

OM 368: LOGISTICS AND INVENTORY MANAGEMENT
Fall 2011
SYLLABUS

Unique No. 04200: MW 2:00 - 3:30PM in UTC 1.130

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Office Hours: Mondays and Wednesdays 10:30-11:30 am (or by appointment)

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COURSE DESCRIPTION

This course is a follow up to the Operations Management course (OM 335 or OM335H). It delves deeper into the concepts of logistics and inventory management, specifically, forecasting, transportation, facility location, storage, and handling. Using case studies, skill building exercises, and industry guest speakers, the students will learn to apply the concepts listed above to real-life problems.

COURSE OBJECTIVES

The main objectives of this course are:

- To provide you with an understanding of the role and importance of logistics and inventory management in today's successful product and service companies.
- To familiarize you with the basic logistics and inventory management concepts, techniques, and methods to solve strategic, tactical, and operational problems in the supply chain.
- To enhance your analytical skills to solve real-life logistics and inventory management problems.

Prerequisites: OM335 or OM335H.

COURSE MATERIALS

This course is a mixture of lectures and case-discussions. The readings for the class come from the following sources:

1. Ballou, Ronald H. 2004. *Business Logistics/Supply Chain Management*, 5th Edition. Upper Saddle River, New Jersey: Peason/Prentice Hall. (This is the course textbook and will be referred to as the "Textbook" throughout the rest of this document. It is good, comprehensive introduction to business logistics management.)
2. Handouts from the Professor.

The course schedule at the end of this document lists, for every class session, the topic, readings, cases, assignments, and anything else of importance. Please read this schedule carefully before every session. If the schedule changes, I will provide updates. Because class time is our most precious and inelastic

resource, **please come to every class prepared. Essential preparation includes reading the assigned readings and cases, doing the assignments, and bringing these resources and materials to each class.**

I will provide soft copies of the PowerPoint slides (and other materials available in electronic format) at Blackboard before each class session.

PERFORMANCE EVALUATION

The performance criteria are weighted as follows:

Test 1 (see course schedule for the date)	15%
Test 2 (see course schedule for the date)	15%
Final Exam (Registrar Schedule: Wednesday, December 7, 2:00-5:00 pm)	30%
Individual Homework Assignments (see course schedule for due dates)	20%
Group Homework Assignments (see course schedule for due dates)	15%
Class Participation	5%

Homework assignment, tests, and exam grades will be posted at Blackboard shortly after they are graded. Please check your grades repeatedly throughout the semester and report any discrepancies to me immediately.

Final letter grades in this course will be assigned according to the following final numeric grades:

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
≥93.3	≥90.0	≥86.6	≥83.3	≥80.0	≥76.6	≥73.3	≥70.0	≥66.6	≥63.3	≥60.0	<60.0

Tests and Final Exams: The exams will require both quantitative and qualitative responses. The split will, however, be weighed more to the quantitative due to the emphasis in this class and on the homework assignments. For the tests, you will be allowed to bring in *one* (1) sheet of 8 ½"x11" paper (double sided) with your formulas and notes and your calculator. For the final exam, you will be allowed to bring in *three* (3) sheets of 8 ½"x11" paper (double sided) with your formulas and notes and your calculator. Any probability distribution or other tables will be provided with the exam, so you needn't waste your sheets on these details.

The final exam will be a comprehensive exam covering materials from the class notes, readings, and assignments although more emphasis will be given to material not covered on previous tests. The professor will make a statement about this in advance of the final exam.

Homework Assignments: Homework assignments will be downloadable off Blackboard. Each homework assignment will be posted on the web about one to two weeks in advance of the due date (see the course schedule at the end of this document for assignment due dates). Each question on an homework assignment will be graded as a 10 (perfect), 9 (minor errors), 8 (good attempt), 6.5 (attempt) and 0 (otherwise). All assignments are due at the *beginning* of class on the date listed in the course schedule at the end of this syllabus. No late assignments will be accepted.

Homeworks are designed to promote class preparedness, provide learning reinforcement, and extend the knowledge you have gained in class and from your readings. You will find that the homeworks provide excellent learning feedback and are a confidence-building tool. The assignments will also help with your preparation for the tests and exams.

There are two types of homework assignments: individual and group. **Individual homework assignments** are skill building exercises. As the name suggests, you will turn in your homework as

individuals. For these assignments, you are permitted to work with other students in the course because an important element of this course is teamwork. However, the solution that you turn in must be your own. At the end of the semester, your lowest individual homework assignment grade will be dropped. Each individual homework will weigh equally into your final individual homework grade.

Group homework assignments are more substantial case exercises completed in self-selected groups of four or five people. Teamwork on these assignments is not only beneficial but essential. Each group will work as a team to answer the assignment questions and submit a single group solution set. The group homework needs to be typed doubled-spaced in 12pt font. Please form your groups and email this information to the TA, Sebastian Souyris (Sebastian.Souyris@phd.mcombs.utexas.edu). Since the first group homework report is due on 09/12/11, your groups should be formed as soon as possible. Each group homework will weigh equally into your final group homework grade.

Note, I will not add an assignment beyond what is already listed in the course schedule but I may choose to shift an assignment later in the schedule or eliminate it altogether, if necessary.

Class Participation: Sixty percent of your class participation grade will be based on attendance at certain critical class sessions during the semester (case discussions and industry guest lectures – see course schedule for class sessions with an “*”). The remaining 40 percent will be used to encourage a productive learning environment. It is important that everyone come to class prepared and willing to contribute to discussion. Ideally, you will make concise, insightful, and eloquent comments in every class. However, I also recognize the importance of making smaller contributions, including asking good questions. I believe that the learning environment is best when the discussion is not dominated by a few, but moved along incrementally by all of us. Do not be afraid to make points that you may regard as minor, ask clarifying questions, or otherwise contribute in small ways. Lastly, I consider your recommendations to articles of interest relevant to the course as class participation. If you find an interesting article related to the class, feel free to bring it to my attention. It may be something that I can bring to the attention of others during a class discussion.

Regrade Requests: If you wish a regrade of any homework assignment, test, or exam, please appeal it within SEVEN (7) CALENDAR DAYS of:

- a) For the tests and homework assignments, the date that I attempt to return it to you in class.
- b) For the final exam, the first class day of the semester immediately following your course.

After these seven days, I will consider all grades final unless they have been appealed.

Please realize that there are standard policies for point deductions for each problem with any exam or assignment, so unless the grader has misapprehended your intent or misread your work, any partial credit is unlikely to change.

OTHER IMPORTANT INFORMATION:

Feedback: You and I will work together to create the best learning environment possible. Your informal feedback is very important to me. Please let me know throughout the semester if there is anything I can do to make this class better for you.

Logistics: Attendance at each class session is expected unless otherwise noted. If you are unable to attend a class on a given day, please check with your classmates to find out whether any in-class announcements were made. Please use e-mail for questions wherever feasible versus the telephone.

Honor Code: The McCombs School of Business has no tolerance for acts of scholastic dishonesty. The responsibilities of both students and faculty with regard to scholastic dishonesty are described in detail in the Policy Statement on Scholastic Dishonesty for the McCombs School of Business. By teaching this course, I have agreed to observe all of the faculty responsibilities described in the Policy Statement. By

enrolling in this class, you have agreed to observe all of the student responsibilities described in that document. If the application of that Policy Statement to this class and its assignments is unclear in any way, it is your responsibility to ask me for clarification.

Policy on Scholastic Dishonesty: Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. You should refer to the Student Judicial Services website at <http://deanofstudents.utexas.edu/sjs/> or the General Information Catalog to access the official University policies and procedures on scholastic dishonesty as well as further elaboration on what constitutes scholastic dishonesty.

McCombs Classroom Professionalism Policy: The highest professional standards are expected of members of the McCombs community. The collective class reputation and the value of the McCombs experience hinges on this.

Faculty are expected to be professional and prepared to deliver value for each and every class session. Students are expected to be professional in all respects. Classroom expectations of students include:

- Students will arrive on time.
- Students will be fully prepared for each class.
- Students will attend the class section to which they are registered.
- Students will respect the views and opinions of their colleagues. Disagreement and debate are encouraged. Intolerance for the views of others is unacceptable.
- Phones and wireless devices are turned off unless otherwise instructed by the professor.

Academic Accommodations: The University of Texas at Austin provides upon request appropriate academic accommodations for qualified students with disabilities. If you have a condition (e.g. learning disability, chronic medical condition, etc.), or holiday that needs accommodation, please see me early in the semester so that we can take appropriate steps. For additional information about the University's policies, please contact the Office of the Dean of Students at 471-6259, 471-4641, or <http://www.utexas.edu/diversity/ddce/ssd/>.

Blackboard: Password-protected class sites will be available for all accredited courses taught at The University. Syllabi, handouts, assignments and other resources are types of information that may be available within these sites. Site activities could include exchanging e-mail, engaging in class discussions and chats, and exchanging files. In addition, class e-mail rosters will be a component of the sites. Students who do not want their names included in these electronic class rosters must restrict their directory information in the Office of the Registrar, Main Building, Room 1. For information on restricting directory information see: <http://www.utexas.edu/student/registrar/catalogs/gi02-03/app/appc09.html>.

Miscellaneous Information: From 11/12/11-11/15/11 and 12/10/11-12/14/11, I may have a professional commitments off-site. On these dates, it is likely that I will have an email connection but it may be limited.

OM 368: Tentative Schedule

Date*	Topic	Readings**	Hwk. Due
8/24 W	Course Introduction	Chapter 1	
8/29 M	Supply Chain and Logistic Frameworks	Chapter 2; Individual Hwk 2 Questions	
8/31 W	Transportation Fundamentals and Decisions	Chapter 3 (pages 72-86); Chapter 6	Individual Hwk 1
9/7 W	Transportation Decisions: Preparation for the MTI Distribution Case; Excel Solver	Chapter 7 (pages 219-231); The MTI Distribution Case (Handout)	Individual Hwk 2
9/12 M*	Transportation Decisions: The MTI Distribution Case; Facility Location Fundamentals and Decisions	The MTI Distribution Case (Handout); Chapter 13 (pages 550-562)	Group Hwk 1 : The MTI Distribution Case Report
9/14 W	Facility Location Fundamentals and Decisions	Chapter 13 (pages 550-562, 587-596)	
9/19 M	Transportation and Location Decisions: The Good Tire Case; Other Routing and Scheduling Problems	The Good Tire Case (Handout); Chapter 7 (pages 232-254)	Individual Hwk 3
9/21 W	Preparation for the National Tile + Stone Corporation (NTSC) Case Study; Other Routing and Scheduling Problems	The NTSC Case (Handout); Chapter 7 (pages 232-254)	
9/26 M*	<i>Guest Speaker 1: Jenifer Menz, Retail Supply Leader, Procter & Gamble</i>		Individual Hwk 4
9/28 W	Storage and Handling Fundamentals and Decisions	Chapter 11; Chapter 12 (pages 501-509)	
10/3 M*	The NTSC Case: A Multiple Period Distribution Network Design Case Study; Wrap-up and review for Test 1	The NTSC Case (Handout)	Group Hwk 2: The NTSC Case Report
10/5 W	Demand Management/Demand Planning/Forecasting	Chapter 3 (The Product Life Cycle, pages 65-67), Chapter 8 (pages 286-296)	Individual Hwk 5
10/10 M	Test 1		
10/12 W	Time Series Forecasting: Regression, Moving Averages Exponential Smoothing	Chapter 8 (remainder of the chapter)	
10/17 M	Time Series Forecasting: Exponential Smoothing with Trend and Seasonality	Chapter 8 (remainder of the chapter)	
10/19 W	Forecasting Wrap-up; Preparation for Ace Construction Case Study	Ace Construction Case (Handout)	
10/24 M*	Discussion of Ace Construction Case Study; Introduction to Inventory Management	Ace Construction Case (Handout) ; Chapter 9 (pages 326-340)	Group Hwk 3: The Ace Construction Case Report
10/26 W	Single Period Inventory Management (The Newsvendor Model)	Chapter 9 (pages 340-344); Umbra Visage Case (Handout)	Individual Hwk 6
10/31 M	Key Performance Measures for the Newsvendor Model	Umbra Visage Case (Handout)	
11/2 W	Supply Chain Coordination with the Newsvendor Model; Wrap-up and Review for Test 2	Umbra Visage Case (Handout)	
11/7 M	Multiple Period Inventory Management: Continuous Review (The Economic Order Quantity Model)	Chapter 9 (pages 344-357)	Individual Hwk 7
11/9 W	Test 2		

11/10 Th*	<i>Guest Speaker 2 (Special Evening Session): Mark Holifield, SVP Supply Chain, The Home Depot</i>		
11/14 M	No Class		
11/16 W	Multiple Period Inventory Management: Periodic Review	Chapter 9 (pages 357-361)	
11/21 M	Multiple Period Inventory Management Extensions	Chapter 9 (remainder of the chapter)	
11/23 W	Q&A for Complete Hardware Supply, Inc. Case Study		
11/28 M*	Discussion of Complete Hardware Supply, Inc. Case Study	Complete Hardware Supply, Inc. (pages 403-405 in the Textbook)	Group Hwk 4: Complete Hardware Supply, Inc. Case Report
11/30 W	Course Evaluations, Wrap-up and Review for Final		Individual Hwk 8; Group Evaluation Form

* Attendance will be counted as class participation.

** Chapters are from the Textbook; Handout refers to a handout from the Professor (most handouts will be available at Blackboard).