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1. STAFF CONTACT DETAILS

Lecturer: Chung-Li Tseng
Room: 2085 Quad
Phone: 9385-9704
Email: c.tseng@unsw.edu.au
Consultation Times: Tuesday 11:00 – 12:00, Thursday 4:00 – 5:00, Friday 4:00 – 5:00 (and by appointment)
I am happy to be contacted by email with course specific inquiries. If you need to contact the School urgently you can contact the School Office on 9385-5320.

2. COURSE DETAILS

2.1 Teaching Times and Locations

Tutorial: Wednesday 6:00 – 9:00 (ASB 114)
Lecture: Wednesday 6:00 – 9:00 (ASB 114)

2.2 Units of Credit

The course is worth 6 units of credit.

2.3 Summary of Course

This course introduces key concepts of business logistics management in the context of supply chains. More specifically, business logistics is the subject that manages efficient, effective flow and storage goods, services, and related information in a supply chain. The key elements of business logistics covered in this course include logistics planning and strategy, customer service, procurement, transport, inventory, warehousing, and handling. This course addresses questions about logistics planning, transport modes selection, vehicle routing, inventory policies, purchasing quantity and timing, and storage selection.

2.4 Course Aims and Relationship to Other Courses

Logistics/Supply chain management is a fast growing business area in today’s business world. Global companies, such as IBM, HP, GE, and P&G, have heavily invested in supply chain management in order to gain competitive advantages. The distinction between OPMG5810 Supply Chain Planning and Design and the present course is worth mentioning. Both courses fall under the umbrella of supply chain management. However, OPMG5810 focuses on the coordination and collaboration among the players in a supply chain. It addresses the strategies (e.g., contracts and centralisation) that could result in more efficient and/or responsive supply chain performance. On the other hand, this course focuses on the functional activities (the nuts and bolts) in supply chains that process the flow of products and information from the point of origin to the point of consumption.

To improve the performance of a supply chain, one must streamline business process flows. Therefore, understanding business process flows is fundamental to design and planning of supply chains and logistics processes. OPMG5820 (cross-listed as INFS4862) Business Process Improvement and Quality Management covers more fundamental operational topics. The knowledge of operations
management provided by OPMG5820 can add value to achieve better supply chain performance.

Overall, the course aims to
1. develop knowledge about the interconnectedness of business units and organizations (via the flow of products, money, and information) within the supply chain.
2. develop knowledge about key elements of logistics processes, such as logistics planning and strategy, customer service, procurement, transport, inventory, warehousing, and handling.
3. enhance analytical skills and capability to synthesize information from several perspectives.
4. enhance communication, reflection and teamwork skills.

### 2.5 Student Learning Outcomes

Upon successful completion, students should be able to:

1. analyze how logistical decisions (e.g., facilities, inventory, and transportation) impact the performance of the firm as well as the entire supply chain.
2. analyze the strengths and weaknesses of various transportation modes and perform cost analysis.
3. develop the strategies that can be taken to find the best paths to route vehicles to deliver and collect goods at multiple stops.
4. develop the strategies that can be taken to manage inventories, including deciding the timing and quantity for replenishments without hurting the level of product availability.
5. know basic characterises and costs of warehousing and materials handling activities.
6. use computing software to solve various logistics decision-making problems, including inventory policies and vehicle routing.
7. interact with team members to achieve group objectives

### Graduate Attributes

This course contributes to your development of the following Australian School of Business Graduate Attributes. The alignment of the course learning outcomes and the graduate attributes are summarized in the following table.

<table>
<thead>
<tr>
<th>Course Learning Outcomes</th>
<th>ASB Graduate Attributes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1,2,3,4,5,6</td>
<td>1. Critical thinking and problem solving</td>
</tr>
<tr>
<td></td>
<td>2. Communication</td>
</tr>
<tr>
<td></td>
<td>3. Teamwork and leadership</td>
</tr>
<tr>
<td></td>
<td>4. Social, ethical and global perspectives</td>
</tr>
<tr>
<td>1,2,3,4,5,6</td>
<td>5. In-depth engagement with relevant disciplinary knowledge</td>
</tr>
<tr>
<td>7</td>
<td>6. Professional skills</td>
</tr>
</tbody>
</table>
3. LEARNING AND TEACHING ACTIVITIES

3.1 Approach to Learning and Teaching in the Course

It is important to note some interesting characteristics of the subject of logistics management. First this subject is concerned with some of the most traditional business activities, such as communication, inventory management, warehousing, transportation, and facility location. However, logistics management is also one of fast growing business areas as businesses are increasingly seeking global integration. Second, this subject is dynamic and is constantly evolving as the global economy evolves and the prices of oil and raw materials also change rapidly. Given these characteristics, the learning experience offered by this course therefore includes homework assignments, group case studies, a group project, class discussions, presentations, and a guest lecture. Through the case studies, students will analyze logistic strategies of some existing supply chains. Students will also be engaged in classroom discussion about case studies and findings. By engaging in the project, students will experience the complexity of making hard decisions in real business environments. A guest speaker is expected to deliver a lecture on real practices on logistics and e-business.

To maximize the effect of classroom learning, students are expected to read assigned course materials before attending each class. Students are strongly encouraged to engage in group learning through working together on the project and case studies.

3.2 Learning Activities and Teaching Strategies

The course involves four key components – the lecture, the tutorial, your out-of-class study, and group study.

*Lectures*
Each lecture provides an overview of specific topics in the textbook. The instructor in each lecture goes over the concepts and issues that are deemed important or more difficult to understand. Lecture slides can be downloaded from WebCT Vista prior to each lecture. The instructor will not make hard copies of lecture slides for the students.

*Tutorials*
By interacting with students, the instructor will blend tutorial sessions with regular lectures. In the tutorial session, the instructor uses examples to interact with the students to practice more quantitative issues. The instructor may also use the tutorial sessions to interact with the students to discuss findings of their case reports. It is also a good opportunity to convey any of your questions to the instructor.

*Out-of-Class Study*
While each student may have preferred individual learning strategy, it is important to note that most learning will be achieved outside of class time. Lectures can only provide a structure to assist your study. Each lecture will be followed by a weekly assignment that contains problems related to the lecture. An “ideal” strategy may include:
1. Reading of the relevant chapter(s) of the textbook and accessing the lecture slides from WebCT Vista before the lecture. This will give you a general idea of the topic area.
2. Attendance at lectures. Here the context of the topic in the course and the important elements of the topics are identified. The relevance of the topic will be explained.
3. Do the homework assignments. You may discuss problems or difficulties encountered with fellow students or the instructor. But you must write the assignments by yourself.
4. Participate and contribute to your group discussions for the three cases.
5. Attend and participate each class meeting.

_Group Study_
Given the fast pace of the semester and the fact that the instructor cannot possibly cover everything in class, in addition to out-of-class study stated above, students can benefit significantly from group study with team members. Students will be required to form their own groups for working on three case studies and one project. Teamwork not only can generate more ideas, but also brings different skills, perspectives and cultural experiences to the table, which are crucial elements to the success of businesses.

4. _ASSESSMENT_

4.1 _Formal Requirements_

To receive a pass grade in this course, you must meet ALL of the following criteria:
- Attain an overall mark of at least 50%.
- Attend at least 80% of all scheduled classes.
- Attain a satisfactory performance in each component of the course. A mark of 45 percent or higher is normally regarded as satisfactory.
- Attain a mark of at least 45% in the final exam
- In the case of peer assessed group work, the mark assigned to each member of the group may be scaled based on peer assessment of each member's contribution to the task.

The School reserves the right to scale final marks to a mean of 60%. It should be noted that group members are expected to work in an harmonious and professional fashion which includes adequate management of non-performing members.

<table>
<thead>
<tr>
<th>Component</th>
<th>Weightage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homework assignments</td>
<td>15%</td>
</tr>
<tr>
<td>Case studies</td>
<td>20%</td>
</tr>
<tr>
<td>Project</td>
<td>10%</td>
</tr>
<tr>
<td>Mid-session Exam (take-home)</td>
<td>15%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>35%</td>
</tr>
<tr>
<td>Participation</td>
<td>5%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>
4.2 Assessment Details

The final composite marks for this course are summarized in the following table.

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Weighting</th>
<th>Learning Outcomes Assessed</th>
<th>ASB Graduate Attributes Assessed</th>
<th>Handed out Date</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homework #1</td>
<td>5%</td>
<td>1,2</td>
<td>1,5</td>
<td>29/07</td>
<td>5/08</td>
</tr>
<tr>
<td>Homework #2</td>
<td>5%</td>
<td>1,2</td>
<td>1,5</td>
<td>12/08</td>
<td>19/08</td>
</tr>
<tr>
<td>Homework #3</td>
<td>5%</td>
<td>1,3,4</td>
<td>1,5</td>
<td>2/09</td>
<td>16/09</td>
</tr>
<tr>
<td>Case 1</td>
<td>6.66%</td>
<td>1,2,7</td>
<td>1,2,3,5</td>
<td>5/08</td>
<td>12/08</td>
</tr>
<tr>
<td>Case 2</td>
<td>6.67%</td>
<td>1,2,7</td>
<td>1,2,3,5</td>
<td>19/08</td>
<td>26/08</td>
</tr>
<tr>
<td>Case 3</td>
<td>6.67%</td>
<td>1,5,7</td>
<td>1,2,3,5</td>
<td>23/09</td>
<td>30/09</td>
</tr>
<tr>
<td>Project</td>
<td>10%</td>
<td>1,2,3,6,7</td>
<td>1,2,3,5,6</td>
<td>26/08</td>
<td>23/09</td>
</tr>
<tr>
<td>Mid-session Exam</td>
<td>15%</td>
<td>1,2,3,4</td>
<td>1,5</td>
<td>16/09</td>
<td>18/09</td>
</tr>
<tr>
<td>Final Exam</td>
<td>35%</td>
<td>1,2,3,4,5</td>
<td>1,5</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Participation</td>
<td>5%</td>
<td>All</td>
<td>All</td>
<td>Ongoing</td>
<td>Ongoing</td>
</tr>
</tbody>
</table>

*Homework Assignments*

There are three homework assignments in this semester. Each is due one week after it is assigned (two weeks for the third homework due to the mid-session break). Homework assignments are designed to help students practice quantitative models learned from the text.

*Case Studies*

There are three cases to study in this course; all cases are equally weighed and are tackled by groups. The first two cases will be supplied by the instructor and the third case can be found in the textbook. Each group should consist of no more than 5 students. Each case describes a real story of a real company, followed by several questions. Your group must submit a report, in which you should first summarize the key facts/data of the case, then answer all questions given in each case. All questions of these three cases are qualitative and your answers will be evaluated based on their thoughtfulness and relevancy in the context of logistics management. Each case will be discussed in class on its due date. Each group should expect to be called on to discuss their results.

*Project*

Each group will be assigned a project involving vehicle routing. Each group will have a competing group working on the same project. Each project pertains to a business scenario of a company that requires routing its vehicles to meet some service requirements within specific time windows. The project requires efforts to convert some business constraints to analytical models and need to use the software Logware that comes with the textbook to solve it. Each group is expected
to figure out by itself how to use Logware by reading the software manual. Each group is expected to submit a report and present their results in class, subjected to comparing and questioning from their competing group. Detailed instructions will be given during the semester.

**Mid-session Exam (take-home)**
All students are expected to take the exam in Week 8. The exam will cover materials covered in lectures during Weeks 1-7 (inclusive). This exam may require you to use computing software (e.g., Excel) for more advanced calculations for logistics planning, which is the reason why the exam is take-home. The exam problems will be handed out in the class of Week 8 on 16 September (Wednesday) and be due at 5pm, 18 September (Friday). **Each student must work on the exam problems individually and independently. The codes of Academic Honesty and Plagiarism are strictly enforced** (see Section 5 below).

**Final Exam**
The final exam will be held during the University examination period with the date and time determined by the University. It will cover materials covered in lectures and tutorials during Weeks 1 – 12 (inclusive), including both qualitative (e.g., true/false, multiple choices, and/or short essays) and quantitative questions.

**Participation**
To encourage effective interaction, a mark will be awarded for your participation in terms of your attendance and the degree to which you engage in class discussions. Assessment will be based on your attendance, the frequency and quality of your contribution to class discussion, and your participation in team activities.

4.3 **Assessment Format**
The case reports must be typed. Detailed instructions will be given with the case statements. There is no specific format for the homework assignments although answers should be neatly set out and legible if handwritten.

4.4 **Assignment Submission Procedure**
Homework assignments, case reports, and project report should be submitted by handing to the instructor during the lecture in the relevant week. Students should keep a copy of all work submitted for assessment and keep returned marked assignments. Electronic submission may be arranged. Please contact the instructor for details.

4.5 **Late Submission**
The late submission of assignments carries a penalty of 10% of the maximum marks for that assignment per day of lateness (including weekends and public holidays), unless an extension of time has been granted. An extension of time to complete an assignment may be granted by the course co-ordinator in case of misadventure or illness. Applications for an extension of time should be made to the course co-ordinator by email or in person. You will be required to substantiate your application with appropriate documentary evidence such as medical
certificates, accident reports etc. Please note that work commitments and computer failures are usually consider insufficient grounds for an extension.

5. Academic Honesty and Plagiarism

The University regards plagiarism as a form of academic misconduct, and has very strict rules regarding plagiarism. For full information regarding policies, penalties and information to help you avoid plagiarism see:

http://www.lc.unsw.edu.au/plagiarism/index.html

Plagiarism is the presentation of the thoughts or work of another as one’s own.* Examples include:

- direct duplication of the thoughts or work of another, including by copying work, or knowingly permitting it to be copied. This includes copying material, ideas or concepts from a book, article, report or other written document (whether published or unpublished), composition, artwork, design, drawing, circuitry, computer program or software, web site, Internet, other electronic resource, or another person’s assignment without appropriate acknowledgement;
- paraphrasing another person’s work with very minor changes keeping the meaning, form and/or progression of ideas of the original;
- piecing together sections of the work of others into a new whole;
- presenting an assessment item as independent work when it has been produced in whole or part in collusion with other people, for example, another student or a tutor; and,
- claiming credit for a proportion of a work contributed to a group assessment item that is greater than that actually contributed.†

Submitting an assessment item that has already been submitted for academic credit elsewhere may also be considered plagiarism.

The inclusion of the thoughts or work of another with attribution appropriate to the academic discipline does not amount to plagiarism.

Students are reminded of their Rights and Responsibilities in respect of plagiarism, as set out in the University Undergraduate and Postgraduate Handbooks, and are encouraged to seek advice from academic staff whenever necessary to ensure they avoid plagiarism in all its forms.

The Learning Centre website is the central University online resource for staff and student information on plagiarism and academic honesty. It can be located at:

www.lc.unsw.edu.au/plagiarism

The Learning Centre also provides substantial educational written materials, workshops, and tutorials to aid students, for example, in:

- correct referencing practices;
- paraphrasing, summarising, essay writing, and time management;
- appropriate use of, and attribution for, a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre.
Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting, and the proper referencing of sources in preparing all assessment items.

* Based on that proposed to the University of Newcastle by the St James Ethics Centre. Used with kind permission from the University of Newcastle

† Adapted with kind permission from the University of Melbourne.

6. COURSE RESOURCES

The prescribed textbook for this subject (available at the UNSW Bookshop) is


7. COURSE EVALUATION AND DEVELOPMENT

This is a new course. No data from student feedback has been collected yet. But we will be seeking feedback from the students about the offering of this course and use it as a basis for continual improvement. UNSW’s Course and Teaching Evaluation and Improvement (CATEI) Process is one of the ways in which student evaluative feedback is gathered. In this course, we shall use your course-level feedback, both quantitative and qualitative, to guide our continued review and redesigning of the course.

8. STUDENT RESPONSIBILITIES AND CONDUCT

8.1 Workload

It is expected that you will spend at least ten hours per week studying this course. This time should be made up of reading, research, working on exercises and problems, and attending classes. In periods where you need to complete assignments or prepare for examinations, the workload may be greater.

Over-commitment has been a cause of failure for many students. You should take the required workload into account when planning how to balance study with employment and other activities.

8.2 Attendance

Your regular and punctual attendance at lectures and seminars is expected in this course. University regulations indicate that if students attend less than eighty per cent of scheduled classes they may be refused final assessment.

8.3 Special Consideration and Supplementary Examinations
(see https://my.unsw.edu.au/student/atoz/SpecialConsideration.html)
• Applications for special consideration (including supplementary examinations) must go through UNSW Central administration (within 3 working days of the assessment to which it refers) – applications will **not** be accepted by teaching staff.

• Applying for special consideration does not automatically mean that you will be granted additional assessment or that you will be awarded an amended result;

• If you are making an application for special consideration (through UNSW Central Administration) please notify your Lecturer in Charge;

• Please note that a register of applications for Special Consideration is maintained. History of previous applications for Special Consideration is taken into account when considering each case.


**8.4 General Conduct and Behaviour**

You are expected to conduct yourself with consideration and respect for the needs of your fellow students and teaching staff. Conduct which unduly disrupts or interferes with a class, such as ringing or talking on mobile phones, is not acceptable and students may be asked to leave the class. More information on student conduct is available at: [www.my.unsw.edu.au](http://www.my.unsw.edu.au)

**8.5 Occupational Health and Safety**

UNSW Policy requires each person to work safely and responsibly, in order to avoid personal injury and to protect the safety of others. For more information, see [https://my.unsw.edu.au/student/atoz/OccupationalHealth.html](https://my.unsw.edu.au/student/atoz/OccupationalHealth.html).

**8.6 Keeping Informed**

You should take note of all announcements made in lectures, tutorials or on the course website. From time to time, the University will send important announcements to your university e-mail address without providing you with a paper copy. You will be deemed to have received this information. It is also your responsibility to keep the University informed of all changes to your contact details.

**9. ADDITIONAL STUDENT RESOURCES AND SUPPORT**

The University and the ASB provide a wide range of support services for students, including:

• **ASB Education Development Unit (EDU)** ([www.business.unsw.edu.au/edu](http://www.business.unsw.edu.au/edu))
  Academic writing, study skills and maths support specifically for ASB students. Services include workshops, online and printed resources, and individual consultations. EDU Office: Room GO7, Ground Floor, ASB Building (opposite Student Centre); Ph: 9385 5584; Email: edu@unsw.edu.au

• **UNSW Learning Centre** ([www.lc.unsw.edu.au](http://www.lc.unsw.edu.au))
Academic skills support services, including workshops and resources, for all UNSW students. See website for details.

- **Library training and search support services**: [http://info.library.unsw.edu.au](http://info.library.unsw.edu.au)
- **UNSW IT Service Desk**: Technical support for problems logging in to websites, downloading documents etc. Library, Level 2; Ph: 9385 1333. Website: [www.its.unsw.edu.au/support/support_home.html](http://www.its.unsw.edu.au/support/support_home.html)
- **UNSW Counselling Service** ([http://www.counselling.unsw.edu.au](http://www.counselling.unsw.edu.au)) Free, confidential service for problems of a personal or academic nature; and workshops on study issues such as ‘Coping With Stress’ and ‘Procrastination’. Office: Level 2, Quadrangle East Wing; Ph: 9385 5418
- **Student Equity & Disabilities Unit** ([http://www.studentequity.unsw.edu.au](http://www.studentequity.unsw.edu.au)) Advice regarding equity and diversity issues, and support for students who have a disability or disadvantage that interferes with their learning. Office: Ground Floor, John Goodsell Building; Ph: 9385 4734

### 10. Course Schedule

The following is a tentative schedule for lectures and tutorials.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Subject</th>
<th>Reading*</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>22/07</td>
<td>Introduction</td>
<td>Ch 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Business Logistics/Supply Chain</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>29/07</td>
<td>Logistics Strategy &amp; Planning</td>
<td>Ch 2</td>
<td>Hw 1 handed out</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Logistics Products</td>
<td>Ch 3</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>5/08</td>
<td>Hw 1 Discussion</td>
<td>Ch 4</td>
<td>Hw 1 due</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Logistics Customer Service</td>
<td>Ch 5</td>
<td>Case 1 handed out</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Order Processing &amp; Information Systems</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>12/08</td>
<td>Case 1 Discussion</td>
<td>Ch 6</td>
<td>Case 1 due</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Transport Fundamentals</td>
<td></td>
<td>Hw 2 handed out</td>
</tr>
<tr>
<td>5</td>
<td>19/08</td>
<td>Hw 2 Discussion</td>
<td>Ch 6</td>
<td>Hw 2 due</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Transport Fundamentals (cont)</td>
<td>Ch 7</td>
<td>Case 2 handed out</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Transport Decisions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>26/08</td>
<td>Case 2 Discussion</td>
<td>Ch 7</td>
<td>Case 2 due</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Transport Decisions (cont)</td>
<td></td>
<td>Project handed out</td>
</tr>
<tr>
<td>7</td>
<td>2/09</td>
<td>Inventory Policy Decisions</td>
<td>Ch 9</td>
<td>Hw 3 handed out</td>
</tr>
<tr>
<td>8</td>
<td>16/09</td>
<td>Hw3 Discussion</td>
<td>Ch 9</td>
<td>Take-home midterm handed out</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Inventory Policy Decisions (cont)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>23/09</td>
<td>Project Presentation</td>
<td>Ch 10</td>
<td>Project due</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Purchasing Decisions</td>
<td></td>
<td>Case 3 handed out</td>
</tr>
<tr>
<td>10</td>
<td>30/09</td>
<td>Case 3 Discussion</td>
<td>Ch 10</td>
<td>Case 3 due</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Purchasing Decisions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>7/10</td>
<td>Storage &amp; Handling System</td>
<td>Ch 11</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>14/10</td>
<td>Guest lecture on Logistics &amp; e-Business</td>
<td>TBA</td>
<td></td>
</tr>
</tbody>
</table>

* Chapters refer to those of the textbook