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Globalization is not considered to be one of the external factors driving change in logistics. ANSWER: False, Page 77. The third era of globalization is said to have begun around the year 2000.

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topics throughout, includes new coverage of hard and soft technology, and offers expanded discussions of fuel, energy, managerial, economic, and environmental issues. Important Notice: Media content referenced within the product description or the product text may not be available in the ebook version.

The latest edition of this market leading text has adopted a supply chain approach, one of the latest developments in logistics management. Its managerial focus blends logistics theory with practical applications and includes updated material of latest transportation regulations and carrier pricing.

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Effective development and management of a supply chain network is an invaluable source of sustainable

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advantage in today ' s turbulent global marketplace, where demand is difficult to predict and supply chains need to be more flexible as a result. This updated 4th edition of the bestselling Logistics and Supply Chain Management is a clear-headed guide to all the key topics in an integrated approach to supply chains, including:

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This is today's indispensable introduction to supply chain management for today's students and tomorrow's managers – not yesterday's! Prof. Hokey Min focuses on modern business strategies and applications – transcending obsolete logistics- and purchasing-driven approaches still found in many competitive books. Focusing on outcomes throughout, The Essentials of Supply Chain Management shows how to achieve continuous organizational success by applying modern supply chain concepts. Reflecting his extensive recent experience working with leading executives and managers, Min teaches highly-effective methods for supply chain thinking and problem-solving. You'll master an integrated Total System Approach that places functions like inventory control and transportation squarely in context, helping you smoothly integrate internal and external functions, and establish effective inter-firm cooperation and strategic alliances across complex supply chains. Coverage

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includes: Understanding modern sourcing, logistics, operations, sales, and marketing – and how they fit together Using modern supply chain methods to improve customer satisfaction and quality Working with cutting-edge supply chain technology and metrics Moving towards greater sustainability and more effective risk management Working with core analytical tools to evaluate supply chain practices and measure performance Legal, ethical, cultural, and environmental/sustainability aspects of modern supply chain operations How to build a career in global supply chain management The Essentials of Supply Chain Management will be an indispensable resource for all graduate and undergraduate students in supply chain management, and for every practitioner pursuing professional certification or executive education in the field.

Cost is considered a crucial factor in much decision-making in private and public organisations. Therefore, the ability to calculate total estimated costs for different alternatives is important. However, such total cost analysis is a challenging task. Providing students with the knowledge and skills needed for total cost analysis is therefore relevant in several disciplines within higher education. Within logistics management, total cost analysis is for decades by several scholars regarded as a ‘cornerstone’, a fundamental part of the discipline. However, except for describing the basic steps and presumptions, the literature does not give much support concerning how to conduct such analyses, or which the difficulties associated with total cost analysis are. This blank space in literature is not limited to the logistics discipline, it stretches

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throughout many disciplines. Neither does literature cover how to teach to support students' learning of total cost analysis. Hence, to address the lack of research, the purpose of this thesis was formulated as follows: To contribute to the understanding of conducting, learning, and teaching total cost analysis. Three research questions were shaped to address each part of the purpose: conducting, learning and teaching. RQ1 What challenges are connected to the process of conducting total cost analysis? RQ2 What thresholds are there for learning how to conduct total cost analysis? RQ3 How can total cost learning be supported by suitable educational methods? The research questions are connected to each other in the sense that the challenges of conducting total cost analysis (RQ1) indicate within which areas total cost learning is difficult, and thereby where thresholds are to be investigated (RQ2). Further, knowledge about the learning thresholds is needed to discuss suitable educational activities (RQ3). The research was conducted by a combination of literature reviews and multiple case studies at four Higher Education Institutions, where both teachers and students were approached. The findings for RQ1 were developed in an abductive procedure walking back and forth between literature and cases. A twelve-step process for total cost analysis was defined, and specific challenges associated for each of these steps. Regarding learning thresholds (RQ2), perceived difficulties with learning total cost analysis were identified in the case studies. These difficulties were then analysed against threshold characteristics available in literature. This resulted in the identification of four total cost learning thresholds. Literature on constructivist-based teaching was used to

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suggest teaching methods to support learning (RQ3). These types of activities proved to match the ones most appreciated by teachers and students in the studied cases. The twelve-step process provides a more structured and holistic view of total cost analysis than previously available in the logistics literature. The description of challenges with conducting total cost analysis is novel, not only within logistics, but also generally, why this is a major contribution from this research. Aspects regarding teaching and learning connected to logistics, and to total cost analysis, are very sparsely addressed in literature, which makes the findings concerning learning thresholds and teaching methods valuable. The findings are believed to be useful for different stakeholders. First and foremost, teachers can use the findings for designing programs, courses, and course modules which cover the important aspects of total cost analysis with help from educational activities supporting the students' learning. Second, for organisations where total cost analyses are conducted, the suggested process with its steps and associated challenges can be used to achieve better total cost analyses, and in turn more substantiated decisions. In the longer perspective, better education on total cost analysis at Higher Education Institutions will further strengthen the total cost competence in organisations, thereby improving the total cost-related decision making. Total cost analysis is not unique for the logistics discipline. Although focus in the study has been on Higher Education Institutions providing logistics courses, the findings are to a high extent believed to be relevant also for other disciplines dealing with total cost analysis.

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