource - Warehouse Management  
Johnson Text Chapters 8 & 10  
Jacobs Chapter 10a  
WebEx Sessions: Monday, November 3

**Module 11: Week of November 04:**

Case Analysis; Warehouse Management at Global Bikes  
SAP Case  
WebEx Sessions: Monday 7:30 - 8:30 pm

**Module 12: Week of November 11:**

Transportation in a Supply Chain  
Text Chapter 14: Supply Chain Management Strategy, Planning and Operation  
WebEx Sessions: Monday 7:30 - 8:30 pm

**Module 13: Week of November 18:** (Note: Thanksgiving Holidays Nov 26 – Dec 1)

Case Analysis; Sales and Distribution at Global Bikes  
SAP Case  
WebEx Sessions: Monday 7:30 - 8:30 pm

**Module 13 Continued: Week of November 25:**

Course Wrap-Up Summary of Key Learning  
SAP at Global Bikes - Lessons Learned (Final Exam)  
WebEx Sessions: Monday 7:30 - 8:30 pm

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## 4.0 Learning Approach

### **BLENDED (INTERACTIVE) LEARNING APPROACH**

The Professor will utilize a blended learning approach even though this is primarily an e-learning experience. This combines: self-learning (reading text / articles); business analysis (Discussion Board); presentations (WebEx Sessions); and opportunities for group interaction (Discussion Board and WebEx Sessions).

The professor will facilitate learning through the venues mentioned above and is also available for individual or group consultation as required.

The textbook and published articles will be used as primary reference materials.

A list of pertinent topics is included in the Schedule in Section 3.0 above.

*Note: the syllabus provides a general plan for the course; deviations / alterations may be necessary as the course progresses. However, the Professor will maintain a 2-week "frozen period" (no critical changes in assignments 2 weeks prior to due) to ensue stability in the program.*

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## 5.0 Course Governance and Expectations

### **PREAMBLE – OUR COMMITMENT**

The administration, faculty, staff, and students of the Bryan School of Business and Economics at UNCG are committed to professional and ethical behavior in all areas of their academic and professional lives. The principles and expectations established in this document and the addendums encompass many aspects of professional behavior and integrity. It is not an exhaustive list, since change is part of life both inside and outside the university.

This set of Guidelines constitutes a statement of values and expectations; concerns and issues are still best addressed by conversations between the individual faculty member and student. If further discussions are necessary, please contact the faculty member's Department Head.

### **EXPECTATION OF ALL LEARNING COMMUNITY MEMBERS**

The first sentence of the UNCG Student Code of Conduct is: "Members of the UNCG community respect fundamental principles for ensuring a campus environment conducive to peaceful and productive living and study. These principles include five values: honesty, trust, fairness, respect, and responsibility." All university members (students, faculty, and staff) have a responsibility to uphold these five values, and this is true in the Bryan classroom environment and related academic activities.

### **EXPECTATIONS OF STUDENTS**

Students in the Bryan School must conform to all existing principles found in UNCG's Academic Integrity Policy and the Student Code of Conduct. Further details may be found at the following sites: "<http://academicintegrity.uncg.edu/complete/>" and "<http://studentconduct.uncg.edu/policy/code/>" The attached addendum lists specific expectations of students regarding the learning process and environment at the Bryan School.

### **EXPECTATIONS OF FACULTY**

Faculty in the Bryan School must conform to all existing UNCG codes and policies, and their teaching roles are of particular relevance to these Guidelines (see "[http://provost.uncg.edu/faculty/h\\_section4.asp](http://provost.uncg.edu/faculty/h_section4.asp)" for further details). The attached addendum lists specific expectations of faculty regarding the learning process and environment at the Bryan School.

### **FACULTY / STUDENT GUIDELINES:**

The Bryan School has develop a set of guidelines on student behavior and expectations in and out of the classroom as well as what you should expect of me as faculty member. I will encourage you to read through those guidelines by the end of the first week of class. Here is a link to the .pdf file for those guidelines. See:

[https://bryan.uncg.edu/wp-content/uploads/2017/08/faculty\\_student\\_guidelines.pdf](https://bryan.uncg.edu/wp-content/uploads/2017/08/faculty_student_guidelines.pdf)

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Footnote 1: This document does not constitute a binding contract between students and the University.

Footnote 2: Portions of these Guidelines were modeled after the Professional Standards

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developed by the College of Business at Illinois State University. We thank them for their contributions!