



## Institute of Transport and Logistics Studies

144 Burren Street, Newtown, Sydney

Directions and map: <http://sydney.edu.au/business/itls/about/directions>

**Note:** ITLS is not on the main campus

**Please see the ITLS website for other important details about units at ITLS:**

[http://sydney.edu.au/business/itls/courses/transport\\_and\\_logistics](http://sydney.edu.au/business/itls/courses/transport_and_logistics)

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### **ITLS student enquiries office:**

Email: [business.itlsinfo@sydney.edu.au](mailto:business.itlsinfo@sydney.edu.au)

Office: Room 312B, Level 3, ITLS, 144 Burren Street, Newtown

**Assessment collection / viewing:** Monday to Friday 12pm to 1.30pm ONLY

### **Timetable:**

Please note that the timetable provided in this outline is subject to change. You should check your timetable on MyUni for final dates and to see which group you have been assigned to, see: <http://myuni.usyd.edu.au/>



## TPTM6260

International Logistics

Semester Two 2011

### Unit of study outline

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Office: ITLS Building, Level 2, Room 206

Consultation times: By appointment.

Please use email as your first method of communication.

### Classes

Class times: 9:00AM to 5:00PM

Venue: LT1, Level 3, ITLS Building, 144 Burren Street, Newtown

Class	1	2	3	4	5	6
Day	Thursday	Thursday	Thursday	Thursday	Thursday	Thursday
Date	28 July	11 Aug	25 Aug	8 Sep	22Sep	6 Oct

See Section 7 for more information about each class and other important dates.

## 1. Unit of study information

### 1.1. School handbook description

The trend toward an integrated global economy and global competitive arena is forcing companies to design products for the global market and to rationalise their production and distribution activities so as to maximise corporate resources. As a result, logistics in international operations has gained strategic importance. This unit takes a very strategic view of international logistics and deals with logistics from inland origin to final destination covering broad issues of system design and those associated with aspects of international business strategy, human resources, transport, logistics, location and distribution. It takes into account various issues in international operations such as differences in cultures, infrastructure, hubs and transportation systems. The unit integrates concepts with examples of company practices in Australia and elsewhere. This unit does not assume any prior knowledge of logistics on the part of the student. As such it is useful for students studying International Business/International Law who may wish to gain a strategic overview of the role of logistics in international trade and commerce.

### 1.2. Pre-requisite units

There are no pre-requisite units for TPTM6260.

### 1.3. Assumed knowledge and/or skills

There is no assumed logistics knowledge and/or skills in this course. However, it would be useful if you have completed TPTM6115 (Organisational Logistics) before this course.

### 1.4. Workload requirement

It is expected that you will spend approximately 150 hours on this unit (including preparing for and attending classes) and produce approximately 9,000 words or equivalent of work. This time should be made up of reading research, working on exercises and problems and participating in classes. In periods where you need to complete assignments or prepare for examinations, the required workload may be greater.

## 2. Learning aims and outcomes

### 2.1. Aims of the unit

This course provides students with an understanding of global logistics and supply chain within a context of globalization, business strategy, competitive advantage, and sustainability. Particular emphasis will be placed on gaining an appreciation of the added complexity which comes from deciding to export or import products and services. Understanding and applying principles to sustain competitive advantage, efficiency and effectiveness in your global supply chain should be a key objective in this subject. Key logistics and supply chain operations such as service providers, procurement, outsourcing, off-shoring, inventory and warehouse management, information and financial management, innovation, risk and sustainability management will be explored. The challenges in logistics development in emerging economies will also be explored

### 2.2. Learning outcomes

The learning outcomes are:

- Demonstrate a good understanding of global logistics and supply chain within a context of globalization, business strategy, competitive advantage, and sustainability
- Apply the knowledge of global logistics and supply chain to sustain high performance in a firm
- Demonstrate the ability to plan import and export effectively based on your global logistics knowledge
- Demonstrate your understanding to plan a strategic global supply chain for the future

### 2.3. Links between learning outcomes and learning and teaching methods

There will be a series of seminars as detailed in Section 7. Case studies, videos, class discussion, exercises, group presentations and face-to-face tutorial will be used as learning and teaching activities in this course. PowerPoint slides, case study and readings for each topic are provided in Blackboard for each class/topic. You need to download all of the above for each class. Key readings (which are marked with an asterisk \* ) are discussed in class. Students are expected to prepare summaries of readings and class case for each session. Group project presentations enable learning from each other.

### 2.4. Links between learning outcomes and assessment

Assessments are used to reflect student learning outcomes. There are individual and group assessments. These assessments are designed to evaluate students' understanding and applications of the theories, concepts and skills obtained in this course.

## 3. Assessment

Assessment items	Relevant unit learning outcome/s	Word length	Weight	Due Date*
1. Individual project	1, 2 & 4.	2,500	25%	5PM Thursday 22 Sep
2. Group class case presentation	All.	5-7 slides per group	10%	Presentations will be held during Classes 2 to 6.***
3. Mid-term class test	1,2 & 4	800- 1000 words (1 hour)	15%	8 Sep
4. Group port project presentation	All	5-8 slides per group; 2,000 word report	20%	Presentation: Thursday 23 Sep or Thursday 6 Oct***  Group Report: 5PM Thursday 6 Oct
5. Final exam.	1,2 & 4	2,000 words (2 hours)	30%	Refer to exam timetable
Academic honesty module **		N/A	0%	15 August 2011

\* The due date is also the closing date. This means that assessment items will not be accepted after the due date except by prior agreement.

\*\* Students must complete the academic honesty module in Blackboard with a mark above 80% by the final day of exams, or an Absent Fail (AF) grade will be given for the entire unit. Students can complete the module multiple times until this grade is achieved. Students who completed the module with a score of 80% or above last semester do not need to do it again.

\*\*\* Date for each group to be advised during first Class.

All assignments must be submitted electronically via Blackboard. Assignments submitted electronically via Turnitin do not require cover sheets. Ensure that your student ID number (SID) is in the top right hand corner of each page for individual assignments and the Group name or number plus SID of all members is in the top right hand corner for group assignments. Full information about how to prepare assignments for electronic submission can be found in the Turnitin Student Guide:

[http://blackboard.econ.usyd.edu.au/webapps/portal/frameset.jsp?tab\\_group\\_id=201](http://blackboard.econ.usyd.edu.au/webapps/portal/frameset.jsp?tab_group_id=201)

Should submission problems occur, students should contact Business School eLearning Support first on 9036 6433 or [business.elearning@sydney.edu.au](mailto:business.elearning@sydney.edu.au) or the Unit Coordinator as soon as possible.

### 3.1. Detailed assessment information

#### 1) Individual project (25%) (2,500 words)

Individual students are required to research and plan the **import or export** of a product or commodity of their choice, from or to a country of their choice, utilizing publically available sources to support their research. It does not have to be a consumer product. An example would be the export of Australian iron ore to Japanese Power Stations or the export of fresh flowers from Holland to Singapore (you can not use these examples).

The final report must have sufficient evidence to present to senior management team in the form of a management brief.

Students are to thoroughly research their topic using all forms of publicly available information but are **not** to make personal contact with any company or government agency in conducting this research. A good start may be with the web and links in blackboard. In your report, you have to identify:

1. The relevant legislation and regulations covering the export/import of the products involved in the origin, transit and destination countries, plus any relevant international regulations etc.
2. The potential modes (types) of transport by which these goods might be moved including routes, schedules, transit points etc.
3. The types of intermediaries (private and public sector) throughout the supply chain who are needed to facilitate or assist in this process.
4. Any quota, quarantine, or other types of restrictions that may be needed to be considered in bringing this transaction to a successful conclusion.
5. The relevant document and documentary processes necessary to facilitate this transaction.
6. The types of costs (logistics and non-logistics) associated with this transaction and attempt to quantify these costs (in percentage terms) as a proportion of the total cost of landing the products at the warehouse door of the customer.
7. The government and other bodies able to assist exporter/importers and investigate the usefulness of their publicly available information.
8. Any other factors considered relevant to facilitating the transaction.

Use this information to prepare a Briefing Paper (management brief) which:

- Outlines the physical, documentation and financial flows and the principle and secondary players involved (a diagram created by the student might suffice here).
- Details any assumptions made and provide the rationale underlying those assumptions.
- Identifies the transportation alternatives including advantages, disadvantages, frequencies, relative cost differentials, timeframes etc.
- Determine the method of transportation and the means by which the products would be moved.
- Evaluate the potential risks involved and the ways by which these risks might be mitigated.

- Develops a timeline for the process including any pre and post-transaction activities, and
- Provide management with a suggested course of action (recommendations) and a justification for taking this particular approach.

References to show the source of information must be included. This exercise takes into account when goods are moved across international borders. Students are expected to take physical characteristics of the products into account and may use real products to determine dimensions and weights of primary, secondary and tertiary packaging (if applicable). Product density may also play a role in transport considerations.

## **2) In class group case presentation (10%)**

During the first week, each group will be provided with a case to analyse and will be advised of the date on which they will present. Each group will need to make a 15 minute presentation on the case given (and may use 5 to 7 PowerPoint slides per group) followed by 5 minute question time. At least 2 team members are to present but every group member must be prepared to answer questions. Each group will need to make a written **submission of these slides** prior to their presentation. All students are expected to have read and understood key issues involved in all cases before coming to class. Students should address the following questions for each case:

1. What are the key issues/challenges in this case?
2. What are the strengths & weaknesses identified?
3. What are the possible solutions?
4. What are your recommendations and why?
5. What are the key lessons learnt?

Use the above questions for the case. **(Do not use questions given in the case)**. Class participation is key to the in-class group case analysis.

## **3) Mid-term class test (individual assessment) 15% - 1 hour test (Open book test)**

Short answer questions on content in first three classes. There will be three compulsory questions in this test.

## **4) Group project (20%) (2,000 words)**

International logistics involves the movement of products or commodities across international borders, which in many cases requires movement of those goods across an air/sea gap. Where movement is by sea/air, the choice of port/hub through which goods are either imported or exported becomes of major strategic interest to management. Choosing the wrong port/hub can have serious consequences for the enterprise.

Syndicate groups are required to research the port allocated to their group utilizing publicly available sources to support their research. The output from each group's research is to be summarised in a powerpoint presentation of 5 to 8 slides per group, which the group will present to senior management on either Day 5 or Day 6 (the date your group will present will be advised during the first day). A group report of up to 2,000 words should be submitted via Blackboard

Group	Port/Hub
1	Singapore airport
2	Shanghai port
3	Incheon, airport, Seoul, South Korea
4.	HK airport
5.	Sydney port
6.	Dubai port
7	Beijing airport
8	Bangkok airport
9	Toyko port
10	Rotterdam, Holland port

The presentation should cover five major areas: (you can add additional areas/issues as you see fit).

1. Macro overview: geographic location and its strategic significance to the country and region in which it is located; history and development (including planned development); overall trade statistics including trends and importance relative to other ports/hubs in the country/region.
2. Port/Hub infrastructure: details of the types of trade passing through the port/hub and the infrastructure currently in place or planned to handle growth; information regarding the operation of the port/hub and its terminals (i.e. who operates the port/hub etc.).
3. Related infrastructure: details of the related infrastructure enabling goods to get into and out of the port/hub (road, rail, pipeline etc.) including an assessment of current or likely problems (bottlenecks etc) caused by a lack of current or planned infrastructure.
4. Logistics related issues: availability of specialist intermediaries to handle the inbound/outbound movement of cargos from the ports; government regulations etc impacting upon the inbound/outbound movement of cargos (Free Trade zone etc.).
5. Strategically significant issues: issues that the group feel need to be brought to the attention of management because of their actual or potential impact on any decision to move goods into or out from this port/hub (e.g. cost benefit issues; long vs short term benefits; growth potentials etc.).

Each student is expected to take primary responsibility for researching in one of the above areas. The lecturer will mark each student individually using the marking criteria (shown on the marking guide) as they present their particular section. Furthermore, everyone is responsible for the flow and total

presentation of the topic. Peer evaluation forms will be provided to everyone in class to provide feedback to the group's presentation. Final mark/grade & feedback (via email to group representative) will be provided by the lecturer when all the group presentations and assignments are collected.

Prior to their presentation, each group is to provide the lecturer with a printed copy of their PowerPoint slides (2 slides per page) together with a group assignment coversheet (stating who is doing what section & slide numbers) & marking guide for group project. Each group will have 20-25 minutes to present and five minutes for questions.

Should the numbers in a group drop below five students, the remaining group members are expected to cover all the material.

### **5) Final examination (30%)(open book)**

2 hours (additional 15 min reading time). This examination will have 2 parts. Part A will consist of a case analysis. Part B consists of 1 compulsory question. Part C consists of 3 questions. You need to select 2 out of 3 questions from Part C. The case for the final examination will be given in class 6.

## **3.2. Referencing style and style guide**

For this unit the referencing style is the Harvard Referencing Style. Students should download and adhere to the 'How to write a paper at the Institute of Transport and Logistics Studies' report available at [http://sydney.edu.au/business/itls/courses/transport\\_and\\_logistics/student\\_resources](http://sydney.edu.au/business/itls/courses/transport_and_logistics/student_resources).

## **3.3 Feedback on assessment**

1. Individual project – individual feedback after 2 weeks.
2. Class group case analysis – feedback in class.
3. Mid-term class test – immediate feedback given after test.
4. Group presentation - Peer and lecturer evaluations: immediately after the presentation.

All marking guide and evaluation forms are provided in Blackboard. Please download and examine these before you attempt the assignments.

## **3.4. Academic honesty, plagiarism, legitimate cooperation and groupwork**

Commencing students should complete the academic honesty module available via Blackboard before their first assessment submission. Students should refer to Business School and University policies on academic dishonesty and plagiarism

([sydney.edu.au/business/currentstudents/student\\_information/student\\_administration\\_manual](http://sydney.edu.au/business/currentstudents/student_information/student_administration_manual)), copyright ([sydney.edu.au/senate/policies/Intellectual\\_Property\\_Rule.pdf](http://sydney.edu.au/senate/policies/Intellectual_Property_Rule.pdf)) and the 'All your own work website' ([sydney.edu.au/student\\_affairs/plagiarism\\_index.shtml](http://sydney.edu.au/student_affairs/plagiarism_index.shtml)) for information about legitimate cooperation, group work, how to reference correctly and how to avoid plagiarism.

Academic honesty is important to protect students' right to receive due credit for work submitted for assessment. It is clearly unfair for students to submit work for assessment that dishonestly represents the work of others as their own and gain marks and degrees, which are not based on their own efforts and abilities. Deliberate breaches of academic honesty constitute academic misconduct. These breaches include: plagiarism, fabrication of data, recycling previously submitted material, engaging someone else to complete an assessment on one's behalf and misconduct during supervised assessments.

The penalties for academic misconduct may include: a mark of zero on the assessment; a fail grade in the unit of study, additional assessment (including an unseen exam), and reference of the matter to the University Registrar.

All assessments will be checked for plagiarism. Where plagiarism is suspected, the assessment will be fully checked and monitored using manual process, Google checks and also electronic plagiarism detectors. In order to do this, the Business School may reproduce the assessment, provide a copy to another member of the Business School, and/or communicate a copy of this assignment to a plagiarism checking service (which may then retain a copy of the assignment on its database for the purpose of future plagiarism checking).

Academic dishonesty involves more than just copying material. Cooperation and helping other students may at times trigger academic dishonesty proceedings if it appears you have worked too closely with another student.

In this unit, there are 2 group assignment/presentations and 3 individual projects/exams. These are detailed in section 3.1. There is a group project on case analysis. The second group project is on Port/hub analysis. As to individual project, the first is an import/export assignment. The second is a 1 hour mid-term test. Finally, there is an individual examination for this subject.

Individual assignments must be written and prepared alone. You may consult with other students about ideas and possible research sources but the analysis and writing of the assignment must be done alone. Group assignments should be prepared within the group. Students should contribute fully to the group and take part in all group activities, contributing ideas, analysis and writing to the final product. While students within the group should assist each other freely, students should not carry this level of cooperation outside the group. One group may cooperate and help another group about ideas and possible research sources but the analysis and writing of the assignment must be done by the group alone.

## 4. Texts and other resources

### **Prescribed Text**

Mangan, J., C. Lalwani, and T. Butcher, 2008, *Global logistics and supply chain management*, Wiley, NJ.

### **Essential reading:**

\*PRTM consultants 2009, *Global Supply Chain Trends: 2008-2010*.

Available from <http://www.prtm.com/StrategicViewpointArticle.aspx?id=2478> Retrieved 20 Sep. 2010 from google.

### **Other references:**

Blanchard, D., 2010, *Supply chain management –best practices*, Wiley, New Jersey.

Chopa, S. and P. Meindl, 2010, *Supply chain Management*, 4<sup>th</sup> edn, Pearson, New Jersey.

Long, D., 2003, *International logistics: global supply chain management*, Springer, London.

Waters, D, 2007, *Global logistics and distribution planning: strategies for management*, Kogan Page, London.

Wood, D., A. Barone, P., Murphy and K. Wardlow, 2002, *International logistics*, AMACOM, New York.

### **Journals**

Harvard Business Review

International Journal of Logistics: Research and application

International Journal of physical distribution & logistics management

International Journal of logistics management

Logistics Today - <http://penton.ebookhost.net/lt/index.php?e=31>

Mckinsey Quarterly

[www.supplychain.cn](http://www.supplychain.cn)

[www.supplychainjobz.com](http://www.supplychainjobz.com)

[www.supplychain.mit.edu](http://www.supplychain.mit.edu)

### Recommended readings/articles for this course

\*Czinkota, M., Ronkainen, I., Moffett, M., Ang, S.H., Shanker, D., Ahmad, A., and P. Lok, 2009, *Fundamentals of international Business*, Wiley, Brisbane, Ch. 13, p.439-469

\*Supply Chain digest: 10 keys to global logistics excellence

[http://www.scdigest.com/assets/Reps/SCDigest\\_Global\\_Logistics\\_Excellence.pdf](http://www.scdigest.com/assets/Reps/SCDigest_Global_Logistics_Excellence.pdf)

\*Boston Consulting Group, 2010, Achieving supply chain advantage, Nov.

<http://www.bcg.be/documents/file65257.pdf>

### Topic/session readings (in Blackboard)

#### **\*Discuss in class (please download & read prior to class)**

#### **Class 1**

\* Booz, Allen, Hamilton, 2008, *Integrating China into your global supply chain*, Booz Allen Hamilton.

[http://www.google.com/search?q=Booz+Allen+Hamilton+integrating+china+into+global+supply+chain+lessons+learned+from+global+supply+chain+integrator&btnG=Search&hl=en&rlz=1B3WZPB\\_en\\_AU320&sa=2&cts=1257229786761](http://www.google.com/search?q=Booz+Allen+Hamilton+integrating+china+into+global+supply+chain+lessons+learned+from+global+supply+chain+integrator&btnG=Search&hl=en&rlz=1B3WZPB_en_AU320&sa=2&cts=1257229786761) Retrieved 21 Aug. 2010, from google

\* Boston Consulting Group, 2008, *Globality – the world beyond globalization*, Boston Consulting Group., Boston, #443, 7/08.

[http://www.eiu.com/report\\_dl.asp?mode=fi&fi=673556052.PDF&rf=0](http://www.eiu.com/report_dl.asp?mode=fi&fi=673556052.PDF&rf=0) Retrieved 21 Aug. 2010, from google

Campbell, R., J. Hexter and K. Yin, 2004, "Getting sourcing right from China", *The McKinsey Quarterly*, Dec., pp. 1-7.

\* Constantine, B., 2009, Management practices that drive supply chain success, *The McKinsey Quarterly*, Feb., Operations. pp.1-4.

#### **Class 2**

Aimi, G., 2006, "Will 3PLs grab the global opportunity?" *Supply chain Management Review*, Sep., p. 23-24

Bryan, L., 2002, "Just-in-time strategy for a turbulent world", *The McKinsey Quarterly*, special edition: Risk & resilience, p.17-27

\*Butner, K., 2010, Smarter supply chain of the future, *Strategy & Leadership*, 38,1, 22-31

Cavinato, J., 2004, Supply chain logistics risks, "*International Journal of physical distribution & logistics management*", Vol.34, No.5, p.383-387

\*Hopkins, M., 2010, Your next supply chain, *Sloan Management Review*, 51,2,17-24

\*McKinseys Quarterly, 2006, "Understanding supply chain risk: a McKinsey global survey", *The McKinsey Quarterly*, Oct. 1-8

McKinsey Quarterly, 2009, "Risk: seeing around the corners", *The McKinsey Quarterly*, Oct., 1-7

Stulz, R., 2009, "6 ways companies mismanage risk", *Harvard Business Review*, March. p.86-94

US Customs and Border Protection, 2004, *Securing the Global Supply Chain*, Nov. US Customs., [www.cbp.gov](http://www.cbp.gov) Retrieved: 4 Nov. 2009, from google scholar

\*Vaidyanathan, G., 2005, "A framework for evaluating third-party logistics", *Communication of the ACM*, Vol. 48, No.1, p.89-94

### **Class 3**

Aron R., 2005, "Getting off-shore right", *Harvard Business Review*, Dec., p.135-144

\*Janiga, D., 2005, "Five keys to effective management", *Plant Engineering*, June, p.36-37

\*Glatzel, C., 2009, Building a flexible supply chain for uncertain times. *McKinsey Quarterly*, March.

\*Knowledge@Wharton, 2011, Outsourcing: new pressures to stay home: old reasons to go abroad, Jan. 11.

Lee, H., 2010, "Dont tweak your supply chain", *Harvard Business Review*, Oct., p.60-69

Tan, D., 2009, "Study on the countermeasures for developing China's international logistic industry", *International Journal of Business and Management*, Vol.4, no.4, p.257-160

Wagner, S., 2002, Capabilities for managing a portfolio of supplier relationships, *Business Horizons*, 45,6,79-88

### **Class 4**

Chen, Jason C. H. 2004, "Logistics management in China : A case study of Haier"  
*Human Systems Management*, Vol.23, No.1,p.15-27

Bloch, M., 2010, How innovations are changing IT offshoring, *McKinsey Quarterly*, 1, 21-23

\*Fawcett, S., 2004, Ten guiding principles for high-impact SCM., *Business Horizons*, 47,5,67-74

\*Ketchen, D., 2008, Best value supply chain: a key competitive weapon for the 21<sup>st</sup> century, *Business Horizon*, 51,3,235-243

\*Knowledge@Wharton, 2011, Supply chain management: growing global complexity drives companies into the cloud, Jan.

Knowledge@wharton, 2006, You can't manage what you can't measure: maximizing supply chain value, Sep.

### **Class 5**

\* Editor, 2010, "Collaborate or race? How to design the value chain you need", *Sloan Management Review*, Vol.51, No.2, p.22-24

\*Golicic, S., 2010, Greening the transportation in your supply chain, *MIT Sloan Management Review*, 51,2,47-56

Walter, G. and T. Spengler, 2006, "Impact of WEEE-directive on reverse logistics in Germany", *International journal of Physical distribution & logistics management*, Vol.35, No.5,p.337-361

### **Class 6**

\*Nidumolu, R., 2009, Why sustainability is now the key driver of innovation, *Harvard Business Review*, 87,9,57-64

Fung, V., W. Fung and Y. Wind, 2008, *Competing in a flat world*, Wharton School Press, NY. Chapter 12 is relevant for this topic.

## **5. University and Business School policies and support**

### **5.1. Business School policies**

Business School policies are contained in the Administration Manual for Students:

[sydney.edu.au/business/currentstudents/student\\_information/student\\_administration\\_manual](http://sydney.edu.au/business/currentstudents/student_information/student_administration_manual).

It is crucial that you take the time to consult this manual early in your studies in order to familiarise yourself with policies and procedures relating to critical issues such as the Business School's policy on special consideration (including requirements and timelines. e.g. lodging applications five working days after a missed assessment), appeals (lodge within 15 working days of the decision) and other policies such as enrolment, credit etc. Assistance is available from the Business School's Student Information Office ([sydney.edu.au/business/student\\_information\\_office](http://sydney.edu.au/business/student_information_office)).

### **5.2. University policies**

- **University policies:** [sydney.edu.au/policy](http://sydney.edu.au/policy)
- **Assistance** is available from the University's Student Centre: [sydney.edu.au/current\\_students/student\\_administration](http://sydney.edu.au/current_students/student_administration)
- **The code of conduct** is an important policy which outlines the University's expectations about treating all staff employees and students with respect, dignity, impartiality, courtesy and sensitivity and refrain from acts of discrimination, harassment or bullying: [sydney.edu.au/ab/policies/Student\\_code\\_conduct.pdf](http://sydney.edu.au/ab/policies/Student_code_conduct.pdf)

### **5.3. Student resources and services**

Links to other student services and resources are included on Blackboard and on the learning and teaching section of the Business School website: [sydney.edu.au/business/learning](http://sydney.edu.au/business/learning)

## **6. Continual improvement of the Unit**

### **6.1 Past Feedback**

'This unit has provided me with a good insight in import & export planning/implementation'

'The knowledge and examples provided in this course were very relevant in the global supply chain context'

'The class/group size was too big to enhance meaningful discussion'

### **6.2 Improvements made**

The group size was restructured to improve effectiveness of class discussion.

### **6.3. How feedback will be collected**

General student feedback regarding the content, pace and relevance of this unit will be sought at the end of each day. Your feedback on this unit of study will be collected via a Unit of Study Evaluation (USE) during the final lecture.

## 7. Topic schedule

Day	Topic	Topic content	Required readings (Download from Blackboard)(see section 4)	Required reading: Text - Mangan et al. (2008) Chapter:	Assessment due
1	Global logistics	1. Introduction, assessments 2. Global logistics 3. Supply chain strategies	Session readings:  Case: Li & Fung class discussion	1,2,3,	
2	Managing risk Change in International logistics Demand logistics	4. Risk management 5. Logistic service provider's responsibilities 6. Changing faces of Int. Logistics management 7. Export & import clearance 8. Trade documentation	Session Readings  Case 1: Dell Text: p.53-55 (group 1)  Case 2: Nokia (Group 2)  Case 3: Seven eleven Japan(group 3)	4, 5	Group class presentations commence
3	Logistics in emerging economies  Intermodalism – land, sea, air transport Warehousing & Material management Transport in supply chain	9.Challenges in emerging economies in logistics management 10.Procurement & outsourcing 11. Inventory management 12. Warehousing * container information 13.1 Lean six sigma  (self-exercise: Quiz 1 in BB)	Session readings  Case 4 Zara: (group 4)  Case 5: Benetton (group 5)  Case 6: Ecco (group 6)	6, 7,8	

Day	Topic	Topic content	Required readings (Download from Blackboard)(see section 4)	Required reading: Text - Mangan et al. (2008) Chapter:	Assessment due
4	Logistics technology Financial management	14. Integration between modes of transport 15. Transport in supply chain 16. Logistics information technology & performance measurement - Value chain in global logistics 17. Financial management	Session readings: Case 7: Airbus RFID (group 7)  Case 8: IKEA (group 8)  Case 9: Dubai logistics, p. 303 (Group 9)	9,10,11	Individual project  Mid-term test
5	Customs & Regulations Public logistics – postal services; Toxic waste  Logistics capabilities in emergent economies	18. Reverse international logistics & environment 19. Managing public logistics – public good 20. Sustainability & future supply chain 21. Integration & collaboration; 22. humanitarian logistics	Session readings:  Major project group presentation: Group 1,2,3	12, 13, 14, 15	Group project presentation
6	Sustainability Future development in supply chain  Integration & collaboration	23. Logistics capabilities in emerging economies 24. Strategic network alliances  (Self exercise Quiz 2 in BB)  Final revision	Session readings  Integrated case analysis: Li & Fung (class discussion)  Major project group presentation: Group 4,5,6,7,8,9		Group project presentation continues