

## Course Syllabus

### Course Information

<i>Course Number/Section</i>	OPRE 4362
<i>Course Title</i>	Supply Chain Strategy
<i>Term</i>	Fall 2023
<i>Days</i>	Thursday
<i>Instructional Mode</i>	Traditional
<i>Meeting Time</i>	4:00pm-6:45pm
<i>Room</i>	JSOM 11.206

### Course Instructor Contact Information

<i>Professor</i>	Dr. David Widdifield, DBA
<i>Office</i>	JSOM 4.620
<i>Office Phone</i>	(972) 883-5168
<i>Email Address</i>	david.widdifield@utdallas.edu
<i>Office Hours</i>	Fridays 1pm-4pm

### Course Description

The success of a product (and a firm) in today's global marketplace depends on activities of firms in the product's supply chain. This course is designed to familiarize students with skills necessary for the strategic decision-making processes in supply chain management (SCM). Students In this course, students will evaluate and select appropriate supply chain strategies for different business situations. The course will discuss improvements in the plan, source, make, delivery, customer service, and new product development capabilities to meet strategic and financial goals in demand-driven value networks. This course expands on previous SCM coursework and its application in a supply chain operational setting.

Students successfully completing the course will understand supply chain strategy is crucial to;

- Create firm competitive and market positioning
- Create agile, flexible supply chain networks,
- Establish strategic partnerships,
- Identify and integrate sustainable supply chain management (SSCM) concepts, and
- Identify, evaluate, and select technology solutions to coordinate and manage the global supply chain.

## Course Pre-requisites, Co-requisites, and/or Other Restrictions

OPRE 3310 Operations Management or OPRE 3320 Integrated Supply Chain Management.  
Additionally, you should be comfortable with basic Excel operations.

## Course Learning Objectives/Outcomes (Student)

The main learning objective of the course is to provide students with an understanding of the role supply chain strategy plays in business processes to create unique competitive advantages in the marketplace. Additionally, students will also learn how to:

- Assess competitive and risk factors in the management of supply chain uncertainty when solving strategic supply chain problems
- Develop critical thinking skills necessary in strategic supply chain management decision making
- Develop effective communication concepts and skills necessary for the successful dissemination of information at the strategic (executive & stakeholder), tactical (managerial), and operational (employee) levels of the firm.
- Discuss, evaluate, and apply leading supply chain management theoretical constructs, and their strategic application in industry to positively impact macro/micro supply chain trends
- Employ successful supply chain strategies in the creation of business value benefitting a firm's stakeholders (externally and internally)

## Course Required Textbooks and Materials

1. Harvard Business Publishing (HBP) **FA23 OPRE 4362.001 Course Project** available via HBP website; <https://hbsp.harvard.edu/import/1067334>, \$49. This includes the assigned course business cases and *The Case Study Handbook, Revised Edition: A Student's Guide* which reviews business case analysis methodology. Students will need to register with HBP prior to accessing the course case packet. Instructions on how to register and access the case pack can be found via using the attached link; <https://hbsp.harvard.edu/registration/student>.
2. Simchi-Levi, D., Kaminsky, P., Simchi-Levi, E. (2021). *Designing & Managing the Supply Chain: Concepts, Strategies, and Case Studies 4<sup>th</sup> Edition (Connect Access Card)*. ISBN 9781266379628 Available through the UTD Bookstore \$138.25 (<https://www.bkstr.com/texasatdallasstore/home>). You can also purchase the Connect Access (includes text) directly from the McGraw Hill website for \$95; (<https://www.mheducation.com>).

**Note: We will utilize the McGraw Hill Connect component for course discussions and SmartBook® assignments.**

## Course Recommended Textbook

1. Dess, G., McNamara, A.E., Lee, S., & Lumpkin, G.T. (2021). *Strategic Management: Text and Cases, 10th Edition*. ISBN 9781260075083 Available through the UTD Bookstore for \$180 (<https://www.bkstr.com/texasatdallasstore/home>).

2. Schniederjans, M.J. & LeGrand, S.B. (2013). *Reinventing the Supply Chain Lifecycle: Strategies and Methods for Analysis and Decision Making*. ISBN 9780132963879  
Available through the UTD Bookstore for \$90 (<https://www.bkstr.com/texasatdallasstore/home>)

## Course Instructional Materials (Required)

All course articles, discussion decks and accompanying videos, or guest presentation materials will be located on the course eLearning site for access 12 hours prior to the course discussion and then be available on-demand access in eLearning for the remainder of the semester.

## Course Instructional Materials (Optional)

*Supplemental academic and professional articles will be provided via eLearning site by the instructor to support class & text discussion*

## Course Expectations and Policies

### Academic Dishonesty

Because the value of an academic degree depends on the absolute honesty, integrity, and character of the student, the University expects all students to maintain a high level of responsibility with respect to their behavior. As a member of the University community, it is imperative that a student maintain a high standard of individual responsibility and civility. As such, the University defines academic dishonesty to include but is not limited to plagiarism, collusion, cheating, fabrication, facilitating academic dishonesty, failure to contribute to a collaborative project, and sabotage. Some of the common forms of academic misconduct include cheating, collusion, fabrication, and plagiarism.

### *Cheating*

Attempting to or succeeding in gaining an unfair advantage in the academic arena is an act of academic dishonesty. Whether it is copying from another student's exam paper, knowingly using or buying homework solutions or submitting a substantial portion of the same academic work more than once without prior written authorization from the instructor, cheating is a violation of the rules and will not be condoned at UT Dallas.

### *Collusion*

In class or out-of-class academic exercises are representations of a student's individual ability and scholarly achievement. Each student is expected to exercise independent scholarly thought, expression and aptitude. Absent specific authorization from the course instructor, each academic exercise is presumed to be prepared and submitted by one student acting individually and not in concert with others. Common examples are; students in the same class submitting a substantially similar essay, homework or computer program assignment. One student providing another with a copy of a completed assignment, only to have the assignment duplicated and submitted for credit with a new name.

### *Fabrication*

Proper citation of references is generally addressed by the assigned or adopted writing-style manual. Occasionally, however, papers are submitted that contain false references. The following represent the most common occurrences of false references:

- References cited within the text body are omitted in an ending bibliography or end notes page.
- Entries contained in the end notes listing are not cited within the body of the text.
- Information contained within the reference is fabricated.
- The entire reference is fabricated.

Minimize the opportunity for an allegation of academic dishonesty for using false references by incorporating the following actions into your preparation. Allow sufficient time to thoroughly research and gather all information necessary for proper citation and reference format. Learn what the prescribed writing style requires for references and use it. Double check the completed document with your research notes for accuracy.

### *Plagiarism*

This is defined as submission of a paper or comparable assignment that is not truly the product of your own mind and skill. The most obvious form of plagiarism is the purchase of prepared papers from commercial term paper companies or other individuals and submission of such papers as one's own work. A second obvious form of plagiarism is a word-for-word copying of someone else's work, in whole or in part, without appropriate acknowledgement. Examples of this type of academic dishonesty include submission of a portion of a book, another student's paper, internet article, journal, magazine article, a newspaper piece, or any other composition not your own. A third form of plagiarism is the paraphrasing for the structure and language of another person's work. Changing a few words of another's composition, omitting a few sentences, or changing their order does not constitute original composition and therefore can be given no credit.

Instances of academic dishonesty can result in sanctions which range from an "F" grade to dismissal from the University (see [UTD Student Code of Conduct - UTDSP5003](#)). Students can also obtain guidance related to UTD academic dishonesty through the [Dean of Students](#) office, where staff are available to assist students in their understanding of the various rules and regulations governing student conduct.

### **Academic Good Standing**

Students at UT Dallas are expected to maintain a grade point average (GPA) of at least 2.000 on a 4.000 scale, which equates to a C average. Additionally, students are expected to maintain a GPA of 2.000 in their major-related courses to remain in Academic Good Standing.

If a student's cumulative GPA falls below a 2.000, the student will be placed on Academic Probation. Academic Probation will be indicated on the student's academic record. A student on Academic Probation is required to meet the following Academic Probation Requirements for the semester:

- Earn a minimum semester GPA of 2.200.
- May not withdraw or request an incomplete from a class.
- Meet with your School academic advisor prior to registration.
- Retake all required Major and University Core Courses failed the previous semester.1

- Register for a maximum of 15 semester credit hours in a long semester or 9 semester credit hours in a summer semester.<sup>2</sup>
- Maintain satisfactory progress towards graduation.
- For students with less than 60 UT Dallas earned semester credit hours: (a) Meet with a Student Outreach and Academic Retention (SOAR) office advisor. (b) Follow the SOAR advising plan developed with the advisor.

If a student on Academic Probation meets the Academic Probation Requirements but fails to achieve a cumulative GPA of 2.000, the student will remain on Academic Probation and must continue to comply with all Academic Probation Requirements.

If at any time, a student's cumulative GPA meets the minimum requirements of 2.000 overall the student will regain Academic Good Standing. A student's cumulative GPA is only affected by UT Dallas coursework. Coursework at another institution cannot be used to return a student to Academic Good Standing.

### **Assignment Due Date**

Assignments will be counted for full credit when they are submitted on their assigned due dates specified in this document unless noted otherwise. **Assignments submitted after the assigned due date deadline will not be counted for credit towards the class total.**

Exemptions to this policy will be provided in the case of extraordinary circumstances which are beyond instructor, student, or university control. Extraordinary circumstances do not include the following: minor illnesses<sup>1</sup>, schedule conflicts between multiple course assignments/exams/quizzes deadlines, personal travel plans and/or unscheduled vacations, or work schedule. If you feel there is a need to request exemption from this policy, please notify the instructor via email **12 hours prior to the due date of the assignment** for approval.

<sup>1</sup>*This does not include illnesses which fall under the UTD [Campus Health Promotion](#) and/or [AccessAbility Resource Center](#) policies*

### **Course Engagement**

Students are expected to read and complete all assigned course exercises and materials to be well prepared for engagement in class discussions. This will enable the student to understand the assigned topic from her or his point of view along with development of her or his critical thinking skills necessary for success in today's supply chain environment. To accomplish this, students will be assigned weekly SmartBook® exercises which highlight critical course concepts from the text. Completion of these assignments will ensure students come to class sessions well prepared to discuss application of course concepts, ideas, and/or topics in a business setting. I will monitor the completion of these exercises on a **weekly basis** using eLearning. Additionally, should class session attendance decrease sharply I may administer unannounced, **in-person only** quizzes for extra credit to increase course engagement efforts. In-person quizzes are **not** eligible for make-up if missed.

### **Course Professionalism**

University of Texas at Dallas (UT Dallas) has developed its policy regarding student conduct. As members of the UT Dallas community, all students are expected to uphold the Comet Creed: *As a Comet, I pledge*

*honesty, integrity, and service in all that I do.* Students will be expected to conduct themselves in accordance with the [UT Dallas Student Code of Conduct](#) both in and out of the classroom.

Therefore, I will be enforcing the requirements of the UT Dallas Student Standards of Conduct as they related to course professionalism when interacting with each other, guest speakers, the instructor, and school. Below are examples of unprofessional conduct which will not be tolerated and resulting in disciplinary processes outlined in the UT Dallas Student Code of Conduct;

- Attempts, Aiding, or Abetting the Commission of an Offense: Attempts, aids, abets, conspires, hires, has knowledge of, or is present during the planning or commission of any offense listed in the UT Dallas Student Code of Conduct.
- Cheating: Includes but is not limited to the use, attempted use, or providing of unauthorized materials, information, or study aids in any academic exercise; the use of sources beyond those authorized by the instructor in completing any academic exercise. Any type of discussion about questions and answers on assignments/tests, including those held in social media platforms and other electronic chat groups, may be considered cheating. Failure to submit a test within the timeframe allocated by the professor, whether in the classroom or in the University testing center, may be considered cheating. Academic exercise includes all forms of work submitted for credit or hours.
- Collaboration and/or Collusion: Seeking or providing aid to another student in completion of any assignment submitted for academic credit without explicit authorization from the faculty member.
- Conduct dangerous to others: Any conduct that endangers the health or safety of another; this includes but is not limited to physical abuse, verbal abuse, threats, intimidation, harassment, and coercion.
- Disruptive conduct: Engaging in disorderly, lewd, indecent, inappropriate, loud, or obscene conduct or behavior that interferes with the orderly functioning of the University or interferes with an individual's pursuit of an education.
- Fabrication: The falsification or creation of information, data, or citation in an academic exercise or on a document.
- Misuse or Damage to Property: Any act of vandalism, damage, destruction, or misuse of University property or that of another.
- Theft, Misappropriation, or Unauthorized Sale: Any act or attempted act of theft, misappropriation, or unauthorized possession of property, stolen property, or sale of University property, services, or property belonging to another.

**Students exhibiting any of the above or other types of unprofessional behavior as defined in the UTD Student Code of Conduct will be removed from the classroom and subject to UTD disciplinary policies along with the adverse impact her or his overall course grade.**

### **Makeup Exam**

Students are expected to take all exams on their scheduled dates of availability (see Course Schedule of this document). Make up exams will be made available upon instructor approval based on adverse weather, conflicts created by approved university events, or in cases of extraordinary circumstances (see above Assignment Due Date policy).

**Extra Credit**

There will be an opportunity for students to earn extra credit during the semester. Students can earn up to a **maximum of 10 extra credit points** through submission of an approved extra credit assignment by the specified deadline indicated in the assignment section of this syllabus.

Extra credit assignments can include live or virtual attendance of professional conferences or webinars, unannounced in-class quizzes, or optional homework assignments. While there is an opportunity to earn extra credit points, students are encouraged to study and prepare in advance to maximize their point potential on all course assignments, exams, and quizzes.

**Grading Policy**

Your professor will follow the [UTD undergraduate grading policies](#) in the awarding of grades for midterm and end of the semester grading. Your instructor will only change a final letter grade if a calculation error occurs. Therefore, your instructor will **NOT** accept requests for final letter grade change unless a student course total point calculation error has occurred.

The following tables contain detailed information related to course letter grades, percentages, and possible points. **Important: Due to the point calculation limitations of eLearning, when calculating your course points for letter grades and percentages use the below calculation to determine your course point totals and corresponding letter grade per the ranges outlined below.**

*Course earned points*

$$= \frac{\text{Student earned points (includes extra credit)}}{\text{Total possible points available (excluding extra credit)}}$$

**Grading Scale: Course Points**

Assignment	Possible Points	Point Percentage	Due Date	Comments
Course Discussion Board Articles (10)	100	12%	See course schedule	Weeks 4-13
Course Industry Speaker Series	60	8%	See course schedule	No make-up available
Course Introduction Video & Syllabus Acknowledgement Form	30	4%	8/25/23 11:59pm	Weeks 4-13
Course Online Exam 1	100	13%	10/12/23 11:59pm	
Course Online Exam 2	100	13%	11/16/23 11:59pm	
Course Peer Evaluation	30	3%	See syllabus course schedule	Per syllabus instructions
Course Professional Development	30	3%	See syllabus course schedule	Journal/magazine subscription or professional membership
Course Project Presentation	50	6%	See syllabus course schedule	
Course Project Status Report Form	50	6%	See syllabus course schedule	
Course Project Written Analysis	100	13%	See syllabus course schedule	
Course SmartBook® Assignments (10)	150	19%	See syllabus course schedule	Weeks 4-13
<b>Total Points</b>	<b>800</b>	<b>100%</b>	<b>NA</b>	<b>NA</b>

**Grading Range: Course Points, Percentage, & Letter Grade Equivalent**

[See UTD Graduate Policies and Procedures: Grades and Grade Point Average](#)

Point Total Range	Percentage Total Range (%)	Letter Grade
800-776	100-97	A+
775-744	96-93	A
743-720	92-90	A-
719-696	89-87	B+
695-664	86-83	B
663-640	82-80	B-
639-616	79-77	C+
615-584	76-73	C
583-560	72-70	C-
559-536	69-67	D+
535-504	66-63	D
503-480	62-60	D-
≤407	<59	F

**Assignments**

The following sections reviews the course assignments, to receive full credit you must complete and submit each of the assignments to the course eLearning site or in-class on the due date/time per syllabus instructions. Please be sure to review the details and requirements of each assignment specified in this syllabus, individual questions can be asked as in-class time allows. Additionally, you can send questions regarding assignments to the instructor via email.

**Course Discussion Board Assignments**

To better understand the challenges facing today’s supply chain operations, leaders must become skilled in the assimilation of various forms and types of information being received each day via the colleagues, internet, press, and social media. To become an effective leader, he or she will be required to quickly determine which of these communications it relevant to the operation and those that can be discarded. To assist in sharpening this skill, we will be reviewing a series of short supply chain industry articles (1-3 pgs.) or videos (2-5 minutes) related to the course topics. Students will engage in a virtual discussion via eLearning of these select supply chain articles or videos discussing their relevance, or lack of, to the weekly course topic and supply chain strategy overall. During weeks 4-13, I will assign a professional retail article or video related to the assigned course topic which students will need to read (watch). Following the reading (watching) of the assigned article (video) each student will comment on its relevancy to the course topics and supply chain in general by the assigned due date. Discussion board assignments will be made available via eLearning for reading (viewing) on **Sunday 8:00am CT** prior to their assigned due date (see Course Schedule).

Following the student reading (watching) of the assigned article or video, each student will provide a 3-5 sentence response (minimum) regarding her or his personal thoughts on the relevancy of the article (video) to the course topic and supply chain in general via the eLearning discussion board. When adding your discussion board response (thread) to eLearning, you will need to enter it as follows, “**Discussion Board# Response, title of article (video)**”. **Please note:** while not mandatory, students may comment on student responses as long as they are done in a professional and respectful manner as defined by the [UTD Student Code of Conduct](#).

**Any discussion comments or posts which are in violation of UTD Student Code of Conduct policy will be removed from the site and the student will receive a “0” for that week.** Any late or missed submissions will be subject to the course assignment due date policy in this document. The course discussion board assignments will account for a total of **100** points (10 pts/week) towards your final grade.

### Course Extra Credit

You may earn a **maximum of 10 extra credit points** in the course through one of the approved extra-curricular assignments listed below. Students wishing to take advantage of extra credit points using the below activities will need to provide proof of confirmation via eLearning no later than **11/29/23 at 11:59pm (no exceptions)**

#### Approved extra credit options:

1. In-person or virtual attendance of a **single** event sponsored by a professional supply chain organization such as; [ASCM](#), [CSCMP](#), [Gartner](#), [INFORMS](#), [ISM](#), [WERC](#), or any other supply chain management professional organization devoted to the educational, professional development, and promotion of supply chain management. Events for these organizations can be found by visiting their respective websites. After successfully registering for the event, please save and upload your registration confirmation message to eLearning to receive the extra credit points. This activity will account for **10** pts toward your final grade.
2. In-person or virtual attendance of **one** UTD student organization events of your choice. Once you have registered for the event, upload your confirmation message to eLearning to receive the extra credit points. This activity will account for **10** pts toward your final grade.

### Course Industry Guest Speaker Series

During the course, we will have the opportunity to host virtually and in-person senior level supply chain practitioners from leading companies in the DWF area and/or nationally. They will provide critical insights to the importance of operations management topics from a corporate and supply chain operations viewpoint including discussion of current or emerging industry trends. The objective of these presentations is to provide students with a practitioner’s perspective on how supply chain operations and strategy impacts, or influences, her/his business.

**In-class attendance is mandatory for all students;** each presentation provides timely and unique information about the guest speaker’s business and markets. Due to this, there is **no make-up** assignment available for students missing a guest speaker presentation. I will be taking in-person attendance during each presentation for grading purposes. Industry speaker presentations will account for a total of **60** points towards the final grade.

### Course Introduction Video & Syllabus Acknowledgement Form

A thorough understanding of the course assignments, policies (course, school, and university), syllabus, and topics is essential to success in the course. To help prepare you for success in the course, each student will be required to watch the pre-recorded course introduction video along with completion of the syllabus acknowledgement form assignment. The video will cover the concepts, format, and structure of the course as well as a detailed review of the syllabus.

All course syllabi represent a contract between participants – instructor and students – for the duration of the course. These documents will specify assignments, duties, performance criteria, policies, processes, topics, and responsibilities of course participants. It is critical for success in this course to have a thorough knowledge and understanding of the syllabus information. This assignment will require that you watch the entire course introductory video followed by completion and submission of Course Syllabus Form via eLearning.

A sample Course Syllabus Acknowledgement form can be found at the end of this document.

**Completion of the Course Introduction video and submission of the Course Syllabus**

**Acknowledgement forms are due by 8/25/23 @ 11:59pm without exception as defined by the course assignment due date policy if this document.** This activity will account for **30** points towards your final grade.

### Course Online Exams

This course will include 2 online exams consisting of **50** multiple choice questions drawn from the text readings covered during weeks 4-8 & 9-13. Exams will open at **8:00 am and remain active until 11:59pm** on their assigned due date (see Course Schedule), students will have **50 minutes** to complete and submit in eLearning. Exams are open book/note with students being able to use course articles, materials, or notes while completing the exam. Please note exams will include questions from course material which may or may not have been covered in course topic discussion. Students are responsible for reading and understanding all assigned course material to prepare for the exams prior to their due date.

When accessing the exam, students will need to ensure all answers are saved and successfully submitted at the conclusion of the exam. **Note: it is recommended creation of screenshot of system's successful save and submission message showing student's name, date, and exam name.** Any exam exceeding the time limit will automatically be submitted for grading, any questions left unanswered will receive no credit. If your exam is left in an "in-process status" and there were no system-based issues for this status you will only receive points for questions completed during the exam activation period.

Any student failing to take the exam during its activation period will receive an automatic grade of "0" per the course assignment due date policy in this document. There will be no makeup exams except in the event of extraordinary situations as defined earlier in this document. Additionally, students wishing to individually review her/his exam will need to request a virtual appointment with me during Fridays 1pm-4pm. Each exam will account for **100** points towards the final grade.

### Course Peer Evaluation

All members of the student team are required to complete and upload their individual peer evaluation form assessing team members' efforts related to the Course Team Presentation assignment. These peer evaluations are due prior to and no later than **12/14/23 by 11:59pm.**

Assessment forms will be available on eLearning for completion and submission. Any late or missed submissions of the assignment will be subject to the course assignment due date policy in this document. A sample evaluation form is found at the end of this document. This assignment accounts for a total of **30** points towards your final grade.

### Course Professional Development

A critical part of supply chain strategy development is the interaction with the supply chain professional community. These organizations are rich in the experiential knowledge needed to support firm efforts in the development and modification of supply chain strategies. Students have **two** options to fulfill the requirements of this assignment;

- 1) **membership** in **one** of the UTD student organizations such as ASCM, INFORMS, SCLC, etc., or
- 2) **subscription** to at least **two** professional journals related to supply chain or the student's current or chosen career pursuit.

If selecting the subscription option of this assignment, you can use any personal existing subscriptions to a professional magazine (e.g. CPA Magazine, Forbes, Inc. The Economist, The Wall Street Journal, etc.) or subscription to the select journals listed in the "Industry Journal Websites for Supply Chain Management" table found at the end of this document. Students will need to complete this assignment by **11/15/23 11:59pm** without exception to receive full credit. Once you have enrolled in a student organization, created a new subscription, or taken a digital photo of your current subscription of your selected journals, please upload the documents related to your organization membership confirmation receipt, journal subscription confirmation message, or the digital photo to eLearning to receive the assignment points. This assignment accounts for a total of **30** points towards your final grade.

### Course Project: Case Analysis Overview (HBS business case)

Students will be assigned to teams of no more than **six members** to analysis, and present one of the 9 Harvard Business Publishing (HBP) **FA23 OPRE 4362.001 Course Project** cases for the course business case analysis project. The course case packet is available via HPB website; <https://hbsp.harvard.edu/import/1067334>, individual cases can be purchased separately via the HBP website ; <https://hbsp.harvard.edu> for \$8.95 (approx.) per case. Each case allows students to gain "hands on" experience in applying key course concepts in the development supply chain strategy for a simulated business setting. Student teams will select one of the 9 business cases for this assignment. All cases are assigned on a "first come, first served" basis. A good strategy for case selection is to request the team's top three cases by numerical ranking to ensure the team is assigned one of its choices. **Each team will select, read, and analyze their assigned case** using class materials, discussion decks, industry guest speaker presentations, concept articles, along with required external literature (e.g., academic articles, industry publications, presentations, tables, whitepapers, etc.) to develop a response to a series of assigned case analysis questions which will be provided separately by the instructor. Cases selected for the course project are;

1. Amazon Marketplace: Sustaining Strategic Innovation Feb 2020
2. Conflict Minerals: Influencing the Supply Chain for Public Purpose Oct 2022
3. Dell: Roadmap of a Digital Supply Chain Transformation Dec 2021
4. General Motors: Full-Size Truck Seat Supply Chain Aug 2022
5. HP Canada Co.: A Circular Supply Chain for Recycled Plastic Mar 2021
6. Marico Ltd.: Distribution Network Optimization May 2022
7. Rain Industries Limited: Responding to Global Supply Chain Shifts Jan 2022
8. Walmart's Blockchain Quest: Integrating New Technology into a Complex Supply Chain May 2021

### Course Project Administration (General)

Each team will select a **team leader** and their choice of business case to analyze for the course project. All cases will be assigned on a “first come, first served” basis, in the event of two or more teams selecting the same case I will award the case to the team with the earliest request date. A good strategy for team case selection is to request the team’s top three cases by numerical ranking to ensure the team is assigned one of its choices.

All team business case and member, including team leader, selections are due by **9/8/22 @ 11:59pm.**

When reading the business case, team members will thoroughly read the annotating key case data and facts (e.g., challenge or issue to be resolved, main actors, course concepts exhibited/used, risk factors, timeframes, etc.) which will be helpful in answering the case questions (provides separately).

In **reading** the business case, teams should take notice of the below key case components which can be used in their analysis and development of question responses. **Note: these are not the assigned case analysis questions your team’s presentation and written analysis will review. Your team will receive the assigned case analysis questions from the instructor on a separate document.** The below questions are only suggestions on how to read the case in preparation for answering the assigned case analysis questions.

1. Any key course concepts from this or other courses which are helpful to determine the actions the company should consider in responding to opportunity, challenge, or trend.
2. Assessing long and short benefits associated with company actions in response to opportunity, challenge, or trend.
3. Domestic and international business and economic environmental considerations shaping the company’s actions.
4. Drivers of this opportunity, challenge, or trend.
5. Environmental, ethical, legal, or social considerations the company faces in responding to opportunity, challenge, or trend.
6. Formulating the company’s alternative response (if applicable) to the opportunity, challenge, or trend.
7. Formulating the company’s primary response to the opportunity, challenge, or trend
8. Identifying key decision makers, stakeholders, or external parties influencing the company’s actions
9. Identifying the focus of the case.
10. The main opportunity, challenge, or trend the company or organization is facing.
11. Risks associated with company actions to respond to opportunity, challenge, or trend.
12. Technology trends which are used by the company to respond to opportunity, challenge, or trend.

### Course Project Deliverables

#### Case Analysis-Presentation

Each team will provide a **30 minute (maximum)** in-class presentation of their case’s assigned analysis questions to the class outlining their response to assigned case questions. This will include a brief team

introduction, case summary, main challenge, issue, or opportunity, key actors, and response to case questions. The format of the presentation will need to include the following:

- Cover slide listing; case title, authors, team members, course number and name, and date of presentation.
- Team introduction and which part he or she is presenting.
- Presentation agenda.
- Case summary.
- Summary of response to assigned case analysis questions.
- Closing/Q&A.
- Reference listing.

Any data (e.g. academic articles, case, industry journals, periodicals, videos, or other sources of relevant information) relevant to the team's presentation and/or question response should be included in the class presentation as well. **The student teams will need to submit a soft copy of their case presentation to the course eLearning site 24 hours prior to the team's presentation (see Course Schedule for date).**

The team's PowerPoint deck will properly cite all data sources used to generate the presentation content for slides used as well as providing a detailed reference listing at the end of slide deck using American Psychological Association (APA) format; (<https://apastyle.apa.org/style-grammar-guidelines/references>). The course project presentation will account for a total of **50** points towards your final grade.

#### Case Analysis-Written Response

Once the case reading and analysis is complete, students will draft their written response to the case's assigned questions provided by the instructor. The expected written deliverable will include; coversheet, case question responses, reference listing, and any appendices/attachments related to question responses. **The document's case question analysis section is not to exceed 10 letter-sized (8 ½" x 11"), 1.5-line spacing, typewritten pages using 10-12 pt. Arial, Calibri, Times New Roman, Verdana, or similar font. Page limit does not include appendices/attachments (if applicable), coversheet, or reference page included in the document. The student teams will need to submit a soft copy of their case written response to the course eLearning site 24 hours prior to the team's presentation (see Course Schedule for date).**

Written responses will need to use **five or more external data sources** in addition to the case and course material. All question responses which include case data/text, charts, public data, quotes, or other copyrighted material must be cited using American Psychological Association (APA) format. Any in-text citation must have a corresponding reference listed in the document's reference page. The team can find more details on this formatting by visiting the APA website; <https://apastyle.apa.org/style-grammar-guidelines/references>.

Below is the format of your team's written case analysis of the required sections (max of 15 pgs.)

- Cover page listing; the case name, authors, student team member names, course number and name, date of written analysis submission – length 1 pg.
- Case introduction and summary brief containing general case background/overview which includes; the company highlighted, the challenge/issue, opportunity, or trend company is facing, main decision to be made, company key decision maker(s), business, consumer, and economic environment driving the issue – length 1 pg.

- Case analysis question response will be the body of the written analysis using the case analysis questions as the main paragraph header – length 8-10 pgs. Specifically the
  1. case analysis question response will be the team’s written analysis of the assigned case analysis question which addresses the issue, opportunity, or problem discussed in the question as well the team’s proposed solution. Each question response is required to be supported by data provided by the case, course materials and external data. The team’s question analysis should provide long and short-term benefits along with the risks associated with the proposed solution. All analysis question response will need to use APA in-text annotation when including the use of data from the case, course, or external data sources.
- Reference page should cite all data sources used to generate responses to the assigned case analysis questions using APA citation formatting – length 1-3 pgs.
- Appendices/Attachments can be added at the end of the team’s written analysis and may include charts, graphics, photographs, tables, etc. – length 1-3 pgs.

The course project written response will account for a total of **100** points towards your final grade.

### Course SmartBook® Assignment

Successful development of supply chain strategy skill is dependent on the ability to synthesize concept into actionable strategies. During the course, students are expected to read and engage with the assigned text readings to understand assigned topic from her or his point of view along with how it can or is applied in a supply chain setting. This will enable the development of her or his critical thinking skills necessary for success in today’s supply chain environment.

To accomplish this, students will be assigned weekly online SmartBook® exercises which highlight critical course concepts from the text. These interactions are designed to ensure students fully understand critical supply chain concepts and their application in a business setting. These assignments will open weekly each **Sunday 8:00am CT** for students to complete and submit these assignments via eLearning no later than **11:59pm CT** per their assigned due date specified in the Course Schedule (see Assignment Due Date). SmartBook® assignment will account for a total of **150** points (15 pts/completed SmartBook® assignment) towards your final grade.

### Course Team Status Report Form

To ensure all team project work is being shared fairly and projects are on track for completion, each student team will submit via eLearning their team’s project status report not later than **2 weeks** prior to their course project class presentation date. To provide instructor guidance and support for each team I will be holding a 25 to 30-minute period during class sessions (pending time available) to review with each team their project status.

Teams will need to report the status of their project using the course team project report form (see end of this document) which provides the instructor with the following information:

- Team members
- Team name
- Team topic title
- Team issues or questions
- Requests for instructor assistance

These reports are crucial to ensure high levels of team members' engagement in project completion as well as proactively reducing or removing issues which may delay or disrupt the project.

The team leader or her/his designate will submit the team's team project status form by **11:59pm CT on its assigned date**, see Course Schedule for submission date of this report. Any late or missed submissions of the assignment will be subject to the course assignment due date policy in this document. Course team status report assignment will account for a total of **50** points towards your final grade.

## Course Schedule

*Note: I may revise this schedule to accommodate class progress, provide a more in-depth focus of a select topic, or to take advantage of additional guest speakers should the opportunity arise. We will attempt to stay as close to the below schedule as possible, quiz dates will not be altered except in the case of extraordinary circumstances.*

Week	Date	Discussion Category Level	Discussion Topic	Text Chapter	Assignment	Assignment Due
1	8/24/23	Administration Strategic	Course introduction & syllabus review <sup>2</sup> Firm strategic management overview (Dess, et.al., 2021) <sup>2</sup> to be completed via eLearning by 8/25/23	Recommended reading: Dess, et.al. Ch. 1	Course enrollment listing Course introduction video & syllabus acknowledgement form	Course introduction video & Syllabus Acknowledgement due 8/25/23 11:59pm CST
2	8/31/23	Strategic	Firm strategic management overview (Dess, et.al., 2021)	Recommended reading: Dess, et.al. Ch. 2-3	NA	NA
3	9/7/23	Strategic	Firm strategic management overview (Dess, et., al., 2021) Assessing firm environment to build sustainable competitive advantage (Dess, et., al., 2021)	Recommended reading: Dess, et.al. Ch. 3, 5	Selection of team members and SC article	All team member and Course Project case selections due 9/8/23 11:59pm
4	9/14/23	Strategic	Introduction to Supply Chain Management (Simchi-Levi & Kaminsky, 2021)	Required reading: Simchi-Levi, et.al. Ch. 1 Course Discussion Board article # 2	Course Discussion Board# 1 SmartBook# 1	Course Discussion Board# 1 due 9/14/23 11:59pm SmartBook# 1 due 9/14/23 11:59pm
5	9/21/23	Strategic	Network Planning (Simchi-Levi & Kaminsky, 2021) <b>Industry Guest Speaker# 1: TBA</b>	Required reading: Simchi-Levi, et.al. Ch. 3 Course Discussion Board article # 3	Course Discussion Board# 2 SmartBook# 2	Course Discussion Board# 2 due 9/21/23 11:59pm SmartBook# 2 due 9/21/23 11:59pm
6	9/28/23	Strategic	Supply Chain Integration (Simchi-Levi & Kaminsky, 2021)	Required reading: Simchi-Levi, et.al. Ch. 6 Course Discussion Board article # 3	Course Discussion Board# 3 SmartBook# 3	Course Discussion Board# 3 due 9/28/23 11:59pm SmartBook# 3 due 9/28/23 11:59pm
7	10/5/23	Tactical	Distribution Strategies (Simchi-Levi & Kaminsky, 2021)	Required reading: Simchi-Levi, et.al. Ch. 7 Course Discussion Board article # 4	Course Discussion Board# 4 SmartBook# 4	Course Discussion Board# 4 due 10/5/23 11:59pm SmartBook# 4 due 10/5/23 11:59pm Course
8	10/12/23	Tactical	Supply chain strategic alliances (Simchi-Levi, et.al., 2021) <b>Note: course session discussion will be remote via eLearning – no formal in-class session</b>	Required reading: Simchi-Levi, et.al. Ch. 8 Course Discussion Board article # 5	Course Discussion Board# 5 <b>Online Exam# 1</b> SmartBook# 5	Course Discussion Board# 5 due 10/12/23 11:59pm <b>Online Exam# 1 due 10/13/23 11:59pm</b> SmartBook# 5 due 10/12/23 11:59pm
9	10/19/23	Tactical	Supply chain procurement and sourcing strategies (Simchi-Levi, et.al., 2021 & Stock) <b>Industry Guest Speaker# 2: TBA</b>	Required reading: Simchi-Levi, et.al. Ch. 9 Course Discussion Board article # 6	Course Discussion Board# 6 SmartBook# 6	Course Discussion Board# 6 due 10/19/23 11:59pm SmartBook# 6 due 10/19/23 11:59pm

10	10/26/23	Operational	Value of Supply Chain Information (Simchi-Levi & Kaminsky, 2021)	Required reading: Simchi-Levi, et.al. Ch. 5 Course Discussion Board article # 7	Course Discussion Board# 7 SmartBook# 7	<b>Course Discussion Board# 7 due 10/26/23 11:59pm</b> <b>SmartBook# 7 due 10/26/23 11:59pm</b>
11	11/2/23	Operational	Supply Chain Information Technology and Technology Standards (Simchi-Levi & Kaminsky, 2021)	Simchi-Levi, et.al. Ch. 16-17 Course Discussion Board article # 8	Course Discussion Board# 8 SmartBook# 8	<b>Course Discussion Board# 8 due 11/2/23 11:59pm</b> <b>SmartBook# 8 due 11/2/23 11:59pm</b>
12	11/9/23	Risk Management	Supply chain risk management (Simchi-Levi & Kaminsky, 2021) <b>Industry Guest Speaker# 3: TBA</b>	Required reading: Simchi-Levi, et.al. Ch. 13 Course Discussion Board article # 9	Course Discussion Board# 9 SmartBook# 9	<b>Course Discussion Board# 9 due 11/9/23 11:59pm</b> <b>SmartBook# 9 due 11/9/23 11:59pm</b>
13	11/16/23	Sustainability	Sustainable supply chains (Simchi-Levi & Kaminsky, 2021)	Required reading: Simchi-Levi, et.al. Ch. 14 Course Discussion Board article # 10	Course Discussion Board# 10 <b>Online Exam# 2</b> SmartBook# 10	<b>Course Discussion Board# 10 due 11/16/23 11:59pm</b> <b>Online Exam# 2 due 11/17/23 11:59pm</b> <b>SmartBook# 10 due 11/16/23 11:59pm</b>
<b>Thanksgiving Break</b>	<b>11/20-24/23</b>	<b>NA</b>	<b>UTD Closed – No Classes</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>
14	11/30/23	Course Project Presentations	Cases 1-3 presentations	See <i>Selected Course Project cases</i> in this document	Course case presentation and written analysis# 1-2	<b>Course case presentation and written analysis# 1-2 due 11/29/23 11:59pm</b> <b>Course Team Status Reports due 11/16/ 11:59pm</b>
15	12/7/23	Course Project Presentations	Cases 4-6 presentations	See <i>Selected Course Project cases</i> in this document	Course case presentation and written analysis# 4-6	<b>Course case presentation and written analysis# 3-4 due 12/6/23 11:59pm</b> <b>Course Team Status Reports due 11/16/ 11:59pm*</b> <b>*Thanksgiving break</b>
Finals	12/14/23	Course Project Presentations	Cases 7-8 presentations	See <i>Selected Course Project cases</i> in this document	Course case presentation and written analysis# 9-12	<b>Course case presentation and written analysis# 5-6 due 12/13/23 11:59pm</b> <b>Course Team Status Reports due 11/30/ 11:59pm</b>

## Comet Creed

*This creed was voted on by the UT Dallas student body in 2014. It is a standard that Comets choose to live by and encourage others to do the same: “As a Comet, I pledge honesty, integrity, and service in all that I do.”*

## UT Dallas Syllabus Policies and Procedures

The information contained in the following link constitutes the University’s policies and procedures segment of the course syllabus. Please go to <http://go.utdallas.edu/syllabus-policies> for these policies.

***The descriptions and timelines contained in this syllabus are subject to change at the discretion of the Professor.***

## Industry Journal Websites for Supply Chain Management Interests

Source	Website
Assembly Magazine	<a href="https://www.assemblymag.com">https://www.assemblymag.com</a>
Automotive Logistics	<a href="https://automotivelogistics.media">https://automotivelogistics.media</a>
Chain Store Age	<a href="http://www.chainstoreage.com">http://www.chainstoreage.com</a>
CSCMP Supply Chain SmartBrief	<a href="http://www2.smartbrief.com/getLast.action?mode=sample&amp;b=cscmp">http://www2.smartbrief.com/getLast.action?mode=sample&amp;b=cscmp</a>
DC Velocity	<a href="http://www.dcvelocity.com">http://www.dcvelocity.com</a>
eMarketer	<a href="http://www.emarketer.com">http://www.emarketer.com</a>
Food Logistics	<a href="https://www.foodlogistics.com">https://www.foodlogistics.com</a>
Inbound Logistics	<a href="http://www.inboundlogistics.com">www.inboundlogistics.com</a>
Industry Week	<a href="http://industryweek.com">http://industryweek.com</a>
Internet Retailer	<a href="https://www.digitalcommerce360.com/internet-retailer">https://www.digitalcommerce360.com/internet-retailer</a>
Logistics Management	<a href="http://www.logisticsmgmt.com">http://www.logisticsmgmt.com</a>
Manufacturing Global	<a href="https://www.manufacturingglobal.com">https://www.manufacturingglobal.com</a>
Material Handling and Logistics	<a href="http://mhlnews.com">http://mhlnews.com</a>
Multichannel Merchant	<a href="http://multichannelmerchant.com">http://multichannelmerchant.com</a>
NRF Retail News SmartBrief	<a href="http://www.smartbrief.com/industry/retail">http://www.smartbrief.com/industry/retail</a>
Retail Dive	<a href="https://www.retaildive.com">https://www.retaildive.com</a>
Supply & Demand Chain Executive	<a href="http://www.sdexec.com">http://www.sdexec.com</a>
Supply Chain Brain	<a href="http://www.supplychainbrain.com/nc/home">http://www.supplychainbrain.com/nc/home</a>
Supply Chain Digest	<a href="http://www.scdigest.com">http://www.scdigest.com</a>
Supply Chain Dive	<a href="https://www.supplychaindive.com">https://www.supplychaindive.com</a>
Supply Chain Management Review	<a href="http://www.scmr.com">http://www.scmr.com</a>
Transport Topics	<a href="http://www.ttnews.com">http://www.ttnews.com</a>

## About Dr. David Widdifield, DBA



### Professional Background

**Overview:** Senior supply chain management academician and practitioner with a combined 30 years' supply chain experience in the business to business (B2B) and business to consumer (B2C) retail segments of consumer package goods in the apparel, footwear, and grocery categories.

- Assistant Dean Academic Operations, Jindal School of Management, University of Texas at Dallas.
- Clinical Associate Professor & MS MSc & SCM Programs Academic Director, OM Department, Jindal School of Management, University of Texas at Dallas.
- Assistant Professor and SCM Program Director at the College of Business, Dallas Baptist University.
- Chairperson of Education, Dallas Council of Supply Chain Management Professionals Roundtable.
- Former Global Director of Retail Solutions at Crane Worldwide Logistics.
- Former Adjunct and Full-time faculty member for Department of Marketing and Logistics at the Fisher College of Business, The Ohio State University.
- Former Director for the Master's in Business Logistics Engineering (MBLE) program at the Fisher College of Business, The Ohio State University.
- Retired service member of the U.S. Army with over 16 years' experience in in both combat (Infantry) and combat support (Quartermaster) branches.
- Doctorate of Management (DM), Weatherhead School of Management, Case Western Reserve University, Cleveland, OH, May 2014  
Dissertation: *Supply Chain Management Performance: Factors Contributing to Successful Risk Mitigation & Resiliency.*
- Current and Previous Employers include;



- Area of supply chain management expertise and research include;
  - Ecommerce/omnichannel logistics
  - Distribution/fulfillment operations
  - Inventory Management
  - Merchandising
  - Product allocation
  - Project management
  - Sourcing – product and services
  - Supply chain network design and implementation (first and final mile solutions)
  - Supply chain risk and resiliency development/deployment
  - Supplier relationship management
  - Technology development/deployment
  - Transportation management

#### *Academic Awards and Honors*

- Distinguished Senior Lecturer Nomination, Ohio State University, Columbus OH 2012, 2013
- Distinguished Undergraduate Professor, Ohio State University, Columbus, OH 2012
- Distinguished Masters in Business Logistics Engineering Professor, Ohio State University, Columbus, OH 2012

#### *Academic publications*

- Lalonde, Bernard, Ginther, Jim, Zinn, Walter, and Widdifield, David, S. (2010) 2010 Survey of Career Patterns in Logistics (Council of Supply Management Professionals). Columbus, OH 43210: The Ohio State University and Council of Supply Chain Management Professionals.
- Widdifield, David, S., Lingham, Tony, Pierce, Gene, Cooper, Martha (2012) Understanding Supply Chain Resiliency: Identification of the Factors Contribution to Performance (Doctoral Dissertation). Case Western Reserve University. EDM Research Paper Archive. (<http://intranet.weatherhead.case.edu/edmResearch/details?id=14349>).
- Widdifield, David, S.Cooper, Martha, Lingham, Toni, Somers, Antoinette (2013) A Deciding Factor: How Managerial Decision Making Relates to Supply Chain Team Performance and Resiliency (Doctoral Dissertation). Case Western Reserve University. EDM Research Paper Archive. (<http://intranet.weatherhead.case.edu/edmResearch/details?id=14958>).
- Widdifield, David, S., Lingham, Tony, and Lyytinen, Kalle (2014) Supply Chain Management Performance: Factors Contributing to Successful Risk Mitigation & Resiliency (Doctoral Dissertation). Cleveland, OH 44106: Case Western Reserve University, Weatherhead School of Management.
- Cooper, Martha, C., Santosa, John, Hurst, Deborah, C., Sanders, Nada, R., Cichosz, Marzenna, Andic, Esen, Polyviou, Mikaella, Haugtvedt, Curtis, P., and Widdifield, David. (2014) 2014 Career

Patterns of Women in Logistics (Council of Supply Management Professionals). Columbus, OH 43210: The Ohio State University and Council of Supply Chain Management

- Knemeyer, A.M., Croxton, K., Wan, S., Widdifield, D.S. and Taylor, D.F. (2017). Ship From Store – Omnichannel Logistics Strategy. White Paper, The Ohio State University.
- Okorie, O., Subramoniam, R., Charnley, F., Patsavellas, J., Widdifield, D., & Salonitis, K. (2020). Manufacturing in the time of COVID-19: An Assessment of Barriers and Enablers. IEEE Engineering Management Review, 48(3), 167-175.

#### *Conference proceedings*

- Zinn, W. and Widdifield, D. (2010). “2010 Survey of Career Patterns in Logistics”. CSCMP Annual Conference, San Diego, California, USA, September 27, 2010.
- Widdifield, D. (2012). “Rise of Modern Supply Chain Management”. DHL Supply Chain Operations Managers Meeting (North America), Westerville, Ohio, USA, September 12, 2012.
- Cooper, M.C., Santosa, J., Hurst, D.C., Sanders, N.R., Cichosz, M., Andic, E., Polyviou, M., Haugtvedt, C.P., and Widdifield, D. (2013) “2013 Career Patterns of Women in Logistics”. CSCMP Annual Conference, Denver, Colorado, USA, October 23, 2013.
- Widdifield, D. (2014) “Strategies in Omnichannel Logistics”. FedEx Annual Operations Management Meeting, Memphis, Tennessee, USA, March 24, 2014.
- Widdifield, D. and Gray, D. (2014) “IBM and OSU Partnership: Building the Future of the Supply Chain”. IBM Smarter Commerce Global Summit, Tampa, Florida, USA, May 14, 2014.
- Widdifield, D. (2015). “Master’s in Business Logistics Engineering”. DHL Supply Chain Integrated Logistics Design Managers Meeting (North America), Columbus, Ohio, USA, February 24, 2015.
- Cooper, M.C., Santosa, J., Hurst, D.C., Sanders, N.R., Cichosz, M., Andic, E., Polyviou, M., Haugtvedt, C.P., and Widdifield, D. (2015) “2014 Career Patterns of Women in Logistics”. CSCMP Annual Conference, San Diego, California, USA, September 28, 2015.
- Widdifield, D. (2015) “Importance of Transportation and Warehouse Interface on Performance and Service” Journal of Commerce North American Port Performance Conference, Iselin, New Jersey, USA, December, 9, 2015.
- Widdifield, D. (2017). Retail Logistics Today: A Focus on Innovation and Possibilities, not Limitations. Ohio State University Fisher of College of Business Undergraduate Program. Columbus, OH, USA, January 27, 2017.
- Ross, S., Titare, N., Kinsella, B. and Widdifield, D. (2017) “Omnichannel Analytics – Measuring Effectiveness Of Retailers’ Omnichannel Strategies”. CSCMP Edge Annual Conference, Atlanta, Georgia, USA, September 26, 2017.
- Widdifield, D. (2017) “Importance of Visibility in the Transportation and Warehouse Interface” Journal of Commerce North American Port Performance Conference, Newark, New Jersey, USA, December, 13, 2017.
- Widdifield, D. and Pfeiffer, B. (2018). “The Distribution Center: A critical link in today’s omnichannel environment – Redefinition and role of distribution center’s operational scope to extend the digital and physical storefront.” Dallas Baptist University (DBU) Supply Chain Lunch & Learn Industry seminar, Plano, Texas. October 23, 2018.
- Widdifield, D. (2019). “NAFTA/China Tariffs.” DFW Roundtable Council of Supply Chain Management Professionals Supply Chain Conference, Las Colinas, Texas. March 21, 2019.

- Widdifield, D. (2019). "Texas Instruments Logistics Roadmap – Finished product distribution Strategies." Texas Instruments Global Operations Meeting, Richardson, Texas June 4, 2019.

#### *Professional publications*

- McCrea, B. and Widdifield, D. (Supply Chain Management Review, January/February, 2011), "Taking a Global Approach to Education". Retrieved from [http://www.scmr.com/article/taking\\_a\\_global\\_approach\\_to\\_education](http://www.scmr.com/article/taking_a_global_approach_to_education).
- Bowman, B. and Widdifield, D. (SupplyChainBrain, February 21, 2012), "Here's One Way to Close the Supply-Chain Talent Gap". Retrieved from <http://www.supplychainbrain.com/content/blogs/think-tank/blog/article/font-size2heres-one-way-to-close-the-supply-chain-talent-gapfont>.
- Widdifield, D. and Trebilcock, B. (Modern Materials Handling, March 24, 2014), "What's your talent strategy?" Retrieved from [http://www.mmh.com/article/whats\\_your\\_talent\\_strategy](http://www.mmh.com/article/whats_your_talent_strategy).
- Widdifield, D. and Trebilcock, B. (Supply Chain Management Review, July 29, 2014), "Nothing Academic About This initiative: IBM and OSU Partnership". Retrieved from [http://www.scmr.com/article/nothing\\_academic\\_about\\_this\\_initiative\\_ibm\\_and\\_osu\\_partnership](http://www.scmr.com/article/nothing_academic_about_this_initiative_ibm_and_osu_partnership).
- McCurry, J. and Widdifield, D. (Inbound Logistics, March, 2015) "Site Selection & E-Commerce: Tapping Regional Excellence". Retrieved from <http://www.inboundlogistics.com/cms/article/site-selection-e-commerce-tapping-regional-excellence>.
- Mongelluzzo, B. and Widdifield, D. (Journal of Commerce, October, 2015). "Disabled workers thrive in distribution centers". Retrieved from [http://www.joc.com/international-logistics/disabled-workers-thrive-distribution-centers\\_20151019.html](http://www.joc.com/international-logistics/disabled-workers-thrive-distribution-centers_20151019.html).
- Widdifield, D. (Lloyd's Loading List, April, 2016). "The Hidden Risk: Supply Chain Slavery". Retrieved from [http://www.lloydsloadinglist.com/freight-directory/adviceandinsight/Hidden-risks-in-logistics/66058.htm?utm\\_source=Lloyd%27s+Loading+List+Daily+News+Bulletin&utm\\_campaign=e91329f9bc-Wed\\_30\\_July7\\_30\\_2014&utm\\_medium=email&utm\\_term=0\\_1a5c244239-e91329f9bc-257569997#.V-cHtvkrLIU](http://www.lloydsloadinglist.com/freight-directory/adviceandinsight/Hidden-risks-in-logistics/66058.htm?utm_source=Lloyd%27s+Loading+List+Daily+News+Bulletin&utm_campaign=e91329f9bc-Wed_30_July7_30_2014&utm_medium=email&utm_term=0_1a5c244239-e91329f9bc-257569997#.V-cHtvkrLIU).
- Widdifield, D. (Logistics Insights Asia, April, 2016). "Supply Chain Resiliency: Developing a Strong Posture." Retrieved from <http://www.logasiamag.com/2016/04/supply-chain-resiliency-developing-strong-posture/4>.
- Widdifield, D. (Industry Insights, September, 2016). "Establishing an Omnichannel Service Level: Using Moments of Truth to Define Success". Retrieved from <http://www.craneww.com/industry-insight-september-19-2016>.
- Widdifield, D. (Supply Chain Management Review, December 2017). The last mile, history repeating. Last Mile. Retrieved from [http://www.scmr.com/article/transportation\\_trends\\_the\\_last\\_mile\\_history\\_repeating](http://www.scmr.com/article/transportation_trends_the_last_mile_history_repeating).

#### *Military Commendations*

- US Air Force Patriot Award, Ohio Air National Guard 2008
- US Army Distinguished Military Graduate 1992
- National Defense Medal 1991

- US Army Good Conduct Medal 1988
- US Army Accommodation Medal 1988
- US Expert Marksman Badge 1985, 1988, 1991
- US Army Achievement Medal 1985

#### *Professional Certifications and Training*

- Lean Six Sigma, Villanova University, Philadelphia, PA 2007
- EDI Message Mapping and Translator Administration, IBM/Sterling Commerce, Dublin, OH 2001
- MS Access, Columbus State Community College and L Brands, Columbus, OH 1998
- MS Excel, Columbus State Community College and L Brands, Columbus, OH 1997
- Defense Transportation Management, US Army, Ft. Eustis, VA 1993
- Joint Services Personal Property Course, US Army, Ft. Eustis, VA 1993
- Freight Traffic Course • US Army, Ft. Eustis, VA 1993
- Unit Movement Officer Deployment Planning Course, US Army, Ft. Eustis, VA 1993
- Army Management in Logistics, US Army, Ft. Lee, VA 1993
- Transportation Officer Basic Course, US Army, Ft. Eustis, VA 1993
- Quartermaster Officer Basic Course, US Army, Ft. Lee, VA 1992

#### *Professional Affiliations & Memberships*

- APICS, Columbus, Ohio, member 2010-2012
- Beta Gamma Sigma, Cleveland, Ohio, member 2014-Present
- Council of Supply Chain Management Professionals, Columbus, Ohio;
  - Member 2017-2020
  - Roundtable President 2016-2017
  - Education Co-Chair 2010-2016
  - Technology Chair 2005-2009
- Delta Epsilon Iota, Columbus, Ohio, member 2004-Present
- Institute of Supply Management, Columbus, member Ohio 2010-2015
- Journal of Business Logistics, The Ohio State University, Columbus, Ohio member, Practitioners' Advisory Board and Reviewer 2017-2021
- Project Search, Columbus, Ohio member, Franklin County Developmental Disabilities Jobs in Logistics Board 2014-2017
- Retail Value Chain Federation, Columbus, Ohio, member 2004-2015
- Reverse Logistics Association, Columbus Ohio, member 2010-Present
- Tau Pi Phi, Columbus Ohio, member 1992-Present
- Vista Packaging and Logistics, Columbus, Ohio, member, Executive Board – Operations & Systems 2010-Present



## Course Project Grading Rubric

### Course Project Presentation Rubric

Team Name		
Case Title		
Date		
Points Possible	Points Awarded	Presentation Elements
10		<p><b>Organization and Preparation:</b></p> <ol style="list-style-type: none"> <li>1. Clear, action-oriented objective statement at beginning of presentation</li> <li>2. Ideas, opinions, and/or solutions logically sequence ensure smooth flow of information and transition from one speaker to another</li> <li>3. Speaker(s) comfortable with her or his material; minimal reading from notes or PC</li> <li>4. All questions answered confidently based on team’s research</li> <li>5. presentation time limit observed</li> </ol>
10		<p><b>Visual Aid Usage:</b></p> <ol style="list-style-type: none"> <li>1. Appealing design, appropriate to topic and audience</li> <li>2. Clear readability of slides through use of adequate size and clarity</li> <li>3. Free of grammatical and spelling errors</li> <li>4. Graphics uses to emphasize key topics of slide(s)</li> <li>5. Speaker paraphrased slide(s) information versus direct reading</li> </ol>
10		<p><b>Delivery – Overall:</b></p> <ol style="list-style-type: none"> <li>1. Business casual dress by team members</li> <li>2. Conversational tone used throughout presentation – not monotone or recited Information free of excessive jargon or pauses, non-words avoided</li> <li>3. Maintained eye contact with audience during presentation</li> <li>4. Presentation provided free of distracting conversation and movements</li> <li>5. Relaxed body language used to project confident</li> </ol>



10		<p><b>Delivery - Specific:</b></p> <ol style="list-style-type: none"> <li>1. Relaxed, strong posture, not slouched</li> <li>2. Body movement use appropriate to reinforce/support point being made, facial expression natural and relaxed</li> <li>3. Breathing regulated to support strong voice projection – not forced or weak</li> <li>4. Maintained interest and passion for idea, subject, or topic being presented; maintained strong connection with audience to make presentation adjustments to information pace and/or understanding</li> <li>5. Actively engaged audience throughout the presentation</li> </ol>
10		<p><b>Content:</b></p> <ol style="list-style-type: none"> <li>1. Information presented in an accurate and logical manner; major presentation points discussed/highlighted</li> <li>2. Key areas of the assigned case, main point and/or response to questions adequately supported by the team’s research</li> <li>3. All statistics, anecdotes, and/or quotes used cited in APA format</li> <li>4. Included reference slide at end of presentation deck</li> </ol>
Total Points 50		
Comments:		

Course Project Written Analysis Rubric

Team Name		
Case Title		
Date		
Points Possible	Points Awarded	Paper Elements
5		<b>Page Limit:</b> Did paper meet the 12page syllabus page limit?
20		<b>Question Response Format:</b> <ol style="list-style-type: none"> <li>1. Did written response provide answers to all assigned case questions?</li> <li>2. Were case questions used as paragraph headers</li> <li>3. Were case questions presented in sequential order?</li> <li>4. Were the responses supported by both case and public data available externally?</li> </ol>
15		<b>Case Introduction:</b> <ol style="list-style-type: none"> <li>1. Did written analysis include a case introduction/summary providing general background?</li> <li>2. Did the team include a discussion of the main challenges/opportunities/risks in the 2<sup>nd</sup> paragraph of introduction?</li> <li>3. Did the team identify the key decision makers or stakeholders being impacted by the main challenges/opportunities/risks?</li> </ol>
40		<b>Case Question Analysis:</b> <ol style="list-style-type: none"> <li>1. Did question analysis identify the specific challenge/issue (question) to be answered?</li> <li>2. Did question analysis include key facts from the case as well as including support from the team’s external data to support argument/position?</li> <li>3. Did question analysis include a discussion of long and short near-term risks and benefits of the proposed solution?</li> <li>4. Did question analysis identify key stakeholders and impact of solution on each?</li> <li>5. What are the impacts to the firm’s current and future supply chain strategy efforts?</li> </ol>



20		<b>Paper Formatting:</b> <ol style="list-style-type: none"><li>1. Was the paper written using clear language, free of grammar and spelling error?</li><li>2. Did the paper provide a cover sheet listing; author(s), case, and date?</li><li>3. Were all pages numbered?</li><li>4. Did all case question analyses include use of case and publicly available external data annotated in APA format?</li><li>5. Did written analysis include a reference page?</li></ol>
Total Points 100		

Course Team Project Status Form

# OPRE 4362 Supply Chain Strategy Course Project Status Report

**Overall Project Status Code:Status**

*Course Project Topic and Team Name:*

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Date: \_\_\_\_\_

**Status Code Legend**

- On Track: Project is on schedule
- High Risk: At risk, with a high risk of going off track
- At Risk: Milestones missed but date intact
- Off Track: Date will be missed if action not taken

Indicate current project status for the date of form from the following:	<ul style="list-style-type: none"> <li>● On Track: Project is on schedule</li> <li>● At Risk: Milestones missed but date intact On track, no issues</li> <li>● High Risk: At risk, with a high risk of going off track</li> <li>● Additional status item.</li> </ul>
Team issues putting project at risk:	Issue No. 1 Issue No. 2 Issue No. 3
Milestones accomplished for report date	Milestone No. 1 Milestone No. 2 Milestone No. 3
Milestones planned this week, but not achieved with variance:	Milestone No. 1 Milestone No. 2 Milestone No. 3
Milestones planned for next week:	Milestone No. 1 Milestone No. 2 Milestone No. 3



Team areas/issues/questions for discussion and/or instructor follow-up	List/summarize topics here.
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### Team Contact Information

Course team leader will submit the completed form via eLearning by the date on the form not later than 11:59pm. When necessary, the course team leader may designate another team member to submit the status form.

**Team Leader Name:**

**Team Name**

\_\_\_\_\_

\_\_\_\_\_

NetId:

Team Topic:

\_\_\_\_\_

\_\_\_\_\_

Email:

Date of Presentation:

\_\_\_\_\_

\_\_\_\_\_

### Team Members

**Team Member Name:**

**Team Member Name:**

**Team Member Name:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

NetId:

NetId:

NetId:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Email:

Email:

Email:

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## OPRE 4362 Course Syllabus Acknowledgement Form

I acknowledge that I have reviewed and understand the guidelines, policies, and procedures within this course document. I understand it is my responsibility to adhere and comply with all UTD, JSOM, and course guidelines, policies and procedures specified in this document.

Student Name (Printed): \_\_\_\_\_

Student NetId: \_\_\_\_\_

Date: \_\_\_\_\_

## Peer Assessment Form

<b>Student Name:</b>	
<b>Student NetId#:</b>	
<b>Course Project Case Title:</b>	
<b>Team Name:</b>	
<b>Presentation Date:</b>	

Team Member's Name: \_\_\_\_\_

Inactive    1    2    3    4    5    Active  
 Disruptive    1    2    3    4    5    Constructive

Team Member's Name: \_\_\_\_\_

Inactive    1    2    3    4    5    Active  
 Disruptive    1    2    3    4    5    Constructive

Team Member's Name: \_\_\_\_\_

Inactive    1    2    3    4    5    Active  
 Disruptive    1    2    3    4    5    Constructive

Team Member's Name: \_\_\_\_\_

Inactive    1    2    3    4    5    Active  
 Disruptive    1    2    3    4    5    Constructive

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 Disruptive    1    2    3    4    5    Constructive

Team Member's Name: \_\_\_\_\_

Inactive    1    2    3    4    5    Active  
 Disruptive    1    2    3    4    5    Constructive



