
COURSE INFO. DOCUMENT by: James Drogan
Subject: MT 301E Welcome and Course Objectives

Welcome to Marine Transportation 301E International Physical Distribution Systems.

This courses applies a total system approach to the management of all activities involved in the physical movement of raw materials, in-process inventory, and finished goods inventory from point of origin to point of use or consumption. Topics include supply chain management, inbound and outbound logistics system, customer service inventory and warehousing, transportation management, information systems, global logistics, and logistics strategy.

The purpose of this course is for you to develop skills in and knowledge of international physical distribution in the following areas:

1. Issues. Issues are essential points associated with the subject that need to be discussed, understood and analyzed, and resolved.
2. Players (i.e., companies, firms, associations, regulatory authorities) and their roles.
3. Essential international logistics management processes.
4. Product, information, and financial flows.
5. Infrastructure and equipment.

At the conclusion of this course you should:

1. Have skills and knowledge sufficient to discuss these topics at a high level with other interested parties (e.g., executives in transportation management firms).

International physical distribution, also known as global logistics, constantly changes. This course aims to be contemporary.

It is my hope that you will enjoy benefit from your participation in this experience.

Please feel free to post a message in your Private Folder (in the On-Line Office Hours Module) at any time if you have a suggestion which will improve the value of the course for you. I welcome your input.

Please continue reading all the documents in this Course Information section.

Jim Drogan

COURSE INFO. DOCUMENT by: James Drogan
Subject: MT 301E Contact Information

Instructor:	James Drogan
Course Number:	MT 301E

Semester:	Spring 2004
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Private Correspondence with your Instructor:	Please use Your Private Folder in the Online Office Hours section of the Course Map for private interaction with me. Please check this section regularly for any messages.
Phone:	(718) 409-7289
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Logon Schedule:	I will log on three to five times each week.
Office Locations and Times:	Southeast Bastion, Deck A, first office on left. 7AM-430PM Mondays and Fridays, 10AM-430PM Wednesdays, and 830AM-230PM Saturdays 1/24/4, 2/7/4, 3/20/4

COURSE INFO. DOCUMENT by: James Drogan

Subject: MT 301E Approach

Learning in this course is in the form of a moderated discussion. The schedule for discussion topics can be found in the Overview, Objectives, and Assignments document for each module and may be adjusted by your interest and knowledge as well as current developments in the field. Readings for modules will be assigned. You are expected to have completed the readings and to come prepared to discuss the topics.

Each module will comprise two classes. The first class will focus on the lecture notes and assigned readings; the second class will feature discussion of the material from the first class of the module.

Guest speakers will be used as appropriate.

COURSE INFO. DOCUMENT by: James Drogan

Subject: MT 301E Textbook and Other Course Materials

The text assigned for this course is Stock, J. R. and D. M. Lambert (2001). [Strategic Logistics Management \(4th Edition\)](#), McGraw-Hill ISBN 0-256-13687-4. Contact the Ship Store for a copy.

Any other material required for this course will be distributed through SUNY CourseSpace.

You will be directed towards other material on the Internet. In some cases there may be a fee associated with obtaining this material. Acquisition of the material and payment of the fees is the responsibility of the students.

COURSE INFO. DOCUMENT by: James Drogan

Subject: MT 301E Grading

The basis for grading is your knowledge of and ability to discuss the course material.

This is demonstrated and judged on the basis of the quality of your work on the midterm and final examinations, and the quality (and to a lesser extent, quantity) of your participation through in-class and on-line discussions.

You will be graded on the basis of your demonstrated ability to single out key issues, think critically about them, and express cogent and complete fact-based arguments emphasizing analysis, conclusion and recommendation.

Please see [Some Further Words Regarding Communication](#) for additional advice on communication.

Please see [grading](#) and [grade point average](#) on the Maritime College website.

Basis for Grading

Grading is done on the basis of:

1. Attendance in class: 30 maximum points
2. Discussions: 90 maximum points
3. Mid-term Examination: 45 maximum points
4. Final Examination: 45 maximum points

Maximum points that one can attain in the course is 210. The actual points attained will be divided by 210 and the resulting percentage translated into a letter grade according to the following table.

Grade	Grade Point Equivalent	Percentage Equivalent
A	4.0	93.0-100.0
A-	3.7	90.0-92.9
B+	3.3	87.1-89.9
B	3.0	83.0-87.0
B-	2.7	80.0-82.9
C+	2.3	77.1-79.9
C	2.0	73.0-77.0
C-	1.7	70.0-72.9

Discussions

Your participation in the discussions (in the Module Discussion Area and in class) will constitute 50 percent of your final grade. You will want to participate early and often. Quality of the discussion is preferred over quantity.

My expectation is that

1. You will start at least one discussion thread of significance during the course. A discussion thread is a discussion centered on a particular issue. For example, "Impact of the Panama Canal on Business Logistics" would constitute a significant issue around which a meaningful discussion could be held.
2. You will contribute early and often to module discussions. Remember, however, quality counts more than quantity.
3. You will drive high-quality discussions. More about what constitutes a high-quality discussion will be found later in this document.

Quality discussions of the issues raised by all of us in the context of this course represents, to me, the critical success factor for learning. You should not wait for me to start a discussion. If you have something you think is important that needs to be discussed, start a thread.

From your point of view discussion quality is critical because it represents 50 percent of your overall grade.

From my point of view discussion quality is critical because it is, in my experience, the basis for quality decisions and actions.

Discussions will be prompted by you and me.

1. I expect you to log-on a minimum of three times per module, and contribute to the discussions each time you log-on. One of the discussion threads must be started by you.
2. Each time you logon you should participate in the discussion thread you are leading and at least three additional discussion threads.
3. Post your discussion questions in the discussion area as soon as possible once the module is open. The discussion period associated with a module will end when the next module is started.
4. Do a good job of maintaining quality in the discussions you lead. Lead by example and by command! In other words, use good grammar, not 'Internet Slang'. If other students are not participating in your discussion threads, find out why and do something about it.
5. Make frequent high quality contributions to the discussions. It is probable that if you are an active participant in the discussions lead by other students, they will actively participate in yours.

The questions you ask in the discussions should be thoughtfully developed and carefully worded.

These questions should address issues and/or concepts you find particularly important. I will use the following five criteria to evaluate your questions:

1. Relevance - your question must be relevant to the material in the unit of study.
2. Importance - your question must address a significant issue in the module.
3. Thought-provoking - your question must require high-level thought, not a simple "look-up".
4. Originality - you must not ask a question that is essentially the same as a question posed by another student.
5. Timely - Your question must be posted early in the module so that the other students have an opportunity to respond and you have time to facilitate a good discussion thread.

Your responses to questions posed by me and by the other students will be evaluated, and points awarded, based in part on the following six criteria:

1. Is your answer correct?
2. Is your answer thorough?
3. Is your answer focused - to the point?
4. Is your answer well-organized?
5. Is your answer well-written?
6. Is your answer original?

The quality of your discussion thread can be influenced by the feedback you give to the students who post to it. Three things determine the quality of a discussion thread:

1. The quality of the initial discussion question you ask. I have given some specific guidelines above.
2. The quality of the response posts. Some students will make thoughtful and informative posts to your discussion, and some will give minimal responses. I grade the quality of the posts, and that grade influences your grade in the course. However, you should provide feedback to students too. If a student posts a high-quality response, you should tell them. And, if a student posts a low quality response, you should tell them.
3. The depth of the discussion thread. Discussion "depth" is determined by how many indents there are. If you ask a question, and a student answers, that is a "level 1" discussion. If you reply to the student - now it's a "level 2" discussion. If the student gets back to you - now it's "level 3". If another student joins in and responds to the student's last post - now it's "level 4". The more indents - the "deeper" the discussion thread. Of course, if the posts are low quality, depth is meaningless.

What is a low quality post? A low quality post does not teach us anything, or contribute anything positive or substantial to the discussion. Examples of low quality responses: any response which is biased, prejudicial, off topic, or is unsubstantiated; any response which is carelessly typed, poorly thought-out, grammatically incorrect or confusing; any response which is disrespectful of another student or any other person, etc.

What is a high quality post? A high quality response teaches us something, or adds something positive and/or substantial to the discussion. It contains information from the textbook or another valid source, or applies a concept from the text or a legitimate website in a meaningful way, or facilitates understanding of the course material. The best posts not only introduce new ideas or knowledge, but help us relate it to what we are studying in the module.

In each of the module discussions, I will evaluate the quality and quantity of your responses using a 0 - 3 scale (see the table below). You will be able to see your scores, but you will not be able to see the scores awarded to other discussion participants - nor can they see your scores. Your grade on each module discussion will be determined by the total number of points you earn and may range from 0-6. These points are awarded on a topic basis. In this course there are 15 topics and 90 points. Topics normally

take two classes to cover -- odd numbered classes will present the point of view of the instructor and others; even numbered classes (Discussion Days in the modules) will focus on the point of view of the students.

Quality of the Posts	0	1	2	3
	The post makes little to no contribution to the discussion	Post indicates a minimum acceptable understanding of the material and/or willingness to become involved in the discussion.	Post shows a reasonable understanding of the material. The student is participating meaningfully in the discussion.	The post delivers significant insight into the topic, or opens a potentially significant new line of thinking regarding the topic.
Quantity of Posts				
0 No posts	0	1	3	4
1 Participated in less than three discussion threads; began no discussion threads.	1	2	3	4
2 Participated in three discussion threads; started one discussion thread.	2	3	4	5
3 Participated in more than three discussion threads; started more than one discussion thread.	3	4	5	6

Your discussion grade will be the sum of two numbers from this grid. For example, if I decide that you participated in three discussion threads and started one discussion thread, and your posts show a reasonable understanding of the material and you are participating meaningfully in the discussion, then I would give you 4 points. Discussion and participation points will be assigned on a weekly basis. There are 96 maximum points available over 16 weeks.

Discussions are the heart and soul of this course. I expect you to lead and/or participate in discussions. The question you ask should require thoughtful responses, and should address important and/or controversial issues introduced in the text. No two questions should be on the same issue - so read the other questions before posting your own. The sooner you post your question the better. Additionally, when another student responds to your question, you should respond back to them. Your job is to facilitate the discussion in your discussion thread, so you should probe for additional information and ask additional

questions in order to fully explore the topic you have asked about.

After you post your question, you are required to respond to no fewer than three other student questions. You may respond to as many questions as you want to - but three is the minimum. You are expected to be an active participant in at least these three discussion threads, plus your own.

Discussions are the major learning activities in this course. I will evaluate your participation carefully. You must demonstrate knowledge of the material - not just your opinions. Each contribution you make to any of the discussion threads should add something of value to the discussion.

One final note (very important!!) about your discussion posts... USE A DESCRIPTIVE 'SUBJECT' - create a subject which describes the issue or point you are trying to make. Examples of unacceptable subjects: "Re" / "Response to Alice" / "Alice" / "I Agree" / "Another idea" / etc. I should be able to tell what you are writing about just by reading the Subject of your post.

This material on discussions is based on that developed by Prof. William Pelz of SUNY Herkimer Community College.

Midterm

The midterm examination will comprise five essay questions on material covered up to the midterm.

Each questions will be graded on the basis of:

0 points - no or a less than minimum acceptable level of understanding of the material has been demonstrated.

3 points - a minimum acceptable understanding of the material has been demonstrated.

6 points - a reasonable understanding of the material has been demonstrated.

9 points - an excellent understanding of the material has been demonstrated.

Any grade (e.g., 7) may be assigned.

Total points available are 45.

Final

The final examination will comprise five essay questions on material covered after the midterm examination and up to the final.

Each questions will be graded on the basis of:

0 points - no or a less than minimum acceptable level of understanding of the material has been demonstrated.

3 points - a minimum acceptable understanding of the material has been demonstrated.

6 points - a reasonable understanding of the material has been demonstrated.

9 points - an excellent understanding of the material has been demonstrated.

Any grade (e.g., 7) may be assigned.

Total points available are 45.

COURSE INFO. DOCUMENT by: James Drogan

Subject: MT 301E Class Schedule

Print this document

COURSE AND ASSIGNMENT SCHEDULE

MT 301E International Physical Distribution Systems

The word "Stock" refers to the text assigned (Stock, J. R. and D. M. Lambert (2001). Strategic Logistics Management (4th Edition), McGraw-Hill) for this course.

Class Preparation and Assignments Due are always due at the beginning of the class with which these items are associated.

In general, odd numbered classes will present the point of view of the instructor and others; even numbered classes (Discussion Days in the modules) will focus on the point of view of the students.

Topics/Activities	Class Meeting Date and Location	Class Preparations and Assignments Due Will Be Found in Each Module Click on the link in this column to go directly to the Overview, Objectives, and Assignments for the specific module.
Class 1 Introduction to the Course and to International Physical Distribution Systems	1/14/2004	MT 301E.1 Overview, Objectives, and Assignments
Class 2 Discussion Day - Introduction to the Course and to International Physical Distribution Systems	1/16/2004	MT 301E.1 Discussion Day - Introduction to the Course and to International Physical Distribution Systems
Class 3 Logistics' Role in the Economy and the Organization	1/21/2004	MT 301E.2 Overview, Objectives, and Assignments
Class 4 Discussion Day - Logistics' Role in the Economy and the Organization	1/23/2004	MT 301E.2 Discussion Day - Logistics' Role in the Economy and the Organization
Class 5 Supply Chain Management	1/28/2004	MT 301E.3 Overview, Objectives, and Assignments
Class 6 Discussion Day - Supply Chain Management	1/30/2004	MT 301E.3 Discussion Day - Supply Chain Management

Class 7 Customer Service	2/4/2004	MT 301E.4 Overview, Objectives, and Assignments
Class 8 Discussion Day - Customer Service	2/6/2004	MT 301E.4 Discussion Day - Customer Service
Class 9 Order Processing and Information Systems	2/11/2004	MT 301E.5 Overview, Objectives, and Assignments
Class 10 Discussion Day - Order Processing and Information Systems	2/13/2004	MT 301E.5 Discussion Day - Order Processing and Information Systems
Class 11 Financial Impact of Inventory	2/18/2004	MT 301E.6 Overview, Objectives, and Assignments
Class 12 Discussion Day - Financial Impact of Inventory	2/20/2004	MT 301E.6 Discussion Day - Financial Impact of Inventory
Class 13 Inventory Management	2/25/2004	MT 301E.7 Overview, Objectives, and Assignments
Class 14 Discussion Day - Inventory Management	2/27/2004	MT 301E.7 Discussion Day - Inventory Management
Class 15 Review for Midterm Examination	3/3/2004	MT 301E.8 Midterm Examination Preparation
Class 16 Midterm Examination	3/5/2004	Examination will be handed out and taken in class.
Class 17 Transportation	3/10/2004	MT 301E.9 Overview, Objectives, and Assignments
Class 18	3/12/2004	MT 301E.9 Discussion Day - Transportation

Discussion Day - Transportation		
Class 19 Decision Strategies in Transportation	3/17/2004	MT 301E.10 Overview, Objectives, and Assignments
Class 20 Discussion Day - Decision Strategies in Transportation	3/19/2004	MT 301E.10 Discussion Day - Decision Strategies in Transportation
Class 21 Warehousing	3/24/2004	MT 301E.11 Overview, Objectives, and Assignments
Class 22 Discussion Day - Warehousing	3/26/2004	MT 301E.11 Discussion Day - Warehousing
Class 23 Global Logistics	3/31/2004	MT 301E.12 Overview, Objectives, and Assignments
Class 24 Discussion Day - Global Logistics	4/2/2004	MT 301E.12 Discussion Day - Global Logistics
Class 25 Measuring and Selling the Value of Logistics	4/7/2004	MT 301E.13 Overview, Objectives, and Assignments
Easter Break 4/8-11/2004 No classes and no on-line discussions Enjoy yourselves!		
Class 26 Discussion Day - Measuring and Selling the Value of Logistics	4/14/2004	MT 301E.13 Discussion Day - Measuring and Selling the Value of Logistics
Class 27 The Strategic Logistics Plan	4/16/2004	MT 301E.14 Overview, Objectives, and Assignments
Class 28 Discussion Day - The Strategic Logistics	4/21/2004	MT 301E.14 Discussion Day - The Strategic Logistics Plan

Plan		
Class 29 Wrap-up and Review for the Final Examination	4/23/2004	
Class 30 Final Examination	4/28/2004	

COURSE INFO. DOCUMENT by: James Drogan

Subject: MT 301E Some Further Words Regarding Communication

My preference is to receive all written communication via e-mail. If you are submitted an writing assignment, the preference is that you submit it as an attached Microsoft Word document. This allows me an easy way to mark-up your document and return it to you prior to class – ease and speed, hallmarks of good transportation. I recognize this is not always possible and will, of course, accept handwritten documents.

If submitted via e-mail aim to say what you want to say in a single page (8.5 x 11 inches) of size 10 font. If handwritten, aim to say what you want to say in two pages trying to leave some room for me to write comments.

1. Your written work should be a complete – statement of the issue (the beginning), facts and discussion (the middle), and conclusions and recommendations (the end).
2. Avoid restating information from the course material. Analyze the information. Identify a coherent framework that puts the issue in perspective.
3. Do not spend effort on writing about that which is irrelevant to the issue.
4. Avoid generic terms. Be as specific as possible.
5. Be logical, develop consistent arguments.
6. Be creative. Creativity is the essence of effective strategic analysis.
7. Use your own words, not those of others.

Points 3-7 are based on Peter McAliney's Business Policy 5100 Case Analysis Guidelines at Baruch College.

It is important to be able quickly identify the core issue, reason about it in a logical and complete manner, and clearly state conclusions and recommendations. Content and clarity are important.

Think before you write. Write. Review and enhance. Submit.

“One communicates to gather information, participate in the discussion underlying thinking and decision, compel change during implementation, and contribute to the post-change activities of learning and insight.

This communication is based upon knowledge of:

1. The decisions that need to be made and why.
2. The manner of making these decisions and why.
3. The source of the data to support the decisions.

Communication must be useful and usable:

1. The grammar and syntax of the communication is easily understood.
2. The information communicated is relevant.
3. The medium of communication is acceptable.

Communication is active (speaking, writing, personal appearance, appearance of documents) and passive (listening, observing) and both are critical.

Communication arises from how one perceives and considers an opportunity. That is, it is affected by how one solves problems. The concepts of fact-based hypothesis-driven thinking come into play here.”

James Drogan, A Point of View On Teaching Content and Communication, September 21,2002

COURSE INFO. DOCUMENT by: James Drogan

Subject: MT 301E Time Management

The business world will be at least as demanding of your time as are your teachers. Time is an unlimited resource, but you will not be able to give unlimited time to each of things you must, should and could do. Learn to manage so that the investment of your time maximizes the return you seek.

"Time is the coin of your life. It is the only coin you have, and only you can determine how it will be spent. Be careful lest you let other people spend it for you."

Carl Sandburg

Prioritize the tasks that face you into the must-dos, should-dos, and could-dos. Allocate your time in the same sequence. You can't be all things to all people all the time. You need to learn to say no in a fashion that makes people want to come back.

Consider the following list from one of the most highly respected business books:

1. Be Proactive
2. Begin with the End in Mind
3. Put First Things First
4. Think Win/Win
5. Seek First to Understand, Then to Be Understood
6. Synergize
7. Sharpen the Saw

Covey, S. R. The 7 Habits of Highly Effective People, Simon & Schuster, Inc.

I understand that this class is one of many demands on your time. My aim is for you to not spend more than three times the in-class class time in outside-class preparation. Some of you will, of course, spend less and others more.

COURSE INFO. DOCUMENT by: James Drogan

Subject: MT 301E A Note on Integrity

Please read the Maritime College statement on [academic integrity](#).

Integrity is a core value upon which acceptable business behavior is based. Integrity is about honesty, keeping one's commitments, and consideration of the rights and needs of others. In short, can your business partners rely upon you?

The lack of integrity in the academic community means you may fail a course, in business you may be passed over for a promotion; in the academic community you may be placed on probation, in business you may be placed on an improvement program; in the academic community you may be expelled, in the business community you may lose a job; and finally, in the business world, you may be sent to jail.

For an eloquent statement on integrity I would like you to read the [Letter to Students re Academic Integrity \(Bill Taylor\)](#)

You are expected to learn and practice the habits associated with high integrity. Do it now, do not defer or delay, or neglect it, for you will not pass this way again.

COURSE INFO. DOCUMENT by: James Drogan

Subject: MT 301E My Expectations

1. That you will do your own work and find your own words except in those situations where there is a clear call for teamwork.
2. That you and I will develop a relationship of mutual trust that is the basis for a high value learning experience. We should be willing to share any thoughts, concerns, constructive criticisms, ideas, etc. in a manner that respects the dignity and value of all parties.
3. That all of us in class will discharge our individual responsibilities to teach and learn. If we don't, who will?
4. That we make time to help others. If we don't, who are we?

That you keep on schedule with the course requirements. I expect you to be spending about 10 hours a week on this course.

That I keep on schedule with the course requirements.

COURSE INFO. DOCUMENT by: James Drogan

Subject: MT 301E Your Next Steps

The **Bulletin Board** is a discussion area for our class outside the context of a particular course module. Just as you have the opportunity to talk or chat with each other or with the instructor when taking a conventional classroom course, you should also have the opportunity to do the same in a web course. The Bulletin Board is available only to students enrolled in this class to post and/or read messages and

respond. These can include questions or comments to other students and me about course material, assignments, readings, etc. It is also a place where you can go to socialize and have open discussion on subjects of your interests.

You will find the Bulletin Board in the Class Community section of the Course Map. I will be using this area to make announcements during the semester, so be sure to check it every time you "come to class."

Meet Your Classmates is an area for you to introduce yourself to the class and where you can go to meet the others that are in this course. Your profile will help us get to know each other and begin to build a sense of class community, so please feel free to personalize your profile and add a link to your favorite web site, or attach a digital image of yourself.

You will find my profile by clicking the Meet Your Classmates link in the Class Community section of the Course Map. Check this area to meet the others in this course. Since profiles will be posted as people join the course for the first time, you may have to return to this area several times to see the latest entries.

As your next step, you should click on **Course Map** link and then, do the following:

1. Click on the **Bulletin Board** area. Post an item to start a discussion, or read other students' responses if there are any, and make a response.
2. Click on the **Meet Your Classmates** area and introduce yourself.

When you have completed those two tasks, you are ready to begin the first module of the course.

DOCUMENT by: James Drogan

Subject: MT 301E.1 Overview, Objectives, and Assignments

Module Overview:

This module discusses the objectives of and approach to the course, the expectations that we have for one another as we go through this course, and solicits information from the students as to their current understanding of transportation management and their individual objectives for the course.

Module Learning Objectives:

To begin the development of a framework for understanding international physical distribution systems.

Reading

Assigned Reading	Due Date
 1. Introduction to the Course and to International Physical Distribution Systems.pdf	1/14/2004
 A Note on Fact-Based Hypothesis-Driven Thinking.pdf	1/14/2004

Writing

Assigned Writing	Due Date
Write a brief paper (no longer than 800 words) that describes a.) your understanding of international physical distribution, and b.) your expectations for this course.	1/14/2004

This paper is to be submitted electronically.

Discussion

Assigned Topic	Discussion Start Date	Discussion Stop Date
<p><u>Introduction to the Course and International Physical Distribution Systems</u> identifies five potential sets of issues associated with international physical distribution systems. These are indicated by the broad arrows containing the word "Issues?"</p> <p>The discussion will be about what you think these issues are and why you think they are important in the context of this course.</p>	1/15/2004	1/28/2004

*If you have any questions about the assignments or activities for this module, please click on the **ASK A QUESTION** link below. Now go to the next document to begin this module.*



DOCUMENT by: James Drogan

Subject: MT 301E.2 Overview, Objectives, and Assignments

Module Overview:

In this module we discuss the larger context in which international logistics exists and, in particular, the value it add (and subtract if done poorly).

Module Learning Objectives:

1. To identify how logistics affects the economy and the performance of organizations.
2. To briefly explore how logistics has developed over time.
3. To understand how logistics contributes to value creation (value-added).
4. To understand the concept of the systems approach as it relates to logistics and marketing, the total cost concept, and profitability.
5. To show how to implement the integrated logistics management concept using total cost analysis.
6. To show how to recognize areas in which logistics performance can be improved.

Reading

Assigned Reading	Due Date
Stock and Lambert, Chapter 1: Logistics' Role in the Economy and the	1/21/2004

Organization	
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Assignment

Assigned Writing	Due Date
None	

Discussion

Assigned Topic	Discussion Start Date	Discussion Stop Date
Question 9, page 51 of Stock and Lambert	1/21/2004	2/4/2004

If you have any questions about the assignments or activities for this module, please click on the [ASK A QUESTION](#) link below. Now go to the next document to begin this module.



DOCUMENT by: James Drogan

Subject: MT 301E.3 Overview, Objectives, and Assignments

Module Overview

The point was made in *Introduction to the Course and to International Physical Distribution* Systems that the phrase "international physical distribution systems" has, for the most part, given way to the phrase "international logistics systems."

Logistics systems are part of a larger context -- supply chain. We examine this larger, and increasingly important, context in this module.

There is a great deal of confusion regarding just what supply chain management involves and how it is different from logistics. In fact, most people using the words supply chain management are using them as a synonym for logistics (this can be substantiated by a review of the content of the flurry of new books on supply chain management).

The goal of this chapter is to clear up some of the confusion about supply chain management. Supply chain management is presented as a series of cross-functional processes that are first implemented within the firm and then across key firms within the supply chain. Logistics represents the material flows and information flows in the supply chain (see Figure 2-1). Our point is that it will not be possible to achieve efficient and effective logistics within the supply chain if all of the "touches" are not managed. Hence, the need for cross-functional process oriented teams.

Supply chain management is the larger concept and logistics within the supply chain occurs as a result of successful implementation of the supply chain processes. Logistics is also a corporate function like marketing, finance and manufacturing and as such is an important member of the cross-functional process teams that are used to implement the supply chain management processes.

Many logistics managers make the mistake of attempting to minimize the logistics costs of their own firm at the expense of other organizations in the supply chain. The greatest improvement in logistics efficiency can be achieved by viewing the supply chain as a total system and minimizing the logistics

costs of the supply chain.

Source: Stock and Lambert

Module Learning Objectives

1. To familiarize the reader with the concept of supply chain management (SCM).
2. To show the role of logistics in supply chain management.
3. To show how supply chain management can play a key role in achieving corporate success.
4. To describe the factors that influence supply chain network structure, supply chain business processes, and supply chain management components.
5. To present supply chain design considerations.
6. To illustrate how to implement logistics cost trade-offs within a supply chain.

Source: Stock and Lambert

Reading

Assigned Reading	Due Date
Stock and Lambert, Chapter 2: Supply Chain Management	1/28/2004
 3. Supply Chain Management.pdf	1/28/2004
 Business Drivers and Business Configuration.pdf	1/28/2004

Assignment

Assigned Writing	Due Date
None	

Discussion

Assigned Topic	Discussion Start Date	Discussion Stop Date
<p>The reading <i>3. Supply Chain Management</i> depicts (slide 4) a continuum of change in business model beginning with Transportation, extending through Logistics and Supply Chain Management, culminating in E-Business. Business are driven through this continuum under pressure from Business Drivers and in pursuit of the goals and objectives of the firm (the "star" containing the "\$").</p> <p>The second module of this course discussed logistics' role in the economy and the organization. It seems reasonable to suggest that</p>	1/29/2004	2/11/2004

the combination of these four items -- business drivers, goals and objectives, economy, and organization -- can define the space within which a firm can successfully do business.

It is a reasonable hypothesis to suggest that a business's ability to operate in one of the four environments depicted on slide 4 is very much determined by the socio-economic development of the countries in which it operates.

Do you believe this to be a valid hypothesis? Why or why not? What countries would you offer as examples to validate your claim?

*If you have any questions about the assignments or activities for this module, please click on the **ASK A QUESTION** link below. Now go to the next document to begin this module.*



DOCUMENT by: James Drogan

Subject: MT 301E.4 Overview, Objectives, and Assignments

Module Overview

The intent of a logistics system is to put a product at a place, time, and price such that it is preferred by the customer over a competing product. In short, the logistics system is aimed at providing superior customer service. Hence, customer service is the output of the logistics system and the starting point for logistics system design.

Module Learning Objectives

1. To define customer service.
2. To show the importance of the customer service function to a firm's marketing and logistics efforts.
3. To show how to calculate cost/revenue trade-offs.
4. To show how to conduct a customer service audit.
5. To identify opportunities for improving customer service performance.

Source: Stock and Lambert

Reading

Assigned Reading	Due Date
Stock and Lambert, Chapter 3: Customer Service	2/4/2004

 4. Customer Service.pdf	2/4/2004
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Assignment

Assigned Writing	Due Date
None	

Discussion

Assigned Topic	Discussion Start Date	Discussion Stop Date
<p>Drawing upon your own experience, identify two situations -- one where you experienced good customer service, one where you experienced bad customer service.</p> <p>Why was the service good or bad? What part did logistics play in providing this customer service experience?</p> <p>Please note that logistics must play some part in the experience in order for this to be a meaningful discussion.</p> <p>Figure 3-1 on page 97 of Stock and Lambert is a good topical guide for this discussion.</p>	2/5/2004	2/18/2004

*If you have any questions about the assignments or activities for this module, please click on the **ASK A QUESTION** link below. Now go to the next document to begin this module.*



DOCUMENT by: James Drogan

Subject: MT 301E.5 Overview, Objectives, and Assignments

Module Overview

Information has always been key to the movement of product. When the world was slower and the distances greater the prompt communication of relevant information was not as critical as it is in today's world. In earlier times the lack of communication and the preponderance of delay was compensated for by the individuals skills of ship captains, traders, merchants, and similarly skilled and trusted individuals.

The increasingly complex world and fast pace of business requires a foundation stone of integrated business systems comprising people, information, and technology if success is to be achieved.

We take up this issue of information systems in this module.

Module Learning Objectives

1. To show how the order processing system can influence performance of the logistics function.
2. To show how order-processing systems can be used to improve customer communications and increase efficiency in many areas of logistics.
3. To show how the order processing system can form the basis of a logistics information system at the strategic and tactical levels.
4. To show how information technology supports time-based competition.
5. To show how advanced information technologies support logistics and supply chain integration.

Source: Stock and Lambert

Reading

Assigned Reading	Due Date
Stock and Lambert, Chapter 4. Order Processing and Information Systems	2/11/2004
 5. Information Technology in Logistics.pdf	2/11/2004
Case 4: Metalco: The SAP Proposal, Stock and Lambert pp. 751-762	2/11/2004

Assignment

Assigned Writing	Due Date
None	

Discussion

Assigned Topic	Discussion Start Date	Discussion Stop Date
<p>The Metalco case is rich in opportunities for discussion on a subject, investments in information systems, that, of late, has composed more than 50 percent of capital expenditure by business.</p> <p>One of the ways to examine this proposal is to invoke Rudyard Kipling's Six Best Friends -- who, what, why, where, when, and how. For example, what is this proposal intended to do?</p> <p>Don't just parrot what you find written in the case. Probe deeper. What's really going on here? Will it make any meaningful difference? Is it doable?</p>	2/12/2004	2/25/2004

If you have any questions about the assignments or activities for this module, please click on the **ASK A QUESTION** link below. Now go to the next document to begin this module.



DOCUMENT by: James Drogan

Subject: MT 301E.6 Overview, Objectives, and Assignments

Module Overview

The phrase "information is more important than inventory" has been the mantra in logistics for some time. In the 14th Annual "State Of Logistics Report" by Wilson and Delaney, all business inventory, at \$1.4 trillion, represented almost 14 percent of the nominal US GDP of \$10.5 trillion. Some \$298 billion is associated with this inventory in the form of carrying costs.

Numbers of this size tend to attract attention.

The trade-offs to be made are to minimize inventory costs and logistics costs at the optimum level of customer service.

We take up in this module a basis for making informed decisions regarding these trade-offs.

Module Learning Objectives

1. To show how inventory investment influences corporate profit performance.
2. To show how inventory management contributes to least total cost logistics.
3. To show how to calculate inventory carrying costs.
4. To show the impact of inventory turns on inventory carrying costs in total and per unit.
5. To show how inventory carrying costs will differ according to a firm's position in the supply chain.

Source: Stock and Lambert

Reading

Assigned Reading	Due Date
Stock and Lambert, Chapter 5: Financial Impact of Inventory	2/18/2004
 state_of_logistics_2003_final.pdf	2/18/2004

Writing

Assigned Writing	Due Date
Solve Stock and Lambert C5 Problem 10 p 220. Please use the Strategic Profit Model format as shown in figures 5-1 through 5-3. May I suggest that creating a spreadsheet is the easiest way to solve the problem and for me to	2/20/2004

understand how you arrived at your answer.

Discussions

Assigned Issue	Discussion Start Date	Discussion Stop Date
None assigned		

*If you have any questions about the assignments or activities for this module, please click on the **ASK A QUESTION** link below. Now go to the next document to begin this module.*



DOCUMENT by: James Drogan

Subject: MT 301E.7 Overview, Objectives, and Assignments

Module Overview

Some had defined logistics as "the management of inventory in motion and at rest." Inventory is the central focus of logistics and its management the central process.

Module Learning Objectives

1. To show how the basic concepts of inventory management are applied.
2. To show how to calculate safety stocks.
3. To show how production policies influence inventory levels.
4. To show how inventories and customer service levels are interrelated.
5. To show how to recognize poor inventory management.
6. To show how to improve inventory management.
7. To show how profit performance can be improved by systems that reduce inventories.

Source: Stock and Lambert

Reading

Assigned Reading	Due Date
Stock and Lambert, Chapter 6: Inventory Management	2/25/2004

Writing

Assigned Writing	Due Date
None	

Discussions

Assigned Issue	Discussion Start Date	Discussion Stop Date
None assigned		

If you have any questions about the assignments or activities for this module, please click on the [ASK A QUESTION](#) link below. Now go to the next document to begin this module.



DOCUMENT by: James Drogan

Subject: MT 301E.8 Midterm Examination Preparation

The following chapters have been assigned reading in Stock and Lambert:

1. Chapter 1: Logistics' Role in the Economy and the Organization
2. Chapter 2: Supply Chain Management
3. Chapter 3: Customer Service
4. Chapter 4: Order Processing and Information
5. Chapter 5: Financial Impact of Inventory
6. Chapter 6: Inventory Management

At the end of each chapter are a number of questions. The midterm will comprise five questions selected from the questions at the end of each of the chapters that have been assigned.



DOCUMENT by: James Drogan

Subject: MT 301E.9 Overview, Objectives, and Assignments

Module Overview

Some had defined logistics as "the management of inventory in motion and at rest." Inventory is the central focus of logistics and its management the central process. Transportation provides for the movement.

Module Learning Objectives

1. To examine transportation's role in logistics and its relationship to the marketing activities of an organization.
2. To identify various transport modes, intermodal combinations, and other transportation entities

available for distributing products to customers.

3. To summarize transportation regulation and deregulation, and their effects on shippers and carriers.
4. To examine global aspects of transportation.

Source: Stock and Lambert

Reading

Assigned Reading	Due Date
Stock and Lambert, Chapter 8: Transportation	3/10/2004

Writing

Assigned Writing	Due Date
You have been asked to design a transportation system for the distribution of a new line of medium priced clothing within the five boroughs of New York City. What are the major issues with which you must contend? How might you resolve these issues?	3/17/2004

Discussions

Assigned Issue	Discussion Start Date	Discussion Stop Date
You have been asked to design a transportation system for the distribution of a new line of medium priced clothing within the five boroughs of New York City. What are the major issues with which you must contend? How might you resolve these issues?	3/11/2004	3/24/2004

*If you have any questions about the assignments or activities for this module, please click on the **ASK A QUESTION** link below. Now go to the next document to begin this module.*



Module Overview

With the understanding of the terms and concepts discussed in Chapter 8, we are ready to consider transportation management. This module deals with management of transportation in light of cost-service trade-offs.

Module Learning Objectives

1. To provide a brief overview of the basics of traffic management.
2. To identify the major transportation management activities of shippers and carriers.
3. To identify areas of transportation affected by technology.
4. To briefly overview how transportation productivity can be measured.
5. To describe the transportation audit process.

Source: Stock and Lambert

Reading

Assigned Reading	Due Date
Stock and Lambert, Chapter 9: Decision Strategies in Transportation	3/19/2004

Writing

Assigned Writing	Due Date
<p>In a previous discussion you were asked to identify the major issues to be addressed in the design of a transportation system for the distribution of a new line of medium priced clothing within the five boroughs of New York City.</p> <p>Now consider the matter of managing this transportation system. How will you measure performance of the system? What major management processes need to be put in place? What sorts of skill will the people involved in the system need to have?</p>	3/24/2004

Discussions

Assigned Issue	Discussion Start Date	Discussion Stop Date
<p>In a previous discussion you were asked to identify the major issues to be addressed in the design of a transportation system for the distribution of a new line of medium priced clothing within the five boroughs of New York City.</p> <p>Now consider the matter of managing this transportation</p>	3/20/2004	4/24/2004

<p>system. How will you measure performance of the system? What major management processes need to be put in place? What sorts of skill will the people involved in the system need to have?</p>		
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*If you have any questions about the assignments or activities for this module, please click on the **ASK A QUESTION** link below. Now go to the next document to begin this module.*



DOCUMENT by: James Drogan

Subject: MT 301E.11 Warehousing Overview, Objectives, and Assignments

Module Overview

Warehousing is an integral part of every logistics system and plays a vital role in the ability of a firm to provide a desired level of customer service at the lowest possible total cost. The warehousing decision is especially important because of its relationship to inventory management

Module Learning Objectives

1. To show why warehousing is important in the logistics system.
2. To identify the types of warehousing facilities that exist.
3. To examine the primary functions of warehousing.
4. To compare and contrast public versus private warehousing.
5. To examine issues relating to warehouse facility development.
6. To describe international warehousing issues.
7. To provide an overview of the importance of productivity and accounting/control issues in warehouse management.

Source: Stock and Lambert

Reading

Assigned Reading	Due Date
Stock and Lambert, Chapter 10: Warehousing	3/26/2004
Case 9: Favored Blend Coffee Company: The SAP Proposal, Stock and Lambert pp. 790-793	3/26/2004

Writing

Assigned Writing	Due Date

None

Discussions

Assigned Issue	Discussion Start Date	Discussion Stop Date
What are the unfavorable issues in the Favored Blend case? What are the possible causes? What is the potential impact to Favored Blend's corporate health? What alternatives exist for correcting the situation? I suggest you take one unfavorable issue through these questions.	3/27/2004	3/31/2004

*If you have any questions about the assignments or activities for this module, please click on the **ASK A QUESTION** link below. Now go to the next document to begin this module.*



DOCUMENT by: James Drogan

Subject: MT 301E.12 Overview, Objectives, and Assignments

Module Overview

Many organizations have expanded globally in their marketing, manufacturing, and/or retailing operations. As a consequence, these firms have had to develop logistics systems that were global in scope.

The international arena requires an awareness of the variables that can impact the firm's logistics system. Some of these factors can be controlled. Others, unhappily, are uncontrollable, but nonetheless, must be addressed and dealt with in any global undertaking.

Module Learning Objectives

1. To describe the major international supply chain strategies -- exporting, licensing, joint ventures, direct ownership, importing, and countertrade.
2. To identify some of the uncontrollable factors that affect global logistics.
3. To identify the components and major organizations involved in exporting.
4. To define and discuss some of the basic terms associated with global logistics activities.

Source: Stock and Lambert

Reading

Assigned Reading	Due Date
Stock and Lambert, Chapter 13: Global Logistics	3/31/2004

Writing

Assigned Writing	Due Date
None	

Discussions

Assigned Issue	Discussion Start Date	Discussion Stop Date
None		

If you have any questions about the assignments or activities for this module, please click on the [ASK A QUESTION](#) link below. Now go to the next document to begin this module.



DOCUMENT by: James Drogan

Subject: MT 301E.13 Measuring and Selling the Value of Logistics Overview, Objectives, and Assignments

Module Overview

Business logistics is about putting the right product in the right place and at the right price such that it is preferred by the customer over a competing product.

It's all about accepting value.

This module takes up the issue of determining the value of logistics and making this value obvious to decision makers.

Module Learning Objectives

1. To show the various methods of measuring the value of logistics.
2. To identify the advantages and disadvantages of each of these measures.
3. To show how logistics affects shareholder value.
4. To demonstrate how failure to measure and sell the value of logistics leads to suboptimal performance.
5. To show that value creation is a moving target.

Source: Stock and Lambert

Reading

Assigned Reading	Due Date
Stock and Lambert, Chapter 17 Measuring and Selling the Value of Logistics	4/16/2004

Writing

Assigned Writing	Due Date
From problem 7, p 683 of Stock and Lambert It was mentioned in the chapter that value is a moving target. What exactly does this mean? Give an example of how value might be a moving target?	4/21/2004

Discussions

Assigned Issue	Discussion Start Date	Discussion Stop Date
None		

*If you have any questions about the assignments or activities for this module, please click on the **ASK A QUESTION** link below. Now go to the next document to begin this module.*



DOCUMENT by: James Drogan

Subject: Final Examination Scheduled for 1PM, April 28, in B06 at Fort Schuyler.

*If you have any questions about the assignments or activities for this module, please click on the **ASK A QUESTION** link below. Now go to the next document to begin this module.*

