

Course Description

Business logistics is the set of all activities involved in the flow of goods, services, and related information through an organization and through the supply chain to the market. The course is designed to introduce students to problems, models, and solution methodologies in business logistics.

Learning Goals

This course is designed in such a way that, after completing it, you will be able to

1. Explain: a) what is logistics as a business function, b) what are its principal activities, and c) how these activities create value to customers.
2. Analyze some of the most important issues in logistics.
3. Make effective decisions related to logistics supported by analytical techniques.

This course will also provide you with opportunities to develop your abilities to

4. Work effectively in a team and lead a team.
5. Relate logistics to other business functions and work with other functions in making decisions in logistics.
6. Communicate in oral and written English in assigned talk contexts.

Class Schedule

ISOM3760 L1: Wed & Fri 16:30 – 17:50 at Rm. 2504

Teaching Staff

Instructor: Man Yu (manyu@ust.hk)

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Office hours: Friday 9:30 – 10:30 or by appointment

Course Materials

- 1) Reference textbook: *Business Logistics/Supply Chain Management*, by Ronald Ballou, Prentice-Hall, International Series, Fifth Edition.
Note: it is not required to buy the textbook. A few copies are on course reserve in library.
- 2) Notes and reading materials from course website at Canvas (<http://canvas.ust.hk>).

Performance Evaluation

Case Studies	20%
Term Project Presentation	20%
Term Project Report	20%
Comprehensive Final Exam	40%

Case Studies

Three cases will be studied in this course. You will work in a group of up to six students.

Case report: Every group will choose two of the three cases and submit a case report for each one. Case report is **no more than three pages** (12 point, single spaced, standard margin, Times New Roman, excluding figures and tables). A soft copy of the (typed-up) case reports is due at the beginning of the class when each case is discussed. Each case report carries 10% of the total grade (scoring rubric below). If a group chooses to submit reports for all three cases, then the two highest scores will be counted.

Case presentation: For each case, one group will be selected to present the case and lead the class discussion. The case presentation is on volunteer basis, and if multiple groups volunteer, a random draw will be made. Each presenting group will get **up to 1.5 bonus points**. The decision on the presenting group will be made **one week** before the class when each case is discussed. If your group wishes to be selected, be sure to let the TA know as early as possible.

Case questions: There are normally questions at the end of each case for you to answer. Otherwise, the instructor will post case questions on Canvas.

Term Project

The term project is one of the most important learning components of the course. You will work in the same group as the case group. Project topics can include (but not limited to):

1. Logistics management related problems of a company.
2. Logistics strategies, distribution channels and future trends in a given industry (e.g. auto, computer, apparel, entertainment, banking, publishing, food, music, pharmaceutical, grocery, flower, live animals, etc.).
3. Research on a logistics related topic of special interest (e.g. cross docking, risk pooling, order fulfillment, 3PL, cellular phone recycling, green logistics, design for logistics, etc.)
4. Logistics practice in a particular region that you are familiar with (e.g. Hong Kong, Singapore, Pearl River Delta, Europe).
5. Develop (detailed proposal) a spread-sheet based decision support system to aid in making logistics strategy and planning decisions.

The evaluation of the term project will put emphasis on the clarity and depth of analysis, as well as demonstration of a good understanding of basic logistics concepts and tools from the course and their application to the operation studied.

The project report will be **ten to twenty-five** pages with the same format as the case report. A one-page project proposal is due on **March 25** in class. Each group will present the project in class at the end of the term. A soft copy of the (typed-up) report is due on Canvas on the day of your group presentation. A soft copy of the project report and the presentation slides should also be submitted to the TA via email on the same day.

Exam

There will be one final exam.

1. The final exam lasts for 2 hours and takes place on the university assigned exam date.
2. Students who miss the exam will not be given “make-up” exams.

Group Formation and Evaluation

Group work plays an essential role in this course. Each group consists of up to six students and is formed on a voluntary basis. Please form your groups on Canvas by **Feb 16**. You can self-sign up for groups by first logging in Canvas ISOM3760 course site, and then clicking People, and then Groups.

For both the case study and the term project, all group members receive the same basic scores, which will then be adjusted based on the peer evaluation submitted at the end of the term.

Each team member will assess all **other** team members using the rubric on Group Member Evaluation (GME). Please submit your evaluation on GME by **May 11**.

Academic Honor Code

Personal integrity and professionalism are fundamental values of the university community. To help ensure that these values are upheld and to maintain equitability in the evaluation of your work, this course will be conducted in strict conformity with HKUST Academic Honor Code (see <https://registry.hkust.edu.hk/resource-library/academic-honor-code-and-academic-integrity>). Anyone caught cheating or plagiarizing will fail the course and there will be no acceptable excuses.

Case Report and Term Project Report Scoring Rubric

	2.5	2	1.5	0-1
Identification of the main issues/problems	Identifies and understand all of the main issues in the case/project	Identifies and understand most of the main issues in the case/project	Identifies and understand some of the main issues in the case/project	Identifies and understand few of the main issues in the case/project
Analysis of the issues	Insightful and thorough analysis of all the issues	thorough analysis of most of the issues	Superficial analysis of some of the issues	Incomplete analysis of the issues
Comments on effective solutions/strategies	Well documented, reasoned and pedagogically appropriate comments on solutions, or proposals for solutions, to all issues in the case/project	Appropriate, well thought-out comments about solutions, or proposals for solutions, to most of the issues in the case/project	Superficial and/or inappropriate solutions or comments to some of the issues in the case/project	Little or no action suggested, and/or inappropriate solutions or comments to all of the issues in the case/project
Links to course readings and additional research	Excellent research into the issues with clearly documented links to class (and/or outside) reading	Good research and documented links to the material read	Limited research and documented links to any reading	Incomplete research and links to any readings

Case and Term Project Presentation Scoring Rubric

	2.5	2	1.5	0-1
Delivery and enthusiasm	Very clear and concise flow of idea. Demonstrates passionate interest in the topic and engagement with the class	Clear flow of ideas. Demonstrates interest in topic and engagement with the class	Most ideas flow but focus is lost at times. Limited evidence of interest in and engagement with the topic	Hard to follow the flow of ideas. Lack of enthusiasm and interest.
Visuals and staging	Visuals augmented and extended comprehension of the issues in unique ways. Uses stage, effects such as props, costumes, sound effects, in a unique and dramatic manner that enhances the understanding of the issues in the project	Use of visuals related to the materials. Uses stage, effects such as props, costumes, sound effects, in a unique manner to extend understanding of the issues in the project	Limited use of visuals loosely related to the materials. Limited use of stage effects, and/or used in a manner that did not enhance the understanding of the issues in the project.	No use of visuals and stage effects.
Involvement of the class: questions, generating discussion, and activities	Excellent and salient discussion points that elucidated materials to develop deep understanding. Appropriate and imaginative activities used to extend understanding in a creative manner	Questions and discussion addressed important information that developed understanding. Appropriate activities used to clarify understanding.	Questions and discussion addressed surface features of the topic. Limited use of activities to clarify understanding.	Little or no attempt to engage the class in learning.
Response to class queries	Excellent response to student comments and discussion with appropriate content supported by theory/research	Good response to class questions and discussion with some connection made to theory/research.	Satisfactory response to class questions and discussion with limited reference to theory/research.	Limited response to questions and discussion with no reference to theory/research.

Course Outline

Class	Date	Topic
1	4-Feb	Introduction and Overview
2	6-Feb	Logistics Planning <i>Reading: Chapter 1 and 2 (Ballou)</i>
3	11-Feb	Logistics Product <i>Reading: Chapter 3 (Ballou)</i>
4	13-Feb	Customer Service <i>Reading: Chapter 4 (Ballou)</i>
5	20-Feb	Order Processing <i>Reading: Chapter 5 (Ballou)</i>
6	25-Feb	Information Technology in Logistics <i>Reading: Chapter 5 (Ballou)</i>
7	27-Feb	Order Fulfillment: Arrow Electronics
8	4-Mar	Transport Fundamentals <i>Reading: Chapter 6 (Ballou)</i>
9	6-Mar	Transport Decisions <i>Reading: Chapter 7 (Ballou)</i>
10	11-Mar	Third-party Logistics Provider: National Logistics Management
11	13-Mar	Distribution Strategies
12	18-Mar	Warehousing I <i>Reading: Chapters 11/12 (Ballou)</i>
13	20-Mar	Warehousing II <i>Reading: Chapters 11/12 (Ballou)</i>
14	25-Mar	Inventory Replenishment <i>Reading: Chapter 9 (Ballou)</i>
15	27-Mar	Aggregate Inventory Control <i>Reading: Chapter 9 (Ballou)</i>
16	1-Apr	Inventory Management: American Red Cross: Blood Services
17	10-Apr	Purchasing and Scheduling I <i>Reading: Chapter 10 (Ballou)</i>
18	15-Apr	Purchasing and Scheduling II <i>Reading: Chapter 10 (Ballou)</i>
19	17-Apr	Facility Location Decisions I <i>Reading: Chapter 13 (Ballou)</i>
20	22-Apr	Facility Location Decisions II <i>Reading: Chapter 13 (Ballou)</i>
21	24-Apr	Final Project Presentations
22	29-Apr	Final Project Presentations
23	6-May	Final Project Presentations
24	8-May	Final Project Presentations/Course Review

Note: The instructor reserves the right to modify the course outline during the term when needed.