Course: Distribution Management (MK 4400)

Department of Marketing  Spring 2011 (CRN 14811)

Note: This is a sample syllabus for reference of Cairo University faculty member.

Please contact Professor Hassan El Alfy for more information.

Course Prerequisites: Basic Marketing and Spread Sheet Experience

Course Description:
Distribution Management is the introductory undergraduate logistics and supply chain management course in the business curriculum. It is designed to give students a managerial knowledge of how logistics supports marketing-distribution, procurement and manufacturing. Emphasis is placed on the integration of core logistics functions (e.g., logistics customer service, transportation, inventory, order processing, warehousing/stock-keeping facilities, materials management), total cost integration, and supply chain management to create competitive advantage through customer service. The use of information technology is also emphasized. Students play the beer simulation game to help tie together core supply chain management concepts and tools.

The class will combine lecture and discussion focused on critical thinking regarding assigned topics. Advanced preparation will be essential for effective class participation.

Objectives:
1. Develop an understanding of the importance of logistics in the formation of business strategy and the conduct of supply chain operations.
2. Develop an understanding of logistics operating areas and their interrelationship.
3. Understand the importance and implications of a customer-focused logistics strategy.
4. Develop an in-depth understanding of logistics operating areas and their interrelationships.
5. Strengthen integrative management analytical and problem-solving skills.

**Learning Outcomes**

After completing this course, participants will be able to:

(1) Evaluate logistics supply chain networks and strategies.
(2) Identify stress points and misalignment in logistics supply chain networks and offer solutions for optimizing them.
(3) Formulate logistics strategies from a supply chain network perspective.
(4) Formulate optimal inventory policies for supply chain networks, including calculation of economic order quantities, reorder points, average inventory with/without combined variability, and fill-rates.
(5) Understand logistics supply chain metrics, make value assessment and offer solutions.
(6) Formulate optimal customer service and facility location policies using spreadsheets.
(7) Understand supply chain strategies for a local organization/firm.

**ASSESSMENT and GRADING:**

<table>
<thead>
<tr>
<th>Class Contribution</th>
<th>10%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Case Analyses</td>
<td>10%</td>
</tr>
<tr>
<td>Exams (2 @ 20%)</td>
<td>40%</td>
</tr>
<tr>
<td>Individual Comprehensive Case Report</td>
<td>10%</td>
</tr>
<tr>
<td>Group Debates</td>
<td>05%</td>
</tr>
<tr>
<td>Beer Game</td>
<td>05%</td>
</tr>
<tr>
<td>Group Term Report</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>

The final grade allocation:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>95%</td>
</tr>
<tr>
<td>A</td>
<td>90 – &lt;95%</td>
</tr>
<tr>
<td>A-</td>
<td>85 – &lt;90%</td>
</tr>
<tr>
<td>B+</td>
<td>87 – &lt;89%</td>
</tr>
<tr>
<td>B</td>
<td>79 – &lt;81%</td>
</tr>
<tr>
<td>B-</td>
<td>75 – &lt;77%</td>
</tr>
<tr>
<td>C+</td>
<td>77 – &lt;79%</td>
</tr>
<tr>
<td>C</td>
<td>70 – &lt;75%</td>
</tr>
<tr>
<td>C-</td>
<td>65 – &lt;70%</td>
</tr>
<tr>
<td>D</td>
<td>&lt;65%</td>
</tr>
</tbody>
</table>

**Class Contribution:** You are encouraged to participate actively in class. Contribution will be assessed based on the quality and thoughtfulness of your participation, not just the quantity of your participation. You are not expected to have input to every class session, but you should strive to be a regular contributor to the discussion. Attendance alone does not constitute participation, but obviously you will need to be present in order to contribute to our class discussion. This means you must be prepared for class—be sure to read and think about the assigned materials before coming to class.
Extra Credit:
You may earn up to 50 extra credit points out of 1,000 points (or 5% course grade) by performing one or more of the following activities:

1) Logistics in the news: Identify a news item of interest to the course and talk about it in class for 5 minutes. You have to get it approved by the instructor at least one day in advance: Max. points 15
2) Council of Supply Chain Management Professionals Meetings of Field Trip: Attend one of these events and talk about it in class for 5-10 minutes. Maximum points 20
3) Comprehensive summary of key take away from last class (does not include reading your notes) at the beginning of class. Max = 5 points.

Group Case Analyses: The cases can be found in the textbook. We will supplement these with cases provided by the Council of Supply Chain Management Professionals to be posted on course web page. Groups may consist of 3-5 people. Please self-select yourselves into groups, within sections. Please send me an email identifying your group members. Each group will be asked to provide a short informal presentation of the case using the following outline:

Suggested Outline for Group Case Analysis and Class Discussion:
1. Who is the principal decision maker in this case? What issue is he/she facing?
2. What is the key goal that he/she is trying to accomplish?
3. How far along is he/she achieving this goal?
4. How are the issues in this case going to affect other supply chain members:
   (a) retailers, (b) wholesalers, (c) distributors, (d) manufacturers, and (e) manufacturers’ suppliers?
5. What would you do next if you were in the decision makers’ place? Are there questions that need to be answered before a decision is made?
6. What are the implementation problems that the decision maker is likely to face? How would you address them?

Note: This outline was developed by Professor Walter Zinn, the Ohio State University.

STUDENT RESPONSIBILITIES AND NOTICES:
1. You are expected to attend class. If not, it is your responsibility to contact a classmate to gain an understanding of the material covered.
2. You are expected to review assigned material prior to attending class and be prepared to participate in class discussion and activities.
3. All assignments are your individual responsibility and those turned in must be original work. (The exception is for mandated group projects, to which you will be expected to participate fully. Work group submitted must be the work of that group alone.)
4. Make up examinations are not given.
5. Modification to class topics and related assignments can be expected as the course progresses.
Attendance: Class attendance is required. Should you have a legitimate reason for missing class, I would appreciate an email in advance to let me know. Plan to attend your scheduled section—should you be unable to do so on a particular day, please notify me in advance.

Academic Integrity: All members of the class are expected to adhere to high standards of honesty and academic integrity. All work done for credit will be the result of the individual’s or authorized group’s unaided effort. Anyone who either gives or receives unauthorized assistance in the preparation of work at home or during tests in class will be subject to disciplinary action under the provisions and policies set forth by Georgia State University. Please review the Statement on Academic Integrity posted on the course website and contact me with any questions you have regarding these standards. In addition, the College of Business adheres to the policies on academic honesty as specified in General Student Regulations and in the all-University Policy on Integrity of Scholarship and Grades. Any student who plagiarizes or give/receives any unauthorized assistance may receive a zero (0.0) on the assignment or fail the course.

Group Issue Discussions/Debate.

Students will be asked to form self-selected groups of 5 members for the purpose of debating another group on a controversial international marketing issue. You must submit a copy of your power points slides by e-mail prior to the start of class. Students are expected to incorporate materials from various sources, including the text, when preparing their presentation.

The debate will last approximately 40 minutes and will follow in a dual combination of presentation and point-counter-point formats. Each team will present their view for 20 minutes maximum. (The instructor will let you know five minutes before the 20 minutes elapse). Then, there will another 10-15 minutes for a point-counter-point format. The opposing group will throw the first question and the affirmative group will have only one person answer the question in less than 120 seconds. The affirmative group will then throw their first question to the opposing group, who will also have one person respond in less than 120 seconds. We will repeat this process for the next 10-15 minutes.

For the first debate, group #1 will take the affirmative view and group # 2 will take the opposing viewpoint. For the second debate, group # 3 will take the affirmative view and group # 4 the opposing view. The remaining two debates will also be conducted in the same order.

Fifty percent of the debate grade will be assigned by the class and the other fifty percent by the instructor.

Hints: There will be no winners and losers in this debate. The purpose of the debate is to highlight some of the key controversial issues in international marketing and to give students the opportunity to frame their own views and positions on these issues. The more examples you use, the more the class can relate to the topic and participate. Prepare questions to ask the class. Use controversial material to stir up a discussion. The use of power point is encouraged.

Note: No report is due for the debate. However, submit a copy of your power point slides by e-
mail before the debate.

**The Computerized Beer Distribution Game**
To provide hands-on experience with logistics supply chain design decisions, the class will play the Computerized Beer Game in two different competitions. This will be a group activity. You may use your debate groups for this assignment. Your grade will be based on your team’s in class performance (90%) and a short informal discussion of your team’s strategy. The primarily performance metric will be total cost: the lower the better. (The average total supply chain cost for the GSU beer game experience is around $950 for deterministic demand and $1150 for variable demand conditions. The manual for the game will be available for purchase from the Harvard Business Case website.

**Additional Guidelines for Class Case Contribution:**
Analyzing cases is a good way to apply the content covered in this course. Each individual member of the class is expected to analyze and be prepared to discuss each case. You should attempt to meet with your class members in advance of a case to help you prepare for the discussion. Your role in a case discussion requires you to not only learn the material but also to assist in the learning of your classmates. To do so, you should attempt to make a meaningful contribution when you have the floor. Blindly summarizing facts in a case, repeating points made by other students, and/or simply agreeing with your classmate’s arguments does not constitute a meaningful contribution. Try to focus on making comments that pass the —so-what[] test. Such comments can range from an insightful interpretation of salient facts in a complex case to providing comments that build on prior discussion and move our thinking forward.

During a case discussion it is very important that all of us listen to one another and attempt to build upon or constructively critique prior comments. Below is a list of some behaviors and characteristics that will impact your ability to effectively participate and will be considered when making an evaluation of your performance.

- Are you a good listener?
- Are your comments relevant to the discussion at hand or do your comments take us backward? Do your comments relate to the comments of others and do they relate to the themes being discussed?
- Are you incisive? Do you cut to the core of an issue or problem?
- Are you willing to professionally challenge the ideas that are being expressed?
- Are you willing to test new ideas or are your comments safe? For example, do you simply repeat case facts without analysis and/or repeat comments already made by someone else?
- Do you integrate material from the book and readings into your comments? Can you specifically apply a model or theory presented in the book to the issues being discussed?
- Do you integrate material from past classes or case discussions where appropriate?
Do your comments reflect cumulative learning over the entire course or do you merely consider each case in isolation?

Group Term Project
The term project this semester centers on identification and analysis of a (business) situation wherein supply chain/logistics performance is a significant source of competitive advantage. The assignment provides an excellent opportunity to apply course concepts for analysis and description of how an organization’s supply chain can be optimized. The ultimate product will be a case write up (with solutions) of the supply chain practices related to the situation identified. Students Groups (3-4) will work closely with the instructor to develop the goals of the project and the specific data collection procedures. A written report (not more than 25 pages excluding appendices) will be due on the last day of class.

The supply chain cased project will be graded on the following three attributes suggested by the Council of Supply Chain Management Professionals: (1) a strategic audit of current supply chain management situation facing the organization; (2) description of major problems/ obvious crisis or decisions point that requires further analysis or discussion; and (3) a complete analysis of the problems with recommendations for implementation addressed to Senior Managers in charge of logistics/supply chain or related responsibilities. Your report must include and an epilogue of what actually happened.

Note: You may focus on any one or all of the following aspects: (1) Customer service management and measurement; (2) inventory management, (3) handling product/food recall in the logistics supply chain, (4) optimizing supply chain networks and a comprehensive assessment of logistics management practices.

Further guidelines for this project will be provided during the course of the semester.

An outline of your proposal for this project will be due by the end of the third week and a 20-minutue presentation will be made on the last day of class. The due date for your Supply Chain Case Report will be the last day of the class.

Course Administration, Limitation of Syllabus:

Your learning experience and career interest in supply chain/logistics is of keen interest to me. I have taken great care to express my expectations, the course content and assignments in this outline. However, changes may be necessary. It is important that you keep informed of supplementary announcements and are responsible for such announcements in class, contained in the handouts or on the course website. It is also your responsibility to let me know of any problems with any aspects of my teaching or the course and suggestion for making the class more useful to your learning goals. One way to do this is to complete a copy of the Feedback forms in the Appendix.
Also, your constructive assessment of this course plays an indispensable role in shaping your education at Georgia State. Upon completing the course, please take the time to fill out the online course evaluation.
COURSE OUTLINE AND ASSIGNMENT [Tentative]*

<table>
<thead>
<tr>
<th>Session</th>
<th>Date</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1/13</td>
<td><strong>Introduction</strong>&lt;br&gt;Introduction to Class&lt;br&gt;Introduction to the Logistics Supply Chain Management&lt;br&gt;Group Formation and Assignments</td>
</tr>
<tr>
<td>2</td>
<td>1/20</td>
<td><strong>The Supply Chain Management Concept</strong>&lt;br&gt;Text Readings: Chapters 1 &amp; 2&lt;br&gt;Additional Reading: Text: Chapters 1-2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Case: 1 Integrated Logistics (Available in the text).</td>
</tr>
<tr>
<td>3.</td>
<td>1/27</td>
<td><strong>Customer Service Management</strong>&lt;br&gt;Text Readings: Chapter 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Debate/Issue Discussion # 1: Who Should Manage Customer Service: Logistics Professionals or Marketing Professionals.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Case2: Woodmere products (Available in the text)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Customer Service Measurement Exercises:&lt;br&gt; Ballou, Chapter 4 (Available on U-Learn)</td>
</tr>
<tr>
<td>4</td>
<td>2/03</td>
<td><strong>Inventory Management</strong>&lt;br&gt;Text Readings: Chapter 7&lt;br&gt;Additional Readings: Stock and Lambert: Chapter 6 (U-Learn)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Debate/Issue Discussion # 2: Product Safety and Recall in the Logistics Supply Chain: Is More Regulation the Answer? Team # 3 (Affirmative) and Team # 4 (Opposing)</td>
</tr>
<tr>
<td>5</td>
<td>2/10</td>
<td><strong>Inventory Management</strong>&lt;br&gt;Text Readings: Chapter 7&lt;br&gt;Additional Readings: Stock &amp; Lambert Chapter 6&lt;br&gt;Prepare Questions 7-8 of Chapter 6, Stock and Lambert)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>EXAM REVIEW</td>
</tr>
<tr>
<td>6</td>
<td>2/17</td>
<td><strong>Mid-Term Exam</strong></td>
</tr>
<tr>
<td>7</td>
<td>2/24</td>
<td><strong>Transportation Operations</strong></td>
</tr>
</tbody>
</table>
**Text Readings:** Chapters 8 & 9

Issue Discussion # 3: The Nation’s Transportation Problems: Is More Federal Regulation the Answer? Team # 1 (Affirmative) and Team # 2 (Opposing)

Case: Saturn (Available on U-learn)

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>8 3/03</td>
<td>SPRING BREAK NO CLASS</td>
</tr>
</tbody>
</table>
| 9 3/10 | Topic: Warehousing Operation  
Topic: Packaging & Materials Handling  
Text Readings: Chapters 10 & 11. |
| 10 3/17 | Topic: BEER GAME SIMULATION COMPETITION  
[BRING A COMPUTER NOTEBOOK] |
| 11 3/24 | Topic: EXAM II |
| 12 3/31 | Topic: Global Logistics  
Text Readings: Chapter 12 |

Case 4: Westminster [Available in the text]

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
</table>
| 13 4/07 | Topic: Network Analysis  
Text Readings: Chapter 14  
Additional Readings: Coyle, Bardi  
Case: 12-2: Fireside Tire Company  
[Must be completed in spreadsheet]. |
| 14 4/14 | Topic: Supply Chain Relationships and Performance Measurement  
Topic: Supply Chain Risk Assessment  
Text Readings: Chapters 15 -17 |
| 15 4/21 | Topic: TERM PROJECT PRESENTATIONS  
Course Summary  
Term Project Reports Due |

**Finals Week**
- COMPREHENSIVE CASE REPORT DUE
- Changes in this course outline may be necessary during the course of the semester.
GUIDELINES FOR PARTICIPATION IN GROUP ACTIVITY

Purposeful learning primarily is a task-oriented process. The obvious reason for pursuing it in a group format is to bring to bear a far greater variety of cognitive resources and affective supports for pursuit of the task than would be available for any one of the group members acting independently. Research indicates that small-group discussion is more effective than virtually any other educational technique for the acquisition of problem-solving skills and for fostering critical thinking.

In an effective group, the processes of discussion involve cooperation and sharing of ideas, thereby improving individual judgment. In effect, the pooling of ideas in the group allows individual members to correct deficiencies in evidence and reasoning better than they could on their own.

However, the advantages of small-group work can only be realized if certain conditions are met. First and foremost, effective discussion presupposes adequate preparation. The individual must share an equal part of the group burden to ensure equal distribution of the work and to benefit the most from the exercises.

Second, group members must decide to give the process a good-faith effort and avoid playing destructive roles. If you believe that group discussion is an unconscionable waste of your time, then it will become one. Keeping an open mind, cooperating with the group, and trying to make the technique work will return many benefits.

Third, small-group techniques necessitate well-developed skills in communication. Not only is clarity of expression important, but the art of listening—actually hearing what the other person is saying—must be practiced. Here are some helpful guidelines to assist you in this task:

1. Challenge opinions you do not agree with by offering your opinion and then supporting it with evidence from the course material. Specificity is important.

2. Be willing to change your mind when someone shows you an error in your opinion or your use of the facts.

3. Ask for clarification of any point or term you do not understand. Clarification is vital to your own learning and lack of it can cripple the group's effectiveness as well.

4. Stick to the subject. Do not introduce matters that have no connection to the problem being discussed. Staying on task is extremely important, for time is a precious resource.

5. Listen carefully. Don't be so preoccupied with your own ideas that you couldn't give a summary of what others are saying.

6. If someone else makes more or less the same point you wish to make, don't repeat it.
7. Don't continue to talk after you have made your point.

8. Finally, remember that it is your responsibility to contribute to the solution of the task at hand. Non-participation will contribute nothing to your own learning and will seriously hamper the effectiveness of the group as a whole.

Periodically, you will be asked to evaluate the effectiveness of the technique as it is being applied in this classroom. Your comments are for improving the effectiveness of the task groups. You will also have opportunities to evaluate your fellow group members with respect to their communication skills, participation in group work, and contributions to task solutions. The purpose of these peer evaluations is primarily to provide feedback to improve their performance, but a portion of their course grade will depend on how well they perform as a group member, and your evaluation will affect that grade. A sample evaluation form appears on the following page.
CONFIDENTIAL GROUP PARTICIPATION EVALUATION
(Complete for all group assignments and submit on the last day of class)

GROUP # ____________________________ CLASS ____________________________

The ratings you provide on this form will be used to determine individual grades for your fellow group members. Thus, if you feel that someone has contributed less than their fair share or has done an outstanding job you can reflect those feelings on this evaluation form. Remember, if you let your fellow group members know that they are doing a poor job through these evaluations then it is likely that they will contribute more in the future. Likewise, rewarding those who have worked hard probably means they will continue that behavior. As you consider the extent of each group member's contribution, you should think about the following criteria.

1. Frequency of attendance at group meetings.
2. Efforts in terms of defining/clarifying the group task.
3. Helping to ensure that the final product is done well.
4. Contributed his/her fair share of calculations.
5. Drafted his/her fair share of the final report(s)
6. Contributed time.
7. Contributed ideas.
8. Contributed leadership.

Rate each group member, excluding yourself, in terms of the above criteria. List the names of the group members, but not yourself, in the space below. Then assign a number of points to each person to reflect his/her rating. These ratings must total 100. Thus, someone who contributed more will receive higher number of points. Someone who contributed less will receive fewer points. Remember, the points must total 100.

<table>
<thead>
<tr>
<th>Group member names</th>
<th>Points assigned</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. __________________</td>
<td>_______</td>
</tr>
<tr>
<td>2. __________________</td>
<td>_______</td>
</tr>
<tr>
<td>3. __________________</td>
<td>_______</td>
</tr>
<tr>
<td>4. __________________</td>
<td>_______</td>
</tr>
<tr>
<td>5. __________________</td>
<td>_______</td>
</tr>
<tr>
<td>6. __________________</td>
<td>_______</td>
</tr>
<tr>
<td>7. __________________</td>
<td>_______</td>
</tr>
<tr>
<td>Total: ____________</td>
<td></td>
</tr>
</tbody>
</table>

Your Name: ____________________________

Use back of form for additional comments/explanation or a self defense statement. You may leave a phone number.
## CLASS ISSUE DISCUSSION/DEBATE EVALUATION FORM

**Topic** ___________________________  **Date** __________

Please comment on this group’s presentation with respect to presentation substance, presentation style, and suggestions for improvement. Then, using the following five point scale, with 1 = poor, 2 = acceptable, 3 = neither good nor bad, 4 = good, and 5= excellent, how would rate this group’s debate (You may use decimals).

<table>
<thead>
<tr>
<th>The Affirmative Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comments</td>
</tr>
<tr>
<td>Suggestion for Improvements</td>
</tr>
<tr>
<td>Overall Rating _______</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The Opposing Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comments</td>
</tr>
<tr>
<td>Suggestion for Improvement</td>
</tr>
<tr>
<td>Overall Rating ______</td>
</tr>
</tbody>
</table>

13
LOGISTICS SUPPLY CHAIN GAME: THE BEER GAME

INTRODUCTION:

The Beer Game is designed to help students apply logistics concepts to supply chain management challenges involved in beer distribution. It is essentially an in class group competition culminating in a short final report. The Game will be played as follows:

Pre Game Preparation and Ground Rules:
Each group must obtain a copy of the manual for the Beer Game from the Harvard Business Case Website. There must be at least one group member representing each major supply chain institution, including a manufacturer, a distributor, wholesaler and a retailer.

Study the game thoroughly and make yourself familiar with the various scenarios prior to the first in-class competition, which will take place soon after the class session on inventory management. You must bring your own computer notebook to class in order to play the game.

First In-Class Competition (Round I): Ground Rules:

After the instructor has introduced the Game in class, each group will be asked to play the game by adhering to the following ground rules:

1. Each team member will play the game for 23 weeks per round, starting with the retailer, followed by the wholesaler, distributor and the factory. A member may not spend more than 10 minutes per round. Hence, it is important that you are thoroughly prepared and familiar with the game prior to the in-class competition.

2. Strategy Meeting: Before commencing the competition, you will be given 10 minutes to meet and polish your strategy for the Game. This meeting should focus on specifying individual versus team goals, role assignment, strategies for integrating the entire chain, and related issues.

3. For the first round (Game 1), each group will not be allowed to share information within the chain (across retailers, distributors, manufacturer) during the competition.

4. The following systems’ parameters will be specified in class:
   a).nature of demand (deterministic);
   b).lead time length (short);
   c).initial safety stock levels (default units);

5. The game will last approximately 40-50 minutes and each player should not take more than 15 minutes. Before the start of the game, each group member will complete a short survey instrument to assist the instructor in assessing the group’s performance.
6. After the first game, each group will meet and summarize their overall performance statistics. A copy of this summary will be handed to the instructor as input to the selection of the winner of the first game. Keep a copy of this summary for your records.

**Second In-Class Competition:**
The second in-class-competition will take place on the date indicated in the course schedule. The time between both competitions is to give group members an opportunity to review their first year performance and make appropriate collaborative changes.

1. The procedure will be the same as for the first game (23 weeks, etc.), except that the ground rules will change slightly with respect to the nature of demand (random); lead time length (long).

2. As in the case of Game 1, group members will complete a short survey questionnaire about the experiences, expectations, and performance of the group. Similarly, each group will meet after the game and summarize their overall performance to be handed in to the instructor as input to the winner selection decision. The summary will include the following data: 1) facility cost (i.e., the cost of the facility managed by the student team, typically the distribution facility), 2) system cost, and 3) the average and standard deviation for each facility.

**Note: No report on the beer game will be due this semester.**

**The Beer Game Grading Criteria:**

1. Ability to minimize overall total cost performance of the entire supply chain (80%)
2. Other factors: e.g., ability to answer all questions about your team’s experience and document performance outcomes requested in the beer game questionnaire (20%).

**Note:** Attach copies of printouts/or document such results in the questionnaire for full credit.
CONTINUOUS QUALITY MONITORING:
Please complete and submit this form during the fourth (4th) and tenth (10th) weeks of the semester.

Date _______ Class________________________

1. Going into the fourth week or thereabouts and tenth week, are there any aspects of this course that are unclear to you?
   Yes ( ) No ( )

2. If you answered —yes‖ to the first question, please identify and explain briefly which aspect of the course is unclear?

3. What one or two things do you —like the most‖ about the course so far?

4. What one or two things do you —like the least‖ about course so far?

5. Are there any lingering problems with this course that the instructor can help?

6. If yes, what do you suggest?