

Department of Marketing and Logistics Course Syllabus
Spring 2016: LSCM 5300 Strategic Supply Chain Management

Professor: Wesley S Randall, Ph.D., 336C Business Leadership Building

Classroom: Online

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Office hours: Generally it is best if you make an appointment 24 hours in advance. Also please give me a call on my cell phone to let me know you are on your way.

Class flow: As this is an online class it is important that you stay up on all of the assignments. Attachment one shows the class schedule and due dates. You will notice there is a quiz every week. You will have 10 minutes to finish the quiz so you will need to be up on the material before you open the quiz. All assignment due dates are also listed on attachment 1. Please let me know by the second week of class if you have an issue with test dates or other assignments.

Philosophy: I enjoy teaching logistics and supply chain management. When I was in my early 30s I decided that one day I wanted to be a university professor, teach students and do research. A decade later I got that opportunity. This is my dream job – I love what I am doing. I enjoy interacting with students, getting to know you and helping you achieve your goals. If you put in the work you will learn a great deal in this class. One of the things I really enjoy about UNT is that many of the students tend to have outstanding work experience. You will benefit from this as you work on your team assignments together. Real examples, real stories, from fellow students often have a lasting message. I believe you will find the material “eye-opening”. You will learn things about supply chain management that will change the way you look at your business activities and your experiences as a consumer. Often I will have non-logistics students get so much from the strategic nature of the class that they switch majors, or pick up a logistics minor. I am very excited to have you in my class.

Communication: Typically I will use Blackboard Learn for all communications. If you have any urgent questions please email me through my UNT account (Wesley.randall@unt.edu) and through Blackboard Learn (I check my UNT email more frequently than Blackboard Learn). If you do not hear back from me within 12 hours then please give me a call on my cell, 940.735.0287. If you have more urgent questions with regard to exams or assignments, you are welcome to call me on my cell. If your question is related to an assignment that is due then you are welcome to call as late as you think necessary. I would ask that you don't make a habit of late last minute phone calls.

Catalogue Description: The distribution and logistics imperative is to achieve cost containment while delivering customer satisfaction. This course examines how channel integration fosters the

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coordination, systemization needed to maximize efficiency and produces the greatest net value for the customer. Students explore how resource allocation and channel relationship decisions impact inventory, transportation, warehousing, purchasing, and packaging systems.

Prerequisites: MKTG 5150

University Code of Conduct: The UNT of conduct covers this class. That code can be found at: http://deanofstudents.unt.edu/sites/default/files/images/code_of_student_conduct.pdf.

The examinations, the quizzes and the non-team assignments are to be your work alone. Please do not receive any assistance on these items. Additionally do not be tempted to use a previous student assignment or ones you find on the web. Copying or using material from assignments previously submitted by other students (at UNT or other learning institutions) or downloaded from the Internet is plagiarism. I have a pretty good memory for patterns and there is a decent chance I will recognize the work.

Please footnote any outside sources used when preparing your assignments.

The on-line examinations are to be your work alone. Please do not seek any help, and do not allow yourself to receive any copies of exams from outside sources. These exams are open book and open notes.

In accordance with University policy, if you become aware of any misconduct related to academic integrity, you should inform me or another proper authority such as the department chair or associate dean.

This is an academic learning environment. Hopefully at some point you will have to push yourself further than you are comfortable. However, if for some reason you find yourself in a difficult situation and are tempted to violate the code of conduct, don't. Give me a call. If you are working on an exam and things are coming apart, just do your best, finish up, and then call me. We can work through things and find a solution instead. This is an approach you should use in business with your boss, your customers, and your subordinates. If you do violate the academic code of conduct the repercussions, as outlined in the student handbook, may include failing an assignment or the class.

Americans with Disabilities Act: The College of Business complies with the Americans with Disabilities Act in making accommodations for qualified students with a disability. If you have a disability as defined in the Act and would like to request accommodation, please see me. The University policy is that students should notify their instructor (in writing) within the first week of class if an accommodation will be needed. Please do not hesitate to contact me now or in the future if you have any questions or if I can be of assistance.

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Grade appeals, withdrawals, and incompletes: Please refer to the UNT Graduate Catalog for policies on these items. If you have any questions, please contact me for clarification. Please note: I only use an incomplete for extraordinary circumstances. An incomplete grade

Course materials

Required text: Lambert, Douglas M. (ed.), Supply Chain Management: Processes, Partnerships, Performance, 4rd ed., Sarasota, FL, Supply Chain Management Institute, www.scm-institute, 2014. **ISBN-10:** 0975994999; **ISBN-13:** 9780975994993.

Required book: The Goal: A Process of Ongoing Improvement, North River Press; 2 Revised edition, ISBN-10: 0884270610; ISBN-13: 978-0884270614

Blackboard Learn: On Blackboard Learn you will find the PowerPoint presentations, class learning objectives, and other course-related materials. You can access Blackboard Learn at <http://learn.unt.edu>. The site is password protected. You can learn more about Blackboard learn by reviewing the on-line student manuals.

Internet Software: You will need Internet access and a web browser such as Firefox or Internet Explorer. Course materials and assignments will be distributed via the Internet using Blackboard Learn. You will be responsible for routinely accessing Blackboard Learn to obtain all course materials. Adobe Acrobat Reader will be required to read some of these materials. Acrobat Reader is available free from the Adobe web site: www.adobe.com. Many of the printed materials required for this course will be in stored in PDF.

Class PowerPoint Presentations: Copies of the PowerPoint slides can be downloaded from Blackboard Learn. Many of the PowerPoints also have notes from me. Please make sure that you look at the PowerPoints in the notes page view. These PowerPoint lectures support the course text but do not replace the text reading. You will not be able to perform well on the exams by going through the PowerPoints alone.

Optional YouTube: For some of the lessons I have put together a short YouTube video. Some of these may mention projects that are not relevant to this class. The goal of the YouTube is to try to give us a sense of interaction even though this is an online class. I am not the greatest actor, so don't expect the YouTube to be all that entertaining, but I think the information is solid. The YouTube will give you an overview of the key points for that lesson, and relate it to real world applications.

Data analytics: There is a training exercise that is designed to teach you how to use access. There are PowerPoints that explain the assignment. Then there is a Blackboard quiz over the training. There is word document that you can complete and then simply transfer your answers to the blackboard quiz. The access training quiz is to be accomplished individually.

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Data analytics Point Electronics Case: This class has a data analytics project. The materials for this project are in the data analytics folder on Blackboard Learn. That folder contains the directions for the project, the templates, and the access databases. Please download all of that material on to a thumb drive or your shared drive. If you try to run access from Blackboard Learn you will get errors. There are four parts to the Point Electronics (PEC) case. Before you start on the project elements there is a blackboard quiz over the background material. The first element will be accomplished individually. The second, and third elements will be accomplished as part of a team.

Course Overview

Baseline knowledge: This course is largely strategic in nature. This class requires that you have a working knowledge of the topics covered in the prerequisites for this class. Students will need to draw on a variety of business disciplines to prepare for project and in-class discussion. If you feel that you are not at the same baseline as the rest of the class please make an appointment and we can figure out a strategy to get you feeling more comfortable with the material.

Class Objectives: There are objectives for each class session. Please review prior to each class.

Course Objectives: The objective of this course is to give you a strategic perspective of supply chain management, key supply chain processes, relationship to other business functions, and the strategies and techniques frequently employed to obtain a competitive advantage. The general objectives for the course include:

- Supply chain concept and the primary differences between logistics and supply chain management.
- Management components of supply chain management.
- Individual processes of supply chain management and their relationships within individual companies across the supply chain.
- Approaches employed to obtain a competitive advantage through supply chain management.
- Techniques employed to improve the performance and efficiency of supply chains.
- Effect of interdependent activities and firms on overall performance and behavior.
- Approaches for measuring performance in the supply chain.
- Strategies for managing the supply chain.
- Different inventory management approaches employed in the supply chain.
- An understanding of the trade-offs made in managing supply chain activities.
- Issues involved in managing supply chain processes.
- Role of logistics management and its effect on supply chain performance.

Approximate break out of course content	
Topic	Portion of Course
Course introduction	3%
Introduction to supply chain management	5%
Comparison of supply chain frameworks	5%

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Supply chain strategy	5%
Supply chain mapping	5%
Supply chain costing	5%
Supply chain metrics	5%
Introduction to supply chain processes	3%
Demand management process	5%
Returns management process	5%
Customer service management process	5%
Customer relationship management process	5%
Supplier relationship management process	5%
Product development process	5%
Manufacturing flow process and supply chain agility	5%
Implementing supply chain management	5%
Relationship management	5%
Analytics	15%
Exams	4%
Total	100%

Course Grading: The table below outlines the “guaranteed grades”. This means that if at the end of the class you have percentages in the given ranges you are guaranteed a particular grade. However I will look for natural statistical breaks in the grades. Typically student grades will cluster; there will be a natural break, and then the next cluster. For example there will usually be 4 students around a certain score such as 89.3%, and then next highest student will have an 88.1%. I will make the A/B cutoff 89.3% in that case. My goal is to ensure some numerical distance between A and B, or B and C, etc. When I was a student I always felt it strange that an 89.4 would be a B and an 89.5 an A.

“Guaranteed Grades”		
Grade	Points	Grade points
A	900 to 1000	4.0
B	800 to 900	3.0
C	700 to 800	2.0
D	600 to 700	1.0
F	Below 600	0.0

Course Grading Breakdown: The table below provides the breakdown for the grades by assignment. However, sometimes the total points at the end of the course will not add up to exactly 1000. This could happen if an assignment is dropped, not all the quizzes are given, or I decide to change the value of a particular assignment. **Extra credit:** There is not extra credit for this class.

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Evaluated element	Points
Data Analytics: Introductory assignment	25
Point Electronics case quiz	25
1. Analytics (Excel & Word) Customer Demand	175
2. Analytics (Excel & Word) Inventory	125
3. Analytics (Excel & Word) Transportation	125
4. Analytics (Excel & Word) Supplier	100
Exam over the goal	50
Weekly Quizzes	100
Final exam	75
Team evaluations	200
Total	1000

Extra credit: There is no extra credit for this class.

Key Cross Disciplinary Educational Outcomes

Supply Chain and the Environmental: As an MBA student it is important that you understand the relationship between business and the environment as a public good. During the course we will discuss environmental issues that relate to the supply chain. In particular the sections dealing with returns management and manufacturing flow will include environmental elements. The data analytics section on transportation will have environmental overtones.

Supply Chain and International Markets: International aspects of supply chain management will be addressed throughout the course. The data analytics section on sourcing will deal with international issues. These issues are also embedded in the supplier relationship management block, manufacturing, and order processing. Supply chain are inherently global, underlying all supply chain management is an international foundation.

Written Communication: Global supply chain management requires strong written skills. This course places a significant emphasis on precise and concise written communication. The data analytics project requires you to take analytical data, determine elements that are managerially relevant and convert those insights into a convincing written analysis.

Technology application: Students will be required to make extensive use of computing and information technology capabilities. The class will require the use of software for Microsoft Word, Excel, PowerPoint and Microsoft Access. Students will need to access Blackboard Learn via the Internet. We will also be performing analyses using Excel and Access. Students will be required to use Adobe Acrobat Reader to view course materials.

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Data analytics: Global supply chains create tremendous amounts of data. A key to competitive advantage is the ability to convert and distill significant data sets into managerially relevant and actionable knowledge. To that end this class employs a large scale data analytics projects that develops the knowledge, skills, and abilities necessary to analyze data from global supply chains.

Supply Chain Ethics: The global scale and cross cultural context of supply chain management requires a strong appreciation for ethics. Ethical issues will appear in the discussions on supplier relationship management and customer service management. Ethical behavior in intercompany relationships is part of the discussion of these topics. The role of ethical business conduct will be discussed as appropriate when covering other topics in the course.

Graded Elements

This class four main written / analytical assignments, a final exam, and online quizzes. All of the assignments are in detail below.

Submitting Assignments: Please submit assignments to me through blackboard mail or my UNT email. When you submit an assignment PLEASE submit in word, submit through Blackboard Learn, and use the following format for the document label:

Your last name, first initial, assignment name (e.g., transportation analysis 1)

I frequently get students that name assignments things like “project”.... That makes it hard when I have to save the file. I see this sometimes when students send me a resume – they will name the document “resume.doc”. That makes it difficult for the recruiters to organize. This can also send a signal that the student doesn’t look at interactions from other person’s perspective.

Timeliness: This class moves fast and it is difficult to catch up. I want to give people an incentive to be timely. Assignment due dates and times are on the schedule. If an assignment is late there will be a 10% penalty for each day the assignment is late. Assignments are due at the beginning of class. If you have extraordinary circumstances that preclude you getting an assignment in on time contact me prior to the due date.

Failure to complete an assignment: This class requires team based work. Additionally because the project builds from one section to the next every element is required. Therefore if a project deliverable is not completed that may result in a failing grade for the class.

Weekly Quiz: There will be a quiz each week over the assigned materials (text book, PowerPoints, and The Goal). That quiz will be on Blackboard Learn. The quiz will stay open until the date and time listed on the syllabus. The quiz is to be taken individually. Having someone who has taken the quiz tell you what is on the quiz is a violation of the code of conduct. You will have 10 minutes to complete the quiz once it starts. So please be ready to take the quiz, you won’t

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have time to search for answers in the book. You will not have multiple attempts to take the quiz. So be ready. Once the quiz closes it will not be reopened so please do not wait until the last minute as there are occasionally problems with Blackboard Learn.

The Goal: The course also makes use of the book **The Goal**, by Eliyahu Goldratt. This is a great book that teaches the concept of the theory of constraints using a novel format. There is a reading assignment associated with the book each week. There will be an exam covering the first half of **The Goal** about halfway through the class. In addition information from the goal will be included on the final.

Final exam: There will be a comprehensive final exam. That exam will be online. The final is comprehensive.

The exam will cover material from the entire course, such as the book chapters, the PowerPoint's, the assignments, and the lecture.

The dates and location for final are given in the course schedule (see attachment 1).

Please read the class schedule very closely, take note of the schedule and let me know by the second week of class if there is an issue with the exam dates.

If something critical (e.g., getting married, e.g., not going to the bar with buds) comes up and you cannot take a scheduled exam please let me know as soon as you know. If you do that, we can likely work something out. In general, I will not give a make-up exam that is not pre-approved.

Data Analytics Project Background Quiz (individual): The data analytics portion of the class simulates a consulting project that integrates excel, access, Microsoft word and Microsoft PowerPoint. The background is provided in a word document that is on black board (Called Data Analytics Reading). There is a quiz over that reading.

Data analytics Point Electronics case: There is a major data analytics project that runs for the entire class. The first part of the project (customer demand) will be completed as **individuals**; the remaining two parts (inventory and transportation) will be as **teams**. The break out is shown on the schedule in attachment 1.

Determination of Teams: I will assign the teams. I will make an effort to assign groups that can meet together on campus if they wish. I would suggest using distance teaming technology, such as Skype, to work on the assignments.

Data Analytics Mining Excel: You are required to use Microsoft Access the data analytics engine for the project. Microsoft Access will provide an input into a Microsoft Excel based analysis. The template for this assignment is on black board.

Data Analytics Analysis Reporting Microsoft word: You will use excel and access data analytics modules to support a word based data analytics report. The template for this assignment is on black board. Please pay close attention to the questions for this part of the assignment. Typically students loose points in the following areas:

Each question in the analysis lines up with the question from Excel (e.g., question 1 excel is used to answer question 1 in the analysis).

In the first block discuss the answer to the overall question.

In the second block provide specific data, typically in a bullet point that supports your answer in the first block.

In the third block come up with a strategy, for instance if the distribution network is not balanced you may decide to consolidate distribution centers. Be specific, e.g. combine distribution center A & B.

PLEASE TAKE A CLOSE LOOK AT THE POINTS BELOW—THIS IS WHERE STUDENT LOOSE POINT ON THE FIRST ASSIGNMENT

The forth block is the most important and where students loose the most points. In this block you need to state specific **quantitative** impacts. For instance if the answer is to consolidate DC, you need to describe how much money you will make by selling a DC (or not leasing), how much inventory can be reduced by risk pooling, how much transportation on the outbound will increase (less DC more area to cover), how many employees will be reduced at the closed DC, how many will be hired at the consolidated DC, and how much inbound transportation will be reduced (e.g., less-and bigger shipments from the manufacturer). Then create a total cost number for your recommendation. Student loose a great deal of points when they say things like “operations will be improved”, customer service will be increase, and financial performance will be better”... if you make those types of statements as a consultant or to a CEO they will want to know what that means, how much improvement? How much money, how much less inventory. If this does not make sense, then please contact me or ask for an exemplar.

Peer ranking and justification: The ranking assignment is best approached as if you were a supervisor and asked to rank all of your employees. You will be asked to start with the best person rank them as number 1 and then move down from there. The ranking form is shown in attachment 2. Points are assigned for how well you rate your team mates and points are assigned for how well you are rated by your team mates. Typically, students lose points because they do not critically evaluate their team mates. As you fill out the evaluation please make sure you have detailed comments that are supported by fact. I am looking for you to give me one page (single spaced) on each teammate. Please take time and completely address each element in the evaluation form. The due date for the peer review is in the class schedule.

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Team make up: By now most of you will have worked on team projects. Every now and then a team member does not pull their weight. There are two elements to managing teams. First I expect the group to make sure assignments and work quality expectations are clear. Not everyone has the same standards so take some time and make sure you agree on the standards. Second everyone needs to honor commitments to the group. I recommend that each team meet (electronically if necessary) and organize the work schedule, delivery schedule and the product quality. Make those expectations clear and documented. I would recommend this be emailed to all the team members. If a team member does not meet these expectations, I recommend clarifying what is required; establish a clear new deadline and courtesy copying me on that email. If the team member still does not respond or provides low poor quality work I will see if there is a particular issue. If the team member still does not respond I will assign the individual to their own team.

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Week of	Assignment	Items Due	Due
01/23/2016	Course Introduction Chapter 1: Introduction to Supply Chain Management Analytics Project Overview (PowerPoint) Analytics Project Reading (word document) The Goal chapter 1-3	Quiz - Chapter 1 Quiz - Point Electronics Corp Project Reading	01/29/2016 6PM
01/30/2016	Data Analytics - Access Training Class Access Training Overview (PowerPoint) Access Training Database (Access) Graded Exercise Access Training Assignment The Goal chapter 4-6	Exercise-Access Training Quiz	02/05/2016 6PM
02/06/2016	Chapter 2: Customer relationship management process Chapter 3: Supplier Relationship Management The Goal chapters 7-9	Quiz - Chapter 2 Quiz - Chapter 3	02/12/2016 6PM
02/13/2016	Analytics Demand Instruction (PowerPoint) Analytics Demand Database (Access) Analytics Demand Datamine (Excel) Analytics Demand Analysis (Word) The Goal chapters 10-12	Work on Demand analytics individually	02/19/2016 6PM
02/20/2016	Chapter 4: Customer service management process Chapter 5: Demand management process The Goal chapters 13-15	Quiz - Chapter 4 Quiz- Chapter 5 Demand analytics due	02/26/2016 6PM
02/27/2016	Analytics Inventory Instruction (PowerPoint) Analytics Inventory Database (Access) Analytics Inventory (Excel) Analytics Inventory (Word) The Goal chapters 16-18		03/05/2016 6PM
03/06/2016	Chapter 6: The order Fulfillment Process Chapter 7: Manufacturing flow process, KIA video The Goal chapters 19-21	Quiz - Chapter 6 Quiz - Chapter 7	03/12/2016 6PM
03/13/2016	Finish Inventory with team The Goal chapters 22-24	Inventory analytics	03/19/2016 6PM
03/20/2016	Exam over The Goal Chapters 1-24		03/26/2016 6PM
03/27/2016	Analytics Transportation Instruction (PowerPoint) Analytics Transportation Database (Access) Analytics Transportation (Excel) Analytics Transportation (Word) The Goal chapters 25-27	Work on transportation with teams	04/02/2016 6PM
04/03/2016	Chapter 8: Product development & commercialization Chapter 9: Returns management process The Goal chapters 28-30	Quiz - Chapter 8 Quiz - Chapter 9	04/09/2016 6PM
04/10/2016	Finish Transportation with Team The Goal chapters 31-33	Transportation analytics due	04/16/2016 6PM
04/17/2016	Chapter 11: Supply Chain Mapping Chapter 14: Supply Chain Metrics The Goal chapters 34-36	Quiz Chapter 11 Quiz - Chapter 14	04/23/2016 6PM
04/24/2016	The Goal chapters 37-40		04/30/2016 6PM
05/01/2016	Supplier Analysis and Team evaluations due Final Exam to include The Goal	Supplier analytics /Team evals due Final exam online	05/06/2016 6PM to Midnight

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Attachment 2: Team Mate Ranking and Justification Form

Please complete one page for each of your teammates. You must rank each of your team members. By this I mean that someone will be assigned number 1 (Best), 2, 3, and 4 (worst) so on. Please include yourself in this ranking. Then I would like at least a paragraph in each section justifying your rating. Often students who have not supervised have a hard time with this assignment. The reality is that as you move up in any organization you will be expected to rank and justify your rankings of your personnel. I will take into count the quality of the overall team and then assign points based upon how well you complete this ranking, and how well you are ranked by your team mates. If everyone does their job, and the team does well, then even the lowest ranked individual will be fine.

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Evaluate Your Group Members

Your Name: _____ Your Rank _____

	Agree	Disagree	Neutral
Did you do your fair share of the work on the project			
Did you have a positive influence on the group's performance			
Did you showed up as scheduled, completed tasks on time, etc.			
Someone had to rework your work			
Given the opportunity, would you have "fired" yourself from the team			
Would you want you on your team again			
Were you the leader of the team			
Were you a key contributor for the team			
I took charge and did a lot of work, but I would not want to work for me—I am not a team builder I am a task master.			

Comment on your contribution to the group

Your strengths and key contributions:

Your weakness or where you let the team down:

Key event that characterizes your contribution:

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Partner 1 (Name): _____ Rank _____

	Agree	Disagree	Neutral
Did their fair share of the work on the project			
Had a positive influence on the group's performance			
Showed up as scheduled, completed tasks on time, etc.			
Someone had to rework their work			
Given the opportunity, I would have "fired" this person from our team			
I would want this person in my group again			
This person was the leader of the team			
This person was a key contributor for the team			
This person took charge and did a lot of work, but I would not want to work for them—they aren't team builders they are task masters.			

Comment on this person's contribution to the group

This person's key strengths and key contributions:

This person's weakness or where they let the team down:

Key event that characterizes this person's contribution:

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Partner 2 (Name): _____ Rank _____

	Agree	Disagree	Neutral
Did their fair share of the work on the project			
Had a positive influence on the group's performance			
Showed up as scheduled, completed tasks on time, etc.			
Someone had to rework their work			
Given the opportunity, I would have "fired" this person from our team			
I would want this person in my group again			
This person was the leader of the team			
This person was a key contributor for the team			
This person took charge and did a lot of work, but I would not want to work for them—they aren't team builders they are task masters.			

This person's key strengths and key contributions:

This person's weakness or where they let the team down:

Key event that characterizes this person's contribution:

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Partner 3 (Name): _____ Rank _____

	Agree	Disagree	Neutral
Did their fair share of the work on the project			
Had a positive influence on the group's performance			
Showed up as scheduled, completed tasks on time, etc.			
Someone had to rework their work			
Given the opportunity, I would have "fired" this person from our team			
I would want this person in my group again			
This person was the leader of the team			
This person was a key contributor for the team			
This person took charge and did a lot of work, but I would not want to work for them—they aren't team builders they are task masters.			

Comment on this person's contribution to the group

This person's key strengths and key contributions:

This person's weakness or where they let the team down:

Key event that characterizes this person's contribution:

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Partner 4 (Name): _____ Rank _____

	Agree	Disagree	Neutral
Did their fair share of the work on the project			
Had a positive influence on the group's performance			
Showed up as scheduled, completed tasks on time, etc.			
Someone had to rework their work			
Given the opportunity, I would have "fired" this person from our team			
I would want this person in my group again			
This person was the leader of the team			
This person was a key contributor for the team			
This person took charge and did a lot of work, but I would not want to work for them—they aren't team builders they are task masters.			

Comment on this person's contribution to the group

This person's key strengths and key contributions:

This person's weakness or where they let the team down:

Key event that characterizes this person's contribution: