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|--------------------------------|---|------------------------------|
| <b>Course Title</b>            | : | eE-Business Logistics        |
| <b>Course Code</b>             | : | CDS4011 <del>XXX</del>       |
| <b>Recommended Study Year</b>  | : | 3                            |
| <b>No. of Credits/Term</b>     | : | 3                            |
| <b>Mode of Tuition</b>         | : | Sectional Approach           |
| <b>Class Contact Hours</b>     | : | 3 hours per week             |
| <b>Category in Major Prog.</b> | : | Elective                     |
| <b>Prerequisite(s)</b>         | : | BUS2211 Operation Management |
| <b>Co-requisite</b>            | : | Nil                          |
| <b>Exclusion</b>               | : | Nil                          |
| <b>Exemption Requirement</b>   | : | Nil                          |

**Brief Course Description:**

This course explores the principles and practices of logistics in the e-Business context. It examines the potentials of logistics management to increase profitability. This course provides general and specific logistics management information that will serve to strengthen the student's ability to participate in today's e-business environment.

**Aims:**

The course aims to provide students with: (1) an awareness of the demands placed on logistics and supply chain managers by business stakeholders; (2) an understanding the impact of logistics and supply chain management on competitiveness and profitability; (3) an appreciation of the ethical issues faced by logistics professionals.

**Learning Outcomes (LOs):**

Upon completion, students should be able to:

- 1 Articulate and discuss the underlying principles of logistics management in e-Business.
- 2 Apply basic quantitative techniques to make e- Business logistics decisions.
- 3 Plan strategically on e- Business logistics decisions.
- 4 Apply modern knowledge in the practice of logistics management for e-Business.

## **Indicative Contents:**

### Supply Chain and Logistics Management

The supply chain revolution and e-Business, supply chain models, supply chain information systems, logistical objectives, operations and workflows

### Order Processing and Information Systems

Order preparation, transmittal, entry, fill, and order status reporting; order-processing time; the Logistics Information System, enterprise integration

### Inventory

Inventory cost, safety stock, order quantity, inventory planning and control, collaborative inventory replenishment

### Transportation

Service choices and the characteristics; single-service choice; intermodal services; international transportation; transportation cost characteristics; transport service selection; vehicle routing; freight consolidation.

### Warehousing

Classification of location problems; single facility location; multiple facility location; dynamic warehouse location; retail/service location; hub and spoke; network configuration; the tools for network planning.

### Packing and Handling

Package size, unitization, automated, semi-automated handling systems

### Design and Control

Logistics strategy and network design, logistical organization, performance measurement

### **Teaching Method:**

The above topics are delivered in lectures comprehensively and thoroughly. Basic concepts, main characteristics, issues and real-world business applications will be discussed. Students are invited to participate in discussion and are expected to provide examples of best practice, and to summarize the advantages/disadvantages of various e-Business logistics strategies.

Students need to work on several individual written assignments, which require them to apply quantitative tools to solve business problems. Students need to work in groups on both case studies and projects. Case studies require students to discuss real logistics practices, orally present the case and write a report. The group project will ask students to analyze some problems faced by logistics practitioners, prepare a project report and present the findings orally.

### **Assessment:**

|                                     |            |
|-------------------------------------|------------|
| Class Attendance and Participation* | 15%        |
| Assignments                         | 15%        |
| Term project**                      | 20%        |
| <u>Final Examination</u>            | <u>50%</u> |
| Total                               | 100%       |

\* Class participation is based on attendance record, the quality of comments, questions, and presentations each student offers during a class.

\*\*A group of several students work on one term project topic. The whole group will be given a common grade depending on the group's performance, but this grade may be adjusted for individual students in the light of peer review.

### **Measurement of Learning Outcomes:**

1. Students need to get involved in in-class discussion intensively. We encourage students to provide real-life examples of various purchasing and logistics strategies, derive findings and insights through discussion. Bonus will be given to active students who provide valuable inputs to class. [LOs 1, 3, 4].
2. Through several individual written assignments, students will practice the quantitative methods used for solving logistics problems. Meanwhile, they need to apply these methods to analyze other related problems. [LOs 2, 3].

3. Students need to work in group on case study. The case study provides information about the logistics processes of some well-known companies. Students need to dig out the underlying strategies and evaluate whether they are adequate and can be enhanced. [LOs 3, 4].
4. Students need to work in group on term project. The term project requires students to understand the main issues faced by the company in question, apply adequate tools (both quantitative and qualitative) to have a better understanding on the impact of logistics decisions on financial performance, provide recommendation for enhancement [LOs 2, 3, 4].
5. A written final examination will comprise several answer questions to test students' understanding of theoretic concepts, principles and critical thinking concerning a selection of topics that have been covered during lectures. It also tests whether students can apply the quantitative tools in real-life business problems. [LOs 1, 2, 3, 4].

**Required/Essential Readings:**

1. Bowersox, D.J., Closs, D.J. and Cooper, M.B. (2013) *Supply Chain Logistics Management*. McGraw Hill: Singapore.

**Recommended/Supplementary Readings:**

1. Deborah L. Bayles (2001). *E-commerce logistics and fulfillment: delivering the goods*. Prentice Hall
2. Dr Brian Farrington and Dr Kenneth Lyons. (2012). *Purchasing and Supply Chain Management. 8th Ed*. Pearson.
3. Johnson, P. F., Leenders, M. R. and Flynn, A. E. (2010). *Purchasing and Supply Management. 14th Ed*. McGraw-Hill/Irwin.
4. William J. Stevenson. (2014). *Operations Management. 12th Ed*. McGraw-Hill/Irwin.
5. David Simchi-Levi, Philip Kaminsky, and Edith Simchi-Levi. (2007). *Designing and Managing the Supply Chain: Concepts, Strategies and Case Studies. 3rd Ed*. McGraw-Hill/Irwin.
6. Additional readings (journal papers, open access Web-based articles, book chapters, etc) will be referred to for each topic.

Important Notes:

- (1) Students are expected to spend a total of 9 hours (i.e. 3 hours of class contact and 6 hours of personal study) per week to achieve the course learning outcomes.
- (2) Students shall be aware of the University regulations about dishonest practice in course work, tests and examinations, and the possible consequences as stipulated in the Regulations Governing University Examinations. In particular, plagiarism, being a kind of dishonest practice, is “the presentation of another person’s work without proper acknowledgement of the source, including exact phrases, or summarised ideas, or even footnotes/citations, whether protected by copyright or not, as the student’s own work”. Students are required to strictly follow university regulations governing academic integrity and honesty.
- (3) Students are required to submit writing assignment(s) using Turnitin.
- (4) To enhance students’ understanding of plagiarism, a mini-course “Online Tutorial on Plagiarism Awareness” is available on <https://pla.ln.edu.hk/>.

**Rubric for Class Participation and Presentation of CDS4XXX – E-Business Logistics**

| <b>Criteria</b>      | <b>Weighting</b> | <b>Excellent<br/>(5)</b>   | <b>Good<br/>(4)</b>  | <b>Average<br/>(3)</b>  | <b>Below Average<br/>(2)</b>  | <b>Poor<br/>(1)</b>  |
|----------------------|------------------|--|--|---|---|--|
| <b>Attendance</b>    | 33.3%            | At most one absence  | Two to three absences  | Four to five absences   | Six to seven absences   | Eight or more absences   |
| <b>Punctuality</b>   | 33.3%            | Late at most once  | Late two to three times  | Late four to five times   | Late six to seven times   | Late eight or more times   |
| <b>Participation</b> | 33.3%            | Student actively participates in class discussion and other in-class activities in most occasions. | Student actively participates in class discussion and other in-class activities in more than half the occasions. | Student actively participates in class discussion and other in-class activities in around half the occasions. | Student participates in class discussion and other in-class activities in only a few occasions. | Student seldom participates in class discussion and other in-class activities. |
| <b>Total</b>         | 100%             |  |  |   |   |  |

**Rubric for Assignments of CDS4XXX – E-Business Logistics**

| <b>Criteria</b>  | <b>Weighting</b> | <b>Excellent<br/>(5)</b>  | <b>Good<br/>(4)</b>   | <b>Average<br/>(3)</b>  | <b>Below Average<br/>(2)</b>   | <b>Poor<br/>(1)</b>  |
|--|------------------|---|---|---|--|--|
| <b>Make decisions/tradeoffs</b>                                | 30%              | <del>Grasp</del><br><u>Fully understand</u> the tradeoffs and make the right decisions for most questions | <del>Grasp</del><br><u>Good understanding of</u> the tradeoffs and make decisions with correct logic for most questions | <del>Grasp Understand the basic</del><br><u>Basic understanding of the</u> tradeoffs and the basic logic to make decisions for most questions | <del>Grasp limited</del><br><u>Limited understanding on the</u> <del>Only able to make limited right</del> decisions /tradeoffs for some questions | Fail to <del>grasp understand</del><br><u>understand</u> the tradeoffs and make the right decisions for most questions |
| <b>Identify, formulate and solve common logistics problems</b> | 30%              | Able to identify, formulate and solve most logistics problems   | Able to identify, formulate and solve major logistics problems  | Able to identify, formulate and solve basic logistics problems  | Only able to identify, formulate and solve limited logistics problems  | Fail to identify, formulate and solve common logistics problems  |
| <b>Demonstrate analytical and quantitative skills</b>          | 40%              | Able to work out most quantitative calculations   | Able to work out major quantitative calculations  | Able to work out basic quantitative calculations  | <del>Only a</del><br><u>Able to perform some</u> basic quantitative calculations   | Fail to perform basic quantitative calculations  |
| <b>Total</b>   | 100%             |   |   |   |  |  |

**Rubric for Term Project of CDS4XXX – E-Business Logistics**

| <b>Criteria</b>  | <b>Weighting</b> | <b>Excellent<br/>(5)</b>  | <b>Good<br/>(4)</b>   | <b>Average<br/>(3)</b>   | <b>Below Average<br/>(2)</b>  | <b>Poor<br/>(1)</b>  |
|--|------------------|---|---|--|---|--|
| <b>Clear, logically organized and relevant content in presentation</b>                 | 20%              | Very smooth flow and very good organization of presentation materials. No ambiguities are left unexplained.         | Smooth flow and good organization of presentation materials. Little ambiguities are left unexplained. | Reasonable flow and organization of presentation materials. Some ambiguities are left unexplained. | Poor flow and organization of presentation materials. Many ambiguities are left unexplained.  | Unacceptable flow and organization of presentation materials. Too many ambiguities are left unexplained. |
| <b>Presentation skills (body language, eye contact, voice tone, holding attention)</b> | 20%              | Demonstrate excellent presentations skills (in terms of body language, eye contact, voice tone, holding attention). | Demonstrate good presentation skills with very minor problems.  | Demonstrate an adequate level of presentation skills, with some major problems.                    | Demonstrate basic presentation skills, with many major problems.                              | Demonstrate very poor presentation skills, with too many major problems.                                 |
| <b>Oral English</b>  | 20%              | Very clear pronunciation and accurate grammar.  | Pronunciation is clear, and grammar is accurate in general.   | Pronunciation is fairly clear, and grammar is acceptable   | Pronunciation is not very clear, and many grammar mistakes.                                   | Pronunciation is very poor, and too many grammar mistakes.   |
| <b>Proper understanding of the case problem</b>  | 20%              | Correct understanding of all case materials and adequate solutions/ recommendations.                                | Correct understanding of major case materials and reasonable solutions/ recommendations.              | Fairly good understanding of case materials and solutions/ recommendations.                        | Fail to understand the major case problems, solutions/ recommendations are not very relevant. | Fail to understand case problems, unacceptable solutions/ recommendations.                               |
| <b>Written English</b>   | 20%              | High-quality written report, accurate grammar/ spelling/ wording.   | Reasonable-quality written report, with sporadic grammar/ spelling/ wording mistakes.                 | Written report with acceptable quality, and some grammar/ spelling/ wording mistakes.              | Poorly written report, with many grammar/ spelling/ wording mistakes.                         | Unacceptable written report, with too many grammar/ spelling/ wording mistakes.                          |
|  | 100%             |   |   |  |   |  |

**Rubric for Final Examination of CDS4XXX – E-Business Logistics**

| <b>Criteria</b>  | <b>Weighting</b> | <b>Excellent<br/>(5)</b>   | <b>Good<br/>(4)</b>   | <b>Average<br/>(3)</b>  | <b>Below Average<br/>(2)</b>  | <b>Poor<br/>(1)</b>  |
|--|------------------|--|---|---|---|--|
| <b>Recognize the use of logistics strategies in practice</b>   | 40%              | Understand most logistics strategies in practice   | Understand major logistics strategies in practice                                 | Understand basic logistics strategies in practice                                       | Only understand very few logistics strategies in practice               | Fail to understand any logistics strategies in practice                          |
| <b>Make decisions/tradeoffs</b>                                | 20%              | <del>Grasp</del> <u>Understand</u> the tradeoffs and make the right decisions for most questions | Understand the tradeoffs and make decisions with correct logic for most questions | Understand the basic tradeoffs and the basic logic to make decisions for most questions | Only able to make limited right decisions /tradeoffs for some questions | Fail to understand the tradeoffs and make the right decisions for most questions |
| <b>Identify, formulate and solve common logistics problems</b> | 20%              | Able to identify, formulate and solve most logistics problems                                    | Able to identify, formulate and solve major logistics problems                    | Able to identify, formulate and solve basic logistics problems                          | Only able to identify, formulate and solve limited logistics problems   | Fail to identify, formulate and solve common logistics problems                  |
| <b>Demonstrate analytical and quantitative skills</b>          | 20%              | Able to work out most quantitative calculations  | Able to work out major quantitative calculations                                  | Able to work out basic quantitative calculations  | Only able to perform basic quantitative calculations                    | Fail to perform basic quantitative calculations                                  |
| <b>Total</b>   | 100%             |  |   |   |   |  |