МИНИСТЕРСТВО ОБРАЗОВАНИЯ И НАУКИ РОССИЙСКОЙ ФЕДЕРАЦИИ

ФЕДЕРАЛЬНОЕ ГОСУДАРСТВЕННОЕ АВТОНОМНОЕ
ОБРАЗОВАТЕЛЬНОЕ УЧРЕЖДЕНИЕ ВЫСШЕГО ОБРАЗОВАНИЯ
«САМАРСКИЙ НАЦИОНАЛЬНЫЙ ИССЛЕДОВАТЕЛЬСКИЙ
УНИВЕРСИТЕТ ИМЕНИ АКАДЕМИКА С.П. КОРОЛЕВА»

ЛОГИСТИКА

МЕТОДИЧЕСКИЕ
УКАЗАНИЯ
ПО ОРГАНИЗАЦИИ
И КОНТРОЛЮ
САМОСТОЯТЕЛЬНОЙ
РАБОТЫ СТУДЕНТОВ

GUIDELINES
FOR ORGANIZATION
AND CONTROL
OF STUDENTS' SELF-STUDY
IN LOGISTICS

Рекомендовано редакционно-издательским советом федерального государственного автономного образовательного учреждения высшего образования «Самарский национальный исследовательский университет имени академика С.П. Королева» в качестве методических указаний по организации и контролю самостоятельной работы для студентов Самарского университета, обучающихся по основной образовательной программе высшего образования по направлению подготовки 38.04.02 Менеджмент

Составитель *Е.А. Ефимова (E.A. Efimova)*

САМАРА
Издательство Самарского университета
2018

Методические рекомендации разработаны в соответствии с требованиями Федерального государственного образовательного стандарта высшего образования по направлению подготовки 38.04.02 Менеджмент.

В методических указаниях раскрываются цели и методы организации самостоятельной работы студентов по курсу «Логистика» (Logistics) для направления 38.04.02 Менеджмент – магистерская программа «High-Technology Business Management». Объясняется роль преподавателя и студента в процессе самостоятельной работы. Рассмотрены различные методы ее контроля со стороны преподавателя. Предлагаются различные инструменты оценки самостоятельной работы студентов по курсу «Логистика». Содержатся примеры тестовых и расчетных материалов для оценки внеаудиторной самостоятельной работы студентов.

Данные методические указания также могут использоваться для организации и контроля самостоятельной работы студентов по дисциплине «Управление цепями поставок» (Supply Chain Management) для направления 38.04.02 Менеджмент.

CONTENTS

INTRODUCTION

In higher education, the focus has shifted from the acquisition of knowledge to learning objectives and skills. This means that, the majority of student learning time is spent independently working outside the classroom. Students take an active role in setting goals, deciding how to achieve them, and planning individual study time.

Guidelines for the student's self-study on Logistics course of Master's Program «High-Technology Business Management» are developed to:

- equip students with knowledge of basic provisions of the logistics system managing, systematize and consolidate theoretical knowledge of logistics;

- deepen and broaden students' theoretical knowledge in the field of logistics system management;

- develop students' abilities and activities to apply their logistics system management skills in practice,

- develop students' independence, responsibility and organization;

- develop students' ability to self-development, self-improvement and self-realization.

Guidelines were developed accordance with the Russian Federal State Educational Standard of Higher Education.

Students' self-study on Logistics is aimed to evolve of the following general and professional student's competencies:

- to think critically, analyze and synthesize (CC-1, Cultural Competency-1);

- to conduct individual research; to prove relevance and significance of research (GPC-1, General Professional Competency -3);

- to conduct research and manage business processes using qualitative and quantitative methods; to develop analytical reports (PC-4, Professional Competency-4).

Self-studying, which involves studying without direct supervision or attendance in a classroom, is a demandable and suitable way to learn, and it is quickly growing in popularity among master's students.

Students' self- study as well as a classroom activity is a form of the educational process. Students' self-study requires planning and control by instructor for the successful execution. Students' self- study is intended to develop their skills of individual work, their educational and scientific

activities, and their ability to accept responsibility, to solve the problems, to provide constructive solutions.

There are the following types of self-study on Logistics course:

- homework assignment is a set of tasks assigned to students by their course instructor to be completed outside the class (for example, to study some specific educational resources in Samara University library (books, textbooks, scientific periodical editions, business literature), to solve logistics problems, to watch educational video resources, to review learning material before a test, to find some additional facts using the Internet);
- consolidation and systematization of educational materials (textbooks, further reading, audio and video resources), preparing for workshops, formative and summative assessment,
- making a plan of answer for workshop,
- answer the questions for self-control,
- preparation an article for conference with the supervisor,
- passing the self-assessment tests;
- office hours (the time when student can go to see professor at the department to get consultation);

At the beginning of students' self-study the course instructor gives some instructions for the assignment, which includes its goals, content, deadline, the basic requirements for the results, assessment criteria. The instructor warns students about possible representative errors encountered when they perform the assignment. There are different types of students' self-study control forms: exercises, testing, self-assessment tests, discussion questions.

Self-study requires an appropriate organization of educational process, the improvement of its educational and methodological support, special technologies of students' self-study control.

CHAPTER 1. ORGANIZATION OF STUDENTS' SELF-STUDY ON LOGISTICS COURSE

1.1. Objectives and Types of Self-Study

Students' self-study is one of the types of student's activities on Logistics course without the instructor directing or with insignificant participation of the instructor. It is performed in order to develop the students' skills to explain the theoretical foundations of logistics, to describe the issues and compare qualitative data in logistics, to write reports, prepare presentations and interpret research findings in logistics.

The main goals of self-study on Logistics course are:

1. To develop skills of planning, organization and implementation logistics models.

2. To develop skills of collection, selection and study of information from various resources.

3. To develop ability to discuss with the audience.

4. To develop ability to solve practical problems with theoretical basis.

5. To prepare students for the summative assessment.

6. To involve students in scientific and research by writing papers and participation in the conferences.

There are the following forms of students' self-study depending on its location, time and the monitor method of its results:

– students' independent work in classes under the instructor's supervision during the lectures, labs and workshops. Students can get the instructor's consultation;

- self-study under the supervision of the instructor in the form of individual consultations during office hours, creative contacts in Logistics course;

– extracurricular self-study when the students does their homework assignments. This is the most traditional type of self-study, performed independently in any time convenient for students outside of the classroom.

1.2. Control of Students' Self-Study

Self-study focuses on improvement on both the personal and professional levels of master's students. Self-study builds on the personal processes of reflection and inquiry, and takes these processes and makes

them open to public critique. Self-study is not done by students in isolation, but rather requires collaboration with the course instructor for building new understandings through dialogue and verification of findings. And finally, self-study is designed to lead to the rethinking of the role of the course instructor.

Control of students' self-study should help course instructor to identify gaps and develop mechanisms to eliminate them. An obligatory condition of the self-study is students' reporting to the instructor.

The biggest difficulty in control of students' self-study is that self-study always leads to unpredictable results. Monitoring of students' self-study results can be carried out within the time of Logistics classes and students' self-study in Course Syllabus. It can be passed in writing, verbally or mixed form, with the presentation of the self-study results.

Control of students' self-study can be organized in the following forms:

- Oral question and inclusion of the self-study topic in the list of topics for discussion for formative and summative assessment;
- Test control;
- Writing essays, papers;
- Participation in the round-tables, conferences, contests.

1.3. Topics and Activities for Self-Study on Logistics Course

The course of Logistics examines the evolution of logistics and supply chain management disciplines. In this course we review contemporary logistics and supply chain management practices for effective coordination of the flows among supply chain members. The course focuses on the international approach to supply chain management and logistics enhancing global collaboration in logistics. The course is based on the following basic forms of teaching: lectures, labs, workshops and self-study.

The limitation of hours in classes does not allow studying all topics of course under the guidance of the instructor. So, some questions of the Logistics topics are designed for students' self-study.

This part of guidelines contains topics and activities that are composed the students' self-study. It is 72 academic hours (*Table 1*).

Table 1.

Self-Study on Logistics Course

Topics or Activities	Hours for self-study	Type of control
Unit 1. Introduction to Logistics and Supply Chain Management	**20**	**Test**
1.1. The definition of Supply Chain Management and its development. Historical perspective of logistics. Logistics Enterprise System.	4	Discussion
1.2. Determination of the logistics total cost for enterprises.	4	Test
1.3. Product flow in logistics and its characteristics.	4	Test
1.4. Financial flows in logistics.	4	Discussion
1.5. Information flows in logistics.	4	Discussion
Unit 2. Logistics Management and Organization	**18**	**Test**
2.1. Supply chain planning and control.	6	Discussion
2.2. Manufacturing logistics.	6	Test
2.3. Distribution System.	6	Draft paper
Unit 3. Logistics Operations	**16**	**Test**
3.1. Operational management.	4	Test
3.2. Procurement in the Supply Chain.	4	Test
3.3. Transportation Systems. Types of transport, their advantages and disadvantages.	4	Essay
3.4. Warehouse Management.	4	Test
Unit 4. Logistics Integration and Collaboration	**12**	**Test**
4.1. Integrated logistics and the supply chains.	4	Discussion
4.2. Global Supply Chain Strategy Development.	4	Essay
4.3. Global supply chain risks and challenges.	4	Draft paper
Preparation for summative assessment	**6**	**Credit test**
Total	72	-

CHAPTER 2. SELF-STUDY ASSESSMENT TOOLS

2.1 Formative Assessment of Self-Study

The self-study process provides both the occasion and the perspective to conduct a comprehensive assessment of a master's program, its educational activities. Good assessment is based upon a simple, systematic, and sustainable approach that covers both institutional and educational effectiveness and informs institutional planning.

Assessment of students' self-studying is a process that includes:

- the identification of desired goals or outcomes for Logistics course or personnel performance;

- a system of gathering quantitative or qualitative information related to the desired goals;

- the assessment of the performance of the Logistics course based on this information;

- the establishment of revised goals or activities based on this assessment.

Formative assessment is sometimes called assessment for student learning and focuses on in-process strategies that provide faculty immediate feedback on what is working and what is not (e.g., asking students in the middle of a class session or term or program if they "get" it).

Summative assessment is sometimes called assessment of student learning and focuses on end-product strategies that provide faculty ultimate or penultimate feedback on whether students "got" what they were supposed to learn. Both are important.

Self-study assessment criteria are given in the *Table 2*.

Table 2.

Self-Study Assessment Criteria

Criteria	Excellent	Good	Fair	Poor
Choosing Appropriate Books	Student chooses a book which s/he has not read before, which is at or above grade level, or has been previous	Student chooses a book which s/he has never read before and which is slightly below his/her reading level.	Student chooses a book s/he has read once before that is close to his/her reading level	Student chooses a book that s/he has read many times before or which is more than one

Criteria	Excellent	Good	Fair	Poor
	approved by the teacher.		and was approved by the teacher.	grade below student's reading level.
Understanding new materials	Stops reading when it doesn't make sense and reads parts again. Looks up words s/he doesn't know.	Stops reading when it doesn't make sense and tries to use strategies to get through the tricky spots or to figure out new words.	Stops reading when it doesn't makes sense and asks for assistance.	Gives up entirely OR plows on without trying to understand the story.
Understanding of self-study materials (article, book)	Student knows the title of the article as well as the names and descriptions of the important characters.	Student knows the names and descriptions of the important characters.	Student knows the names OR descriptions of the important characters in the article.	Student has trouble naming and describing the characters in the article.
Thinking about the characteristics of self-study materials	Student describes how different characters might have felt at different points in the article and points out some pictures or words to support his interpretation without being asked.	Student describes how different characters might have felt at different points in the article, but does not provide support for the interpretation unless asked.	Student describes how different characters might have felt at different points in the article, but does NOT provide good support for the interpretation, even when asked.	Student cannot describe how different characters might have felt at different points in the article.
Conceptual knowledge of self-study materials	Response shows complete understanding of the problem, with a thorough use of equations and problem-	Response displays a proficient understanding of the conceptual ideas in the problem, but there are	Response shows an understanding of the concepts but still lacks a major conceptual	Response shows a complete lack of understanding of the concepts. Shows no

Criteria	Excellent	Good	Fair	Poor
	solving techniques.	some minor and consistent errors in the intermediary steps to the solution	idea. This is shown by using the incorrect equation or problem-solving technique, even though the mathematics may be correct	knowledge of what equation or problem-solving technique to use and why.
Identification of important information	Student lists all the main points of the article without having the article in front of him/her.	The student lists all the main points, but uses the article for reference.	The student lists all but one of the main points, using the article for reference. S/he does not highlight any unimportant points.	The student cannot important information with accuracy.
Identification of facts	Student accurately locates at least 5 facts in the article and gives a clear explanation of why these are facts, rather than opinions.	Student accurately locates 4 facts in the article and gives a reasonable explanation of why they are facts, rather than opinions.	Student accurately locates 4 facts in the article. Explanation is weak.	Student has difficulty locating facts in an article.
Relation of graphics to text	Student accurately explains how each graphic/diagram is related to the text, and accurately determines whether each	Student accurately explains how each graphic/diagram is related to the text.	Student accurately explains how some of the diagrams are related to the text.	Student has difficulty relating graphics and diagrams to the text.

Criteria	Excellent	Good	Fair	Poor
	graphic/diagram agrees with the information in the text.			

2.2 Homework Assessment

Homework is an essential part of students' self-study. The basic objectives of assigning homework to master's students are: to increase their knowledge and improve the abilities and skills of the master's students, to prepare them for upcoming and more difficult topics, to check what they know by applying their knowledge to new situations, or to integrate their abilities by applying different skills to a new task. So, homework is designed to assess what students have already learned. Assessment Criteria of homework are given in the *Table 3*.

Table 3.

Homework Assessment Criteria

Criteria	Poor	Fair	Good	Excellent
Assignment completion How much of the assignment was completed?	Less than 1/2 of the assignment was completed.	At least 1/2 of the assignment was completed.	3/4 of the assignment was completed.	The entire assignment was completed.
Accuracy How much of the assignment was done right?	Less than 1/2 of the assignment was done correctly.	At least 1/2 of the assignment was done correctly.	3/4 of the assignment was done correctly.	The entire assignment was done correctly.
Legibility Can the work pass the stranger test?	Not legible. Hard to read. Ideas expressed are difficult to understand.	Slightly legible. Writing illustrates little thought or preparation.	Mostly neat and legible Writing illustrates some thought and preparation.	Very neat. Writing illustrates a lot of thought and preparation.
Following instructions Was the assignment	The assignment was	The assignment was done	The assignment was done	The assignment was done

Criteria	Poor	Fair	Good	Excellent
completed showing all work?	answers only.	showing some work.	showing most of the work.	showing lots of work neatly and easily followed.
Peer Review The student worked at what level of their ability?	Minimal effort was given. The student should try harder.	Some effort was made; The student just did enough work.	Good effort was made and the student met my expectations.	Outstanding work, the student should be proud of their effort.

Assessment may lead to the conclusion that a central and important goal has not been attained, and attention then turns to the ways in which the activities designed to achieve the goal should be revised. In this case, attention turns to the development of more appropriate or comprehensive methods of gathering information. In the context of the self-study, these deliberations typically lead to proposals for goals, program development, or information gathering that becomes recommendations in the self-study.

2.3. Summative Assessment Criteria

The student, who has passed two tests for self-control and having at least two grades for the workshops or for the homework assignments, gets the credit. In the case of default of these conditions the student should take the credit test and will get three questions from the list of topics for summative assessment (see *Appendix 1*). If the student provides answers to at least two questions, he gets a credit. In the case of failure the student must take the credit test again.

Example of the Self-Control Test

Question 1. Select the most accurate definition of logistics as a scientific field:

a) Logistics is a part of supply chain management, which relates to the planning, execution and monitoring of the efficiency and performance of direct and reverse flow of commodities, services and related information from point of origin to point of consumption to meet consumer.

b) Logistics is a military science associated with the supply, support and movement of materials and people.

c) Logistics is integrated management tool contributing to the achievement of strategic, tactical and operational business goals of the organization through effective management of material and (or) service, as well as the attendant flows (financial, information, etc.).

d) Logistics is the science of planning, control and management of transportation, warehousing and other tangible and intangible transactions occurring in the process of bringing raw materials to the manufacturing facility, in-plant processing of raw materials and semi-finished products, bringing the finished product to the consumer in accordance with the interests and requirements the latter, as well as transmission, storage and processing.

e) Logistics is the art and science of software, production and distribution of materials and products at the right place and the right quantities.

Question 2. Select the correct definition of the material flow:

a) Products fully passed the production cycle, fully packaged, passed the technical control, put in the warehouse or shipped to customers.

b) Material resources, incomplete production, finished goods, which are subject to logistical operations or functions associated with the physical movement in space: loading, unloading, bagging, transportation, sorting, etc.

c) Material resources, incomplete production, finished products.

Question 3. Select the definition more accurately reflects the concept of "supply management":

a) One of the functions in the organization.

b) Materials and Services Management for resources and services ensuring organization.

c) The daily operations related to the procurement.

Question 4. Choose the correct formulation of problems solved by logistics management:
a) Establishment of a reliable and continuous material flow to ensure the smooth functioning of the organization.
b) Coordination and alignment of supply and demand in the distribution through the creation of safety and target stocks.
c) Solving Problems with organization suppliers.
d) All answers are correct.

Question 5. Select the main criteria for choosing the best supplier:
a) The cost of purchased products, service quality, service reliability.
b) World-class technology, established long-term business relationships, financial condition.
c) Ease of accommodation, offers a wide range of products, high adaptation to the market.
d) Low prices, commitment to the philosophy of "just-in-time", social responsibility.

Question 6. Choose the most accurate definition of the supply chain:
a) The chain of creating product value, including all production and marketing stage - from raw material extraction to the sale.
b) One of the functional company subsystems of logistics.
c) Material and information exchanges in the logistics, including the source of raw materials and product delivery to the ultimate consumer.
d) A global network used for delivery of products or services from the source of raw materials to the ultimate consumer through information flows, distribution and money.

Question 7. What is the study object of distribution?
a) Material and accompanying information, financial and service flows.
b) Commodity-material flow.
c) Information and service flows.
d) Material and financial flows.
d) The rational process management of product promotion from producer to the consumer.

Question 8. Which of the distribution functions are basic?
a) The sale, storage, transportation.

b) Standardization, insurance, risk, information and scientific support.
c) Purchase and sale of finished products.
d) Traffic management of raw materials in the supply chain.
e) All answers are correct.

Question 9. Select an objective definition of "logistic channel":
a) Market, where the retailers and the wholesalers interact.
b) Union of customers, suppliers, agents, transporters, insurers and others entities involved in product movement.
c) Organization departments involved in logistics.
d) The most rational way to sale products to the ultimate consumer.

Question 10. Choose the correct definition of the supply chain differs from the distribution channel:
a) The distribution channel is unoptimized set of entities distribution network, and the supply chain is an ordered set of entities involved in bringing the material flow from the producer to the consumer.
b) The distribution channel and the supply chain are not differ.
c) The distribution channel and the supply chain are differ only in theory, but in practice they are the same.

Question 11. Choose the correct definition of inventory in the logistics:
a) Material assets that are waiting for manufacturing or individual consumption.
b) Material assets at the warehouses.
c) Material, financial and other values that are waiting for manufacturing or individual consumption.
d) Material assets that are waiting for manufacturing consumption.

Question 12. What is the main goal of inventory management in the logistics system?
a) Reducing the volume of stocks.
b) Minimizing the cost of inventory management.
c) Creation of the safety stock.
d) To provide a high level of service.

Question 13. Choose the correct definition of the concept of "Warehouse Management":

a) One of the functional company subsystems of logistics.
b) Regulation of intra-process in space and time.
c) Material Resources Management in the warehousing.
d) The complex of interrelated transactions related to cargo handling.
e) The complex of interrelated transactions related to product selling to the customers.

Question 14. The main types of warehouse services are:
a) Shipping, labeling, packing, packing.
b) Contracting with transportation agencies, preparation and delivery of shipping documents.
c) Forwarding services with the unloading, material assets storage, sorting, warehouse renting.

Question 15. Which of the transport functions are the basic?
a) Move the cargo.
b) Production supply.
c) Reduction of the time of delivery.
d) Storage.
e) Compliance with the contract's terms and conditions.

Table 4

Self-Control Test Criteria

Criteria	Excellent	Good	Adequate	Marginal	Inadequate
Percentage of the correct answers	Over 86	71 - 85	51- 70	31 - 50	Below 30

Example of Homework Assignment

A high-tech company designs and develops electronics. In the assembling of its Android Tablets, the main items can be grouped as followed (*Table 5*)

Table 5

The main items of high-tech company

№	Item	Consumption, *pieces*	Unit value, *$/ pieces*
1	Memory chip	6000	20
2	Battery	40000	30
3	Graphics processor	10000	40
4	Sound processor and speakers	14000	10
5	Processor	40000	15
6	Accelerometers	9000	20
7	Compass	45000	20
8	Bluetooth chip	15000	20
9	FM tuner	18000	5
10	Camera	36000	10
11	Wi-Fi antenna	5000	40
12	Light sensors	50000	50
13	GPS receiver	7000	60
14	Microprocessor	40000	10
15	Touch-screen controller chip	14000	30

Considering the data illustrated in the table below, classify the items into three groups in order of their performance using an ABC Analysis.

REQUIRED COURSE MATERIALS

Required Readings

1. Blanchard D. Supply chain management: best practices. Wiley, 2010. 302 p. ISBN: 0470531886.
2. Clausen U., Hompel M.T., Klumpp M. (Eds.) Efficiency and Logistics Springer, 2012 305 p. 54 illus. ISBN: 978-3-6423-2838-1.
3. Crandall R.E., Crandall W.R., Chen C.C. Principles of Supply Chain Management. 2-nd ed. CRC Press, 2015. 704 p. (Resource Management). ISBN: 978-1-4822-1205-1.
4. Gleissner H., Femerling J.C. Logistics: Basics - Exercises - Case Studies. Springer, 2014. 311 p. (Springer Texts in Business and Economics). ISBN: 978-3-3190-1769-3.
5. Myerson, Paul. Lean Supply Chain and Logistics Management. McGraw Hill Publisher, 2012. 270 p. ISBN: 978-0-07-176626-5.
6. Waters D. Logistics: An Introduction to Supply Chain Management. Palgrave Macmillan, 2003. 364 p. ISBN: 978-0-3339-6369-2.

Further Readings

7. Anbuudayasankar S.P., Ganesh K., Mohapatra S. Models for Practical Routing Problems in Logistics: Design and Practices. Springer International Publishing, Switzerland, 2014. 229 p. ISBN: 978-3-3190-5034-8.
8. Baker Peter, Croucher Phil, Rushton Alan. The Handbook of Logistics and Distribution Management. 4 ed. Kogan Page, 2010. 664 p. ISBN: 978-0-7494-5714-3.
9. Bookbinder J.H. (Ed.) Handbook of Global Logistics: Transportation in International Supply Chains. Springer, 2012. 553 p. 102 illus., 83 illus. in color. ISBN: 978-1-4419-6132-7.
10. Bowersox, D.J., Closs, David J, Cooper, Bixby, Bowersox, J.C., Supply Chain Logistics Management. 4-th ed. McGraw Hill, New York, 2013. ISBN -13: 978-0-07-802405-4.
11. Bowersox, D.J., Closs, David J, Cooper, Bixby, Bowersox, J.C., Supply Chain Logistics Management. 4-th ed. McGraw Hill, New York, 2013. ISBN -13: 978-0-07-802405-4.
12. Bozarth C., Handfield R.B. Introduction to Operations and Supply Chain Management. 2-nd ed. Prentice Hall, 2007, 600 p. ISBN: 978-0-1317-9103-9.

13. Chopra S. and Meindl P., Supply Chain Management – Strategy, Planning, and Operation, 3rd Edition". 3 rd ed. Prentice Hall, Pearson, 2008. 552 p. ISBN: 978-0-1320-8608-0.

14. Jacobs F.R et al. Manufacturing Planning and Control for Supply Chain Management. McGraw-Hill Professional, 2011. 576 p. ISBN: 978-0-0717-5031-8.

15. Johnson, Leeders, Flynn, Purchasing and Supply Chain Management, 14th ed. McGraw-Hill, New York, 2011. ISBN-978-0-07-337789-6.

16. Kurbel K.E. Enterprise Resource Planning and Supply Chain Management. Springer, 2013. 359 p. 212 illus. ISBN 978-3-6423-1572-5.

17. Liang Z., Chaovalitwongse W.A., Shi L. Supply Chain Management and Logistics: Innovative Strategies and Practical Solutions. 2nd ed. CRC Press, 2016. 138 p. ISBN: 978-1-4665-7788-6.

18. Renko S. (Ed.) Supply Chain Management - New Perspectives. InTech, 2011. 784 p. ISBN: 978-9-5330-7633-1.

19. Waters D. Logistics: An Introduction to Supply Chain Management. Palgrave Macmillan. 2003, 364 p. ISBN: 978-0-3339-6369-2.

20. Wisner J.D., Tan K.-C., Leong G.K. Principles of Supply Chain Management: A Balanced Approach. 3rd ed. Cengage, 2012. 593 p. ISBN: 978-0-5384-7546-4.

The List of Topics for Summative Assessment

1. The logistics concept and competitive advantage through logistics.
2. Historical perspective of logistics. Planning for logistics.
3. The importance of logistics processes.
4. Logistics and supply chain management.
5. Supply chain structure.
6. Logistics product flow and its characteristics.
7. Financial flows in logistics.
8. Information flows in logistics.
9. Logistics System and its classification.
10. Links and elements of the logistics system.
11. The principles of logistics system designing of high-tech enterprises.
12. Decomposition of the logistics system: the logistics chain, and logistics channel.
13. Classification of product and financial flows in logistics.
14. Manufacturing logistics features in the high-tech business.
15. Make-or-buy decision
16. Logistics at the enterprise in high-tech business.
17. Manufacturing resource planning and material requirements planning.
18. The product life cycle in high-tech business.
19. Logistics concepts of production organizing and their evolution.
20. The role of the logistics or distribution manager.
21. Distribution in the high-tech business.
22. Safety in distribution.
23. Assessment of the distribution effectiveness at the high-tech enterprises.
24. Types of transport, their advantages and disadvantages.
25. Choosing a Ship's agent.
26. Transportation Costs.
27. Warehouses by Customer Classification.
28. Warehouse Design and Layout.
29. Warehouse Management Systems.
30. Types of stockholding inventory; stockholding policy implications for the high-tech business.

31. Inventory planning for manufacturing in high-tech business.
32. The structure of the enterprise distribution network in high-tech business.
33. Distribution system design in high-tech business.
34. Distribution Management of high-tech enterprises.
35. Transport in the logistics system.
36. Multimodal and intermodal transportation, their principles and advantages.
37. Transport mode characteristics.
38. The role of warehouses.
39. Warehouse design.
40. Analysis of storage and its optimization.
41. Safety and Target Stock Level Planning.
42. Determination of the logistics total cost for high-tech enterprises.
43. The calculation of the logistics system efficiency.
44. Assessment of logistics risks by the statistical methods.
45. The risk curve.
46. Calculation of the risk and the dangerous of goods transportation.
47. The basic documents for the tenders and competitive bidding organization in public procurement.
48. The Conception of Customs Clearance and Customs Control Of Goods for International Trade
49. Reveres Logistics.
50. The classification of the reversing material flows in logistics.
51. Reversing material flows management in the high-tech business.
52. The importance of the information systems and technologies in logistics.
53. Interactive supply chain management based on virtual technology and Call Center Technology.
54. IT -outsourcing in Logistics.

Методические материалы

ЛОГИСТИКА

МЕТОДИЧЕСКИЕ УКАЗАНИЯ ПО ОРГАНИЗАЦИИ И КОНТРОЛЮ САМОСТОЯТЕЛЬНОЙ РАБОТЫ СТУДЕНТОВ

GUIDELINES FOR ORGANIZATION AND CONTROL OF STUDENTS' SELF-STUDYIN LOGISTICS