

GSCM 530: Optimizing Global Logistics and Supply Chain

School of Business and Management

3 Credits

Effective Date 7/1/2023

List any Pre-requisite or Co-Requisite: None

Access to the Internet is required.

All written assignments must be in Microsoft-Word-compatible formats.

See the library's APA Style Guide tutorial for a list of resources that can help you use APA style.

Faculty Information

Professional experience information for instructors is found under *Syllabus, Schedule, and Course Team* in the online course menu.

Contact Information

Contact information for instructors is found under *Syllabus, Schedule, and Course Team* in the online course menu.

Course Description

This class equips students with the necessary knowledge and skills to critically evaluate supply chain performance and dynamics and recommend efficient outcomes in consideration of internal and external variables. Addressing both practical and strategic perspectives, this course offers students a balanced and integrated presentation of Global Logistics and Supply Chain Management (LSCM) concepts, practices, technologies, and applications. Students gain real-world insights into supply chain relationships, transportation, inventory management, risk mitigation, cost management, supply chain design and optimization, the challenges inherent to globalization and international trade.

Course Resources

Required and recommended resources to complete coursework and assignments are found on the course [Reading List](#). Access is provided through the *Reading List* link in your online course as well as from the library homepage (“Find Your Reading List” button).

Note: Required resources that must be purchased by the student are tagged “Purchase from a vendor of your choosing.” Required resources with a direct link, “Available through CityU Library” are available electronically at no cost to students.

Students in Canada may purchase course resources from the [Canada Bookstore](#), and students outside the U.S. and Canada should contact their advisor or textbook coordinator for additional information.

Course Outcomes

This course will prepare students to:

- CO.1: Apply key concepts, methods, and strategies in global logistics and supply chain management. **(Final Project)**
- CO.2: Evaluate design issues and challenges in global logistics and supply chain management. **(Final Project)**
- CO.3: Explore opportunities to create competitive advantage through sustainability initiatives. **(Final Project)**
- CO.4: Propose optimization, risk management and strategic design solutions. **(Final Project)**

Grading Scale

The grades earned for the course will be calculated using City University of Seattle’s decimal grading system, found in the current [University Catalog](#).

Grading rubrics with details on how each assignment will be graded are located under *Assignments* and/or in *My Grades* in the online course menu. Students should review the rubric for each assignment prior to completing their work in order to understand how it will be assessed.

Course Assignments and Grading

Overview of Required Assignments	% of Final Grade
Final Project Milestones	15%
Final Team Project	30%
Final Team Presentation	25%
Instructor Determined Assignments and Activities	30%
TOTAL	100%

Final Project Milestones (15% of Final Grade)

Students individually submit three milestone papers, 5 – 7 pages in length, that apply analytics and theory to different and progressive topics in context of a company profile provided by the instructor. These milestones support the final project and presentation. The instructor will provide feedback for clarification and improvement.

- **Milestone 1 (due at end of Module 3):** Complete and submit Team Roles and Responsibilities Document for final project. Topics: Supply Chain Structures, Lean & Agile, Transportation & Logistics.
- **Milestone 2 (due at end of Module 5):** Topics: Operations Management, Data & Analysis.
- **Milestone 3 (due at the end of Module 7):** Topics: Design & Improvement, Transportation Contract Negotiations.

Components	% of Grade
Milestone Content	85%
Writing Quality and Format	15%
TOTAL	100%

	% of Grade	Below Standard	Approaching Standard	At Standard	Exceeds Standard
Milestone 1 Content	85	Analysis, synthesis, evaluation, and/or application of Supply Chain Structures, Lean & Agile, and Transportation & Logistics topics in context of the company profile provided by the instructor is incomplete or inaccurate.	Demonstrates a somewhat complete analysis, synthesis, evaluation, and application of Supply Chain Structures, Lean & Agile, and Transportation & Logistics topics in context of the company profile provided by the instructor.	Demonstrates a complete analysis, synthesis, evaluation, and application of Supply Chain Structures, Lean & Agile, and Transportation & Logistics topics in context of the company profile provided by the instructor.	Demonstrates an in-depth analysis, synthesis, evaluation, and application of Supply Chain Structures, Lean & Agile, and Transportation & Logistics topics in context of the company profile provided by the instructor.
Milestone 2 Content	85	Analysis, synthesis, evaluation, and/or application of Operations Management, Data & Analytics topics in context of the	Demonstrates a somewhat complete analysis, synthesis, evaluation, and application of Operations Management, Data & Analytics topics in context	Demonstrates a complete analysis, synthesis, evaluation, and application of Operations Management, Data & Analytics topics in context of the	Demonstrates an in-depth analysis, synthesis, evaluation, and application of Operations Management, Data & Analytics topics in context of the company

		company profile provided by the instructor is incomplete or inaccurate.	of the company profile provided by the instructor.	company profile provided by the instructor.	profile provided by the instructor.
Milestone 3 Content	85	Analysis, synthesis, evaluation, and/or application of Operations Management, Data & Analytics topics in context of the company profile provided by the instructor is incomplete or inaccurate.	Demonstrates a somewhat complete analysis, synthesis, evaluation, and application of Operations Management, Data & Analytics topics in context of the company profile provided by the instructor.	Demonstrates a complete analysis, synthesis, evaluation, and application of Operations Management, Data & Analytics topics in context of the company profile provided by the instructor.	Demonstrates an in-depth analysis, synthesis, evaluation, and application of Design & Improvement, and Transportation Contract Negotiations topics in context of the company profile provided by the instructor.
Writing Quality and Format	15	Frequent problems with organization, clarity and/or conventions make the paper hard to read. APA conventions are not followed.	Numerous mechanical errors are distracting; and organization of ideas are lacking, but not enough to interfere with meaning. APA conventions are only sometimes followed.	There are few problems with organization, clarity or conventions that should have been fixed. APA conventions are consistently followed.	The writing clearly communicates the message(s) with a high degree of fluency throughout; near mastery of writing organization and writing conventions. There are minimal problems with spelling, punctuation, and grammar.

					APA conventions are strictly followed.
TOTAL	100%				

Final Team Project (20% of the Final Grade)

Students will self-select into teams to analyze, assess, and craft systemic solutions to solve a global logistics and supply chain management problem.

The case will present a number of major challenges to students along an organization’s supply chain related to business entities, such as suppliers, manufacturers, distributors, and retailers (e.g., poor choice of supplier, insufficient information sharing among supply chain partners, data and inventory management issues, and lack of product traceability). Students will be required to apply relevant course concepts, methodologies, frameworks, tools, and techniques to analyze each problem and make professional recommendations. The case is designed to cultivate students’ practical knowledge and skills.

The final case report will be 9-12 pages (excluding cover page and reference page); APA writing conventions should be followed with a minimum of 10 sources referenced and cited. The final case study will then be summarized into a 7-10 slide PowerPoint presentation, to be presented as a group. Each team member will fill out an evaluation form to indicate the level of individual performance in the team. This evaluation will contribute to the “Team Contribution” component of the associated rubric.

Components	% of Grade
Case and Problem Analysis	20%
Application of Global Logistics and Supply Chain Concepts, Models, and Frameworks	30%
Recommendations	20%
Team Contribution	15%
Writing Quality and Format	15%
TOTAL	100%

	% of Grade	Below Standard	Approaching Standard	At Standard	Exceeds Standard

<p>Case and Problem Analysis</p>	<p>20</p>	<p>Conducts a case analysis that has limited support by research.</p> <p>Demonstrates a limited analysis, synthesis, evaluation, and application of the research related to the specific organizational challenge identified in the case study.</p> <p>Weighs and assesses some alternative actions and proposes optimization, risk management, and strategic design solutions that address some issues in the case.</p>	<p>Conducts a research somewhat supported case analysis.</p> <p>Demonstrates a limited analysis, synthesis, evaluation, and application of the research related to the specific organizational challenge identified in the case study.</p> <p>Weighs and assesses a limited variety of alternative actions and proposes optimization, risk management, and strategic design solutions that address some issues in the case.</p>	<p>Conducts a research supported case analysis.</p> <p>Demonstrates a synthesis, evaluation, and application of the research related to the specific organizational challenge identified in the case study.</p> <p>Weighs and assesses some alternative actions and proposes optimization, risk management, and strategic design solutions that address multiple issues in the case.</p>	<p>Conducts a thorough, research supported case analysis.</p> <p>Demonstrates an in-depth analysis, evaluation, and application of the research related to the specific organizational challenge identified in the case study.</p> <p>Weighs and assesses a variety of alternative actions and proposes optimization, risk management, and strategic design solutions that address multiple issues in the case.</p>
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<p>Application of Global Logistics and Supply Chain Concepts, Models, and Frameworks</p>	<p>30</p>	<p>Applies few concepts, methods, and strategies, demonstrating a limited understanding of design and interrelated impact of variables. Applies concepts across some parts of the case.</p>	<p>Applies some concepts, methods, and strategies, demonstrating a basic understanding of design and interrelated impact of variables. Applies concepts across most parts of the case.</p>	<p>Applies several concepts, methods, and strategies, demonstrating a good understanding of design and interrelated impact of variables. Applies concepts across all parts of the case.</p>	<p>Applies several concepts, methods, and strategies, demonstrating a deep understanding of design and interrelated impact of variables. Applies concepts across all parts of the case.</p>
<p>Recommendations</p>	<p>20</p>	<p>Generates a limited action plan with little consideration for upstream and downstream impact, which may not include internal and external partners and variables that is informed by limited analysis and use of appropriate methods, tools, and techniques.</p> <p>Some alternatives are critically assessed and recommendations for implementation have a somewhat persuasive rationale.</p>	<p>Generates an action plan with consideration for upstream and downstream impact, which may not include internal and external partners and variables that is informed by limited analysis and use of appropriate methods, tools, and techniques.</p> <p>Most alternatives are critically assessed and recommendations for implementation have a persuasive rationale.</p>	<p>Generates an action plan with consideration for upstream and downstream impact, to include internal and external partners and variables that is informed by relevant analysis and use of appropriate methods, tools, and techniques.</p> <p>Most alternatives are critically assessed and recommendations for implementation have a strong and persuasive rationale.</p>	<p>Generates a strong action plan with consideration for upstream and downstream impact, to include internal and external partners and variables that is clearly informed by relevant analysis and use of appropriate methods, tools, and techniques.</p> <p>Each possible alternative is critically assessed and recommendations for implementation have a strong and persuasive rationale.</p>

Team Contribution	15	Does not complete all assigned tasks by deadline.	Completes all assigned tasks by deadline. Advises others of progress. Work produced advances the project.	Completes all assigned tasks by deadline. Advises others of progress regularly and seeks assistance where necessary. Work is thorough, as required, and advances the project.	Completes all assigned tasks by deadline and/or seeks advice from others if delays are anticipated. Work is creative, thorough, comprehensive, and significantly advances the project. Proactively helps other team members complete their assigned tasks to a similar level of excellence.
Writing Quality and Format	15	Frequent problems with organization, clarity and/or conventions make the paper hard to read. APA conventions are not followed.	Numerous mechanical errors are distracting; and organization of ideas are lacking, but not enough to interfere with meaning. APA conventions are only sometimes followed.	There are few problems with organization, clarity or conventions that should have been fixed. APA conventions are consistently followed.	The writing clearly communicates the message(s) with a high degree of fluency throughout; near mastery of writing organization and writing conventions. There are minimal problems with spelling, punctuation, and grammar. APA conventions are strictly followed.
TOTAL	100 %				

Final Project Presentation (10% of Final Grade)

The final case study will be summarized into a 7-10 slide PowerPoint presentation, to be presented as a group. Each team member should have a speaking role during the presentation. Each team member will fill out an evaluation form to indicate the level of individual performance in the team. This evaluation will contribute to the "Team Contribution" component of the associated rubric.

Components	% of Grade
Presentation Content	80%
Presentation Quality	20%
TOTAL	100%

Team Article Analysis Presentation					
	% of Grade	Below Standard	Approaching Standard	At Standard	Exceeds Standard
Presentation Content	60	Summary of the key strategic ideas is incomplete and may not be aligned with final project paper. Recommendations of the idea/frameworks fail to demonstrate knowledge and understanding of the	Summary of the key strategic ideas is present and somewhat aligned with final project paper. Recommendations of the idea/frameworks somewhat demonstrates knowledge and understanding of the application of strategy.	Summary of the key strategic ideas is comprehensive, clear, concise, and mostly aligned with final project paper. Recommendations of the idea/frameworks demonstrate knowledge and understanding of the	Summary of the key strategic ideas is comprehensive, clear, concise, and fully aligned with final project paper. Recommendations of the idea/frameworks demonstrate superior knowledge and understanding of the

		application of strategy.		application of strategy.	application of strategy.
Presentation Quality	20	<p>The presentation fails to effectively communicate the message. Major details may be missing.</p> <p>Frequent problems with organization, clarity, conventions, and/or visual aids are distracting, making the presentation hard to follow. APA style guidelines for citations and references are not adhered to.</p>	<p>The presentation communicates the message. Narration may be stilted or read from a script and/or some details may be missing.</p> <p>Visual aids are used to engage the audience.</p> <p>Numerous mechanical errors are distracting. APA style guidelines for citations and references are attempted, with major errors.</p>	<p>The presentation communicates the message, and the language flows well.</p> <p>Visual aids are used appropriately to engage the audience.</p> <p>There are no problems with spelling, punctuation, or grammar. APA style guidelines for citations and references are followed with minimal errors.</p>	<p>The presentation skillfully communicates the message, and the language flows seamlessly.</p> <p>Visual aids are used creatively and appropriately to engage the audience.</p> <p>There are no problems with spelling, punctuation, or grammar. APA style guidelines for citations and references are followed accurately.</p>
Team Contribution	20	Not every member of the team participates in the presentation			Every member of the team participates in the presentation.
TOTAL	100%				

Instructor Determined Assignments (25% of Final Grade)

The instructor will determine a set of activities that support the course outcomes and major assignments of the class. These activities could include collaboration, discussion, participation, peer-review, learning reflections, learning checks or other activities online or in-class.

Descriptions are provided by the instructor in the course.

Components:	% of Grade
Quality of Responses	50%
Quantity of Responses	30%
Timeliness	20%
TOTAL	100%

	% of Grade	Below Standard	Approaching Standard	At Standard	Exceeds Standard
Quality of Responses	50	Superficial, undeveloped and unsupported analysis that lacks insight or thoughtfulness . Never addresses instructor's comments to original posts; no connections are made to previous and current sessions' concepts and materials. No references to readings. Obvious grammatical or stylistic errors, making understanding difficult.	Scattered and poorly developed analysis rarely supported by academically appropriate resources. Sometimes addresses instructor's comments to original posts; offers few new ideas or connections made to previous and current sessions' concepts and materials. Mostly anecdotal examples with no references to readings; may rephrase or summarize other postings.	Generally competent analysis, supported by various academically appropriate resources. Mostly addresses instructor's comments to original posts; offers some new ideas or connections to previous and current sessions' concepts and materials. References readings provided by instructor. Grammatical or stylistic errors do not interfere with content.	Rich, thoughtful and insightful problem analysis well supported by various academically appropriate resources. Always addresses instructor's comments to original posts; offers detailed new ideas and connections to previous sessions' concepts and/or real-life situations. References materials beyond those provided by instructor. Almost entirely free of

					grammatical or stylistic errors.
Quantity of Responses	30	Some, or all, required quality posts missing.	Initial post and fewer than minimum number of required quality posts.	Required minimum number of quality posts.	Exceeds minimum number of required quality posts.
Timeliness of Responses	30	All posts submitted at the last minute without allowing for response time	Posts submitted on fewer than three days of the discussion time.	Posts submitted on three different days of the discussion time.	Posts submitted on more than three days of the discussion time.
TOTAL	100%				

Course Policies

A critical aspect of management is to meet predefined deadlines. Therefore, all assignments are expected to be submitted when due. No late assignments are accepted. Life-situations do occur. When an issue arises, coordinate with the instructor prior to the assignment's due date and the due date may be adjusted. It is in the best interest of the student to ensure that all assignments are submitted on time.

Participation

Class participation will be evaluated during class. Participation includes being prepared for class discussions and contributing meaningful content when appropriate. It also includes individual effort contributed to the team project.

Professional Writing

Assignments require error-free writing that uses standard English conventions and logical flow of organization to address topics clearly, completely, and concisely. CityU requires the use of APA style.

University Policies

Students are responsible for understanding and adhering to all of City University of Seattle's academic policies. The most current versions of these policies can be found in the [University Catalog](#) that is linked from the CityU Web site.

Antidiscrimination

City University of Seattle and its staff and faculty are committed to supporting our students. We value equity, diversity, and inclusion as a way of life as well as the educational opportunities it provides. City U will not tolerate any form of discrimination based on race, color, ethnicity, sexual orientation, gender identification, socioeconomic status, or religious values. If you have experienced any discrimination based on any of the above, we encourage you to report this to the University. Please report this to your instructor. If you do not feel safe reporting this to your instructor, please report to the Provost or to the Vice President of Student Affairs.

Non-Discrimination & Prohibition of Sexual Harassment

City University of Seattle adheres to all federal, state, and local civil rights laws prohibiting discrimination in employment and education. The University is committed to ensuring that the education environment is bounded by standards of mutual respect and safety and is free from discriminatory practices.

In the U.S., the University is required by Title IX of the Education Amendments of 1972 to ensure that all of its education programs and activities do not discriminate on the basis of sex/gender. Sex include sex, sex stereotypes, gender identity, gender expression, sexual orientation, and pregnancy or parenting status. Sexual harassment, sexual assault, dating and domestic violence, and stalking are forms of sex discrimination, which are prohibited under Title IX and by City University of Seattle policy. City University of Seattle also prohibits retaliation against any person opposing discrimination or participating in any discrimination investigation or complaint process internal or external to the institution. Questions regarding Title IX, including its application and/or concerns about noncompliance, should be directed to the Title IX Coordinator. For a complete copy of the policy or for more information, visit the [Title IX](#) portal page or contact the Title IX Coordinator.

In Canada, in compliance with the British Columbia Human Rights Code, the Alberta Human Rights Act, WorksafeBC, and the Workers' Compensation Board of Alberta, the University believes that its environment should at all times be supportive and respectful of the dignity and self-esteem of individuals. Discrimination, harassment and bullying conduct, whether through person-to-person behaviour or via electronic communications such as email or social media is not acceptable and will not be tolerated. As an educational institution, it is our responsibility to cultivate an environment of excellence, equity, mutual respect and to recognize the value and potential of every individual. The University will take all necessary steps to meet or exceed the requirements of the law to prevent discrimination, harassment and bullying. The Respectful Workplace Policy for the prevention of discrimination, harassment and bullying policy and procedure can be found at the [CityU website](#) under the Policies section or at [CityU in Canada website](#).

Religious Accommodations

City University of Seattle has a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The University's policy, including more information about how to request an accommodation, is available in the University Catalog and on the my.cityu.edu student portal. Accommodations must be requested by the 20% mark of this course (e.g. day 14 of a ten-week course, day 7 of a 5-week course) using the Religious Accommodations Request Form found on the student dashboard in the my.cityu.edu student portal.

Academic Integrity

Academic integrity in students requires the pursuit of scholarly activity that is free from fraud, deception and unauthorized collaboration with other individuals. Students are responsible for understanding CityU's policy on academic integrity and adhering to its standards in meeting all course requirements. A complete copy of this policy can be found in the [University Catalog](#) under *Student Rights and Responsibilities* on the page titled *Academic Integrity Policy*.

Attendance

Students taking courses in any format at the University are expected to be diligent in their studies and to attend class regularly.

Regular class attendance is important in achieving learning outcomes in the course and may be a valid consideration in determining the final grade. For classes where a physical presence is required, a student has attended if they are present at any time during the class session. For online classes, a student has attended if they have posted or submitted an assignment. A complete copy of this policy can be in the [University Catalog](#) under *Student Rights and Responsibilities* on the page titled *Attendance*.

Final Assignment Due Date

Final assignments for each class at CityU must be due on or before the final date of the course as indicated in the university's course information system. Due dates that extend beyond the final date of the course may negatively impact tuition funding for students.

Support Services

Disability Services Accommodations Statement

Students with a documented disability who wish to request academic accommodations are encouraged to contact Disability Support Services to discuss accommodation requests and eligibility requirements. Please contact Disability Support Services at disability@cityu.edu or 206.239.4752 or visit the [Disability Support Services](#) page in the my.cityu.edu portal.

Confidentiality will be observed in all inquiries. Once approved, information about academic accommodations will be shared with course instructors.

Library Services

CityU librarians are available to help students find the resources and information they need to succeed in this course. Contact a CityU librarian through the [Ask a Librarian](#) service, or access [library resources and services online](#), 24 hours a day, seven days a week.

Smarthinking Tutoring

CityU students have access to free online tutoring offered through Smarthinking, including writing support, from certified tutors 24 hours a day, seven days a week. Contact CityU's Student Support Center at mycityusupport@cityu.ed to request a username and password.