

Faculty of Business, Media & Management

Department of Economics and Business

«APPROVED»
Dean of faculty

«____» _____ 20__

**WORKING CURRICULUM OF THE DISCIPLINE
(SYLLABUS)**

Course: MGT6712 Supply Chain Management and Logistics

Group of educational programs: B044-Business & Management,

Educational program: 6B04102 – E-business

Year: 4 **Semester:** 8 **Number of credits:** 5 ECTS

Lectures: 15 hours

Practical classes: 30 hours

T/SIS: 15/90 hours

Total: 150 hours

Final assessment form: Project Defense

«IITU» JSC

The working curriculum of the discipline (syllabus MGT6712 Supply Chain Management and Logistics has been developed on the basis of the educational program 6B04102 – E-business

The working curriculum of the discipline (syllabus) has been reviewed at the meeting of Economics & Business department.

Minutes №. ____ dated «____» _____ 20__

Head of the Department _____

Author _____

The working curriculum of the discipline (syllabus) was approved at a meeting of the Faculty's Academic Quality Council.

Minutes № ____ dated " ____ " _____ 20__

Agreed:

Head of the Department of the
Educational and Methodological activities _____ **Ajibayeva A.**

Library _____

| 1. GENERAL INFORMATION | |
|---|--|
| Faculty | Business, Media and Management |
| Major code and title | B044-Business & Management |
| Educational program code and title | 6B04102 – E-business |
| Year, semester | 4 th year, 8 th semester |
| Subject category | Compulsory |
| Number of credits (ECTS) | 5 |
| Prerequisites | Management |
| Postrequisites | - |
| Lecturer | Name – Aigerim Balkenova Position – Senior Lecturer Degree – Master of Programme and Project Management, University of Warwick e-mail: a.balkenova@iitu.edu.kz Consultation according to the schedule |
| 2. GOALS, OBJECTIVES AND LEARNING OUTCOMES OF THE COURSE | |
| The course goal is to provide theoretical knowledge of competitive advantage in logistics and supply chain management, aim to observe and learn upon a variety of examples how businesses use different frameworks in order to compete as supply chains. | |
| The objectives of the course are <ul style="list-style-type: none"> • Define the terms and concepts of logistic management and supply chain management. • Evaluate the effects of strategies in supply chain and logistics by firms from various business spheres. • Understand the complexity of supply chain and the cost of this complexity and learn how to master logistic and supply chain strategies. | |
| Learning outcomes of the course Students successfully completing the course will be able to: <ul style="list-style-type: none"> • Understand the complexity of the management and build strategies in order to improve logistics and supply chain processes. • Explain an integral role of logistics in supply chain. • Determine the role of customer value in supply chain management. • Demonstrate and observe the differences in supply chain and logistic strategies of proposed companies. • Measure logistic costs and performance. • Observe the tendencies of globalization in the supply chain and their importance in our daily life. • Analyze the behavior of customers by demand management and planning | |
| 3. Course description | |

This course is open to anyone, without a background in Logistics and Supply Chain Management, who is curious about the supply chain and why it has such a big impact on our lives.

Logistics is essentially a planning orientation and framework that seeks to create a single plan for the flow of products and information through a business. Supply chain management builds upon this framework and seeks to achieve linkage and co-ordination between the processes of other entities in the pipeline, i.e., suppliers and customers, and the organization itself. Thus, for example, one goal of supply chain management might be to reduce or eliminate the buffers of inventory that exist between organizations in a chain through the sharing of information regarding demand and current stock levels.

Key types and techniques of teaching include lectures listening, solving of problems and applications, answering on questions for review, preparing of presentations, working in groups, answering tutorial quizzes.

4. COURSE POLICY

Students are forbidden to:

- submit any tasks after the deadline. Late submissions are graded down.
- cheat. Plagiarized papers shall not be graded;
- be late for classes. Being tardy three times amounts to one absence;
- retake any tests, unless there is a valid reason for missing them;

5. LITERATURE

Basic literature:

1. Neha Tikoo. Logistics and Supply Chain Management. Lovely Professional University.
2. Martin Christopher (2011) Logistics and Supply Chain Management. Fifth edition

Supplementary literature:

1. Michael Hugos. Essentials of Supply Chain Management. Third edition.
2. Joel Wisner, Keah-Choon Tan. Principles of Supply Chain Management: A Balanced Approach 5th Edition
3. Gregory Schlegel, Robert Trent. Supply Chain Risk Management.
4. Donald Bowersox, David Closs, Bixby Cooper. Supply Chain Logistics Management.

6. Course schedule

| Week/ date | Course topics | References | Lectures (h/w) | Seminar sessions (h/w) | Prac. sessions (h/w) | TSIS (h/w) | SIS (h/w) |
|---------------|--|-------------|-------------------|---------------------------|-------------------------|---------------|--------------|
| 1 | Logistics, the supply chain and competitive strategy | [2] Ch.1 | 1 | 2 | - | 1 | 6 |
| 2 | Delivering customer value | [2] Ch.2 | 1 | 2 | - | 1 | 6 |
| 3 | Going to market | [2] Ch.3 | 1 | 2 | - | 1 | 6 |
| 4 | Measuring logistics costs and performance | [2] Ch.4 | 1 | 2 | - | 1 | 6 |

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|---------------------|---|--------------|------------|-----------|-----------|-----------|-----------|
| 5 | Matching supply and demand | [2] Ch.5 | 1 | 2 | - | 1 | 6 |
| 6 | Creating the responsive supply chain | [2] Ch.6 | 1 | 2 | - | 1 | 6 |
| 7 | Strategic lead-time management | [2] Ch.7 | 1 | 2 | - | 1 | 6 |
| 8 | The synchronous supply chain | [2] Ch.8 | 1 | 2 | - | 1 | 6 |
| 9 | Complexity and the supply chain | [2] Ch.9 | 1 | 2 | - | 1 | 6 |
| 10 | Managing the global pipeline | [2] Ch.10 | 1 | 2 | - | 1 | 6 |
| 11 | Service logistics | [2] Ch.11 | 1 | 2 | - | 1 | 6 |
| 12 | Managing risk in the supply chain | [2] Ch.12 | 1 | 2 | - | 1 | 6 |
| 13 | The era of network competition | [2] Ch.13 | 1 | 2 | - | 1 | 6 |
| 14 | Overcoming the barriers to supply chain integration | [2] Ch.14 | 1 | 2 | - | 1 | 6 |
| 15 | Creating a sustainable supply chain | [2] Ch.15 | 1 | 2 | - | 1 | 6 |
| Total hours: | | | 150 | 15 | 30 | 15 | 90 |

7. List of topics/ assignments for practical classes

| № | Topic Title | Number of hours | References | Form of reporting | Deadline |
|----|--|-----------------|------------|--|--------------|
| 1 | Logistics, the supply chain and competitive strategy | 2 | Ch.1 | Written and oral answers on questions, solutions | In the class |
| 2 | Delivering customer value | 2 | Ch.2 | Written and oral answers on questions, solutions | In the class |
| 3 | Going to market | 2 | Ch.3 | Presentation | In the class |
| 4 | Measuring logistics costs and performance | 2 | Ch.4 | Written and oral answers on questions, solutions | In the class |
| 5 | Matching supply and demand | 2 | Ch.5 | Written and oral answers on questions, solutions | In the class |
| 6 | Creating the responsive supply chain | 2 | Ch.6 | Written and oral answers on questions, solutions | In the class |
| 7 | Strategic lead-time management | 2 | Ch.7 | Presentation | In the class |
| 8 | The synchronous supply chain | 2 | Ch.8 | Written and oral answers on questions, solutions | In the class |
| 9 | Complexity and the supply chain | 2 | Ch.9 | Written and oral answers on questions, solutions | In the class |
| 10 | Managing the global pipeline | 2 | Ch.10 | Presentation | In the class |
| 11 | Service logistics | 2 | Ch.11 | Presentation | In the class |

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|----|---|-----------|-------|--|--------------|
| 12 | Managing risk in the supply chain | 2 | Ch.12 | Written and oral answers on questions, solutions | In the class |
| 13 | The era of network competition | 2 | Ch.13 | Written and oral answers on questions, solutions | In the class |
| 14 | Overcoming the barriers to supply chain integration | 2 | Ch.14 | Written and oral answers on questions, solutions | In the class |
| 15 | Creating a sustainable supply chain | 2 | Ch.15 | Written and oral answers on questions, solutions | In the class |
| | Total hours: | 30 | | | |

8. List of topics/assignments for Student Independent Study

| № | Topic/Assignment title | Number of hours | References | Form of reporting | Deadline |
|---|--|-----------------|---|--|---|
| 1 | Logistics, the supply chain and competitive strategy. Case Studies. Academic Articles. | 6 | Martin Christopher (2016) Logistics and Supply Chain Management. Fifth edition. Lecture 1 | Written and oral answers on questions, and solutions | A day before a practical lesson at 10pm |
| 2 | Delivering customer value. Case Studies. Academic Articles. | 6 | Martin Christopher (2016) Logistics and Supply Chain Management. Fifth edition. Lecture 2 | Written and oral answers on questions, solutions | A day before a practical lesson at 10pm |
| 3 | Going to market. Case Studies. Academic Articles. | 6 | Martin Christopher (2016) Logistics and Supply Chain Management. Fifth edition. Lecture 3 | Written and oral answers on questions, solutions | A day before a practical lesson at 10pm |
| 4 | Measuring logistics costs and performance. Case Studies. Academic Articles. | 6 | Martin Christopher (2016) Logistics and Supply Chain Management. Fifth edition. Lecture 4 | Written and oral answers on questions, solutions | A day before a practical lesson at 10pm |
| 5 | Matching supply and demand. Case Studies. Academic Articles. | 6 | Martin Christopher (2016) Logistics and Supply Chain Management. Fifth edition. Lecture 5 | Written and oral answers on questions, solutions | A day before a practical lesson at 10pm |
| 6 | Creating the responsive supply chain. Case Studies. Academic Articles. | 6 | Martin Christopher (2016) Logistics and Supply Chain Management. Fifth edition. Lecture 6 | Written and oral answers on questions, solutions | A day before a practical lesson at 10pm |
| 7 | | 6 | | | |
| 8 | Assignment 8 | 6 | Martin Christopher (2016) Logistics and Supply Chain | Written | A day before a practical |

| | | | | | |
|----|--|-----------|--|-----------------------------------|---|
| | Importance of logistics and supply chain management, competitive advantage. Presentation Interesting facts about logistics | | Management. Fifth edition. Lecture 8 | | lesson at 10pm |
| 9 | Analyses of Supply Chain Map | 6 | Martin Christopher (2016) Logistics and Supply Chain Management. Fifth edition. Lecture 9 | Teamwork, presentation | A day before a practical lesson at 10pm |
| 10 | Analyses of Distribution Channels | 6 | Martin Christopher (2016) Logistics and Supply Chain Management. Fifth edition. Lecture 9 | Teamwork, presentation | A day before a practical lesson at 10pm |
| 11 | Logistic costs and performance | 6 | Martin Christopher (2016) Logistics and Supply Chain Management. Fifth edition. Lecture 9 | Teamwork, presentation | A day before a practical lesson at 10pm |
| 12 | Analyses of global logistics crisis | 6 | Martin Christopher (2016) Logistics and Supply Chain Management. Fifth edition. Lecture 10 | Teamwork, presentation | A day before a practical lesson at 10pm |
| 13 | Assignment 13 The era of network competition | 6 | Martin Christopher (2016) Logistics and Supply Chain Management. Fifth edition. Lecture 11 | Written, Individual | A day before a practical lesson at 10pm |
| 14 | Supply Sustainability Management Case Study | 6 | Samsung Case Study | Teamwork, presentation | A day before a practical lesson at 10pm |
| 15 | End of Term Exam Research The role of logistics and supply chain management | 6 | Martin Christopher (2016) Logistics and Supply Chain Management. Fifth edition. Lecture 12 | Written Teamwork, presentation | A day before a practical lesson at 10pm |
| | Total hours: | 90 | | | |

9. System for evaluating student performance in a discipline:

| Period | Assignments | Score | Total |
|-----------------------------|------------------------|------------|------------|
| 1 st attestation | Individual assignments | 100 | 100 |
| | Teamwork | 100 | |
| | Participation in class | 100 | |
| | Midterm Exam | 100 | |
| 2 nd attestation | Individual assignments | 100 | 100 |
| | Teamwork | 100 | |

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|--------------|--|-------------------|------------|
| | Participation in class End-of-term | 100 100 | |
| Exam | | | 100 |
| Total | Final | | 100 |

*If the number of absences exceeds 20%, student will be automatically scheduled for a Retake (summer semester)

10. Assessment criteria:

The point-rating letter system for assessing the educational achievements of students with their interpretation in the traditional grading scale:

| Letter Grade | Numerical equivalent | Points (%) | Traditional system assessment | General description of grading criteria |
|--------------|----------------------|------------|-------------------------------|---|
| A | 4,0 | 95-100 | Excellent | The student has knowledge of the subject in the full scope of the curriculum, understands the discipline deeply enough; shows a high level of knowledge that exceeds the volume provided by the syllabus, gives an exhaustive answer |
| A- | 3,67 | 90-94 | | The student has knowledge of the subject in the full scope of the curriculum, understands the discipline deeply enough; gives an exhaustive answer |
| B+ | 3,33 | 85-89 | Good | The student shows a complete, well-founded knowledge of the subject, but the answers did not always highlight the main idea, rational methods of calculation were not always used; the answers were mostly brief and sometimes unclear. |
| B | 3,0 | 80-84 | | |
| B- | 2,67 | 75-79 | | |
| C+ | 2,33 | 70-74 | | |
| C | 2,0 | 65-69 | Satisfactory | The student demonstrates sufficient knowledge of the subject, but without proper depth and justification, the answers are unclear and without proper logical sequence. |
| C- | 1,67 | 60-64 | | |
| D+ | 1,33 | 55-59 | | |
| D | 1,0 | 50-54 | | |
| FX | 0,5 | 25-49 | Unsatisfactory | The student demonstrates insufficient knowledge of the subject, positive answers were not given to individual questions. |
| F | 0 | 0-24 | | The student demonstrates a very low level of knowledge of the subject. |

11. Assessment and evaluation materials (exam questions)

- Form of assessment (exam): presentation, project defense

Each student will prepare a PowerPoint presentation in group of their Project. The presentation should apply techniques for a good presentation, including an overview, body, summary/review and include visual content. The presentation should be visually interesting and professional appearance is important. All materials should be logically and consistently structured. No more than 20 slides. Also, team can prepare a handout to accompany the presentation to the class.

Student will be informed about marks after defense of the presentation. Student should send full version of text to the lecturer by e-mail. Student should answer the lecturer's questions during the defense. Lecturer in the written form will supervise final version of the content.

Assessment includes the following requirements:

- Overview
- Content
- Conclusions
- Propositions
- Answering to questions
- Final report in the written form

Student Observation Logs (to build accountability in group work over the course, this checklist is used in classes)

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| √ I have brought what I need: materials and sources for group discussion |
| √ I have done my preparation for my part and can contribute information to the group |
| √ I know what I need to do (tasks or responsibilities). I volunteered my ideas or help |
| √ Role within team: I contribute to team effort, attempting to lead discussion or supporting rather than digressing from topic |
| √ Participation: I am here and not distracted by my phone or doodling |

Assessment criteria for final exam, team work and written assignments:

| Review Areas | Excellent (100%) | Good (90-99%) | Average (80-89%) | Poor (<80%) |
|----------------------|---|--|--|---|
| Assignment Questions | All of the assignment questions have been thoroughly answered with ample supporting evidence. | All of the assignment questions have been answered sufficiently, with some supporting evidence | All of the assignment questions have been answered but the answers are insufficient and/or are lacking supporting evidence | Two or more of the assignment questions have not been answered. |
| Critical Analysis | Points are clear and fully supported by source material. | Points are clear and mostly supported by source material, with 1 exception. | Points are clear and somewhat supported by source material, with 2 or 3 exceptions. | It is difficult to identify what points the author is trying to make or their connection to the material. |

| | | | | |
|---|--|--|---|---|
| Application of Course Concepts | Student applied a full range of course concepts in the report and demonstrated significant understanding of course material. | Student applied the majority of course concepts in the report and demonstrated a thorough understanding of course material. | Student applied a limited range of course concepts in the report and illustrated a basic understanding of course material. | Student applied minimal to no course concepts in the report. |
| Writing | Excellent document with no grammar, punctuation or spelling errors. | Report contained satisfactory writing with only a few grammar, punctuation and/or spelling errors. | Report contained adequate writing with several grammar, punctuation and/or spelling errors. | Serious logic, grammar, punctuation, and spelling errors make the report very difficult to read or understand |
| Organization | Information provided is ordered excellently in paragraphs and transitions that ease understanding. | Information provided is logically ordered in paragraphs with transitions. | Information provided is scattered and needs a lot of improvement. | Information provided is not detailed and the report is hard to follow and understand. |
| Team members actively participate in the task or project to accomplish a common goal. | Team has an extensive project management plan that outlines the tasks to be accomplished, resources that are needed, due dates, assigned aspects to various members and anticipated future needs. The team engages in regular follow-up activities to monitor progress and provide feedback to team members. | Team clearly defined the tasks to be accomplished, assigned aspects to various members and anticipated future needs. The team engages in follow-up activities to monitor progress. | Team informally defined the tasks but not all members understand them so not all members are able to make meaningful contributions. The follow-up is sporadic. | The team did not define the task and few members participate actively. There is no follow-up. |
| Team members use their diversity to build strength. | Team members recognize each other as legitimate contributors to the shared goals; they build on each other's ideas and take responsibility for the overall advancement of knowledge of the team. They see diversity as a strength that helps to strengthen the overall outcomes. Team members encourage diverse points of view, openly negotiate emerging understandings and provide and accept specific feedback to and from each other | Every team member is treated with respect. All members listen to all ideas. The work of each person is acknowledged. Members feel free to seek assistance from others or to ask questions. | There is a general atmosphere of respect for team members, but some members may not be heard as much as others. Acknowledging others' work is serendipitous rather than planned. Some members may not feel free to turn to others for help. | The team atmosphere is competitive and individualistic rather than cooperative and supportive. |

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| | to improve team processes and project outcomes. | | | |
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