Course Information

<table>
<thead>
<tr>
<th>Description</th>
<th>Overview of strategic cost management and procurement in the supply chain; tactics in effective management of procurement; supply chain strategies and total cost of ownership; management of total supply chain costs.</th>
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</thead>
<tbody>
<tr>
<td>Credit Hours</td>
<td>3</td>
</tr>
<tr>
<td>Prerequisites</td>
<td>This course will use concepts from procurement, supply chain management, corporate finance and managerial accounting to analyze supply chain costs and supply chain strategies and make effective supply chain and procurement decisions. It is preferable that students have elementary knowledge of accounting and financial concepts (profit, revenue, costs, income, expenditure, profit and loss statement, asset, liability, balance sheet, etc.) for this course. If a student does have elementary knowledge of accounting and financial concepts, the faculty member will post links to publicly available videos on those concepts.</td>
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Textbook

*Required*

Purchasing and Supply Management

By Johnson, P. Fraser

Edition : 16Th 20

Publisher : RENT MCG

ISBN 13 : 978125987504

Rental

$70.00 Rent Only

Return by 09/04/23

Digital

$93.75 Digital Purchase

Online access for 365 Days, perpetual offline downloaded access

$50.00 Digital Rental

Expires in 360 Days

Digital Rights

Simulation Software

$The Cool Connection simulation software will be used in the last 7 weeks of the course. The students will be given instructions by the faculty member by February 18, 2022 in making the necessary arrangements to access the software. The cost of the access to the software is about $75. This information will be updated once final pricing is received from Inchainge.

Start Date | January 9th 2023

Class Time | This course is completely online in asynchronous format

Class Days | This course is completely online in asynchronous format

Course Hosting Site | This is a 100% on-line class. There are no regular scheduled “face-to-face” class sessions. This course will be taught using the online format and will make extensive use of the Canvas Learning Management System used by UNCG. Announcements
related to the course and details about assignments, quizzes and exams will be posted on Canvas. However, there will be online live Zoom sessions Tuesday evenings from 7 – 8:30PM. These are not mandatory and will be recorded and made available through the Panopto link in Canvas.

Cognitive Course Objectives

1. Understand how the supply chain contributes to corporate strategy and value.

2. Examine the importance of cost trade-offs, procurement, production planning, inventory policy, logistics, and distribution in the formulation of supply chain strategy.

3. Justify and apply Activity-Based Costing/Activity Based Management (ABC/ABM) and Total Cost of Ownership (TCO) in formulating procurement and supply chain strategies.

4. Identify negotiation frameworks and planning, and the use of cost and price data in conducting effective negotiations and in the writing of a procurement contract.

5. Apply concepts in the execution of the competitive bidding process (including requests for inquiry, requests for quotation, requests for proposal, and statements of work).

6. Identify and apply contract laws in writing procurement contracts, settling supply chain issues, avoiding disputes and managing suppliers (vendors).

7. Introduce and evaluate the use of technology in procurement and the overall supply chain, and how technology can assist in controlling and reducing supply chain costs.

8. Analyze buyer-supplier relationships and vendor management and their impact on achieving procurement and supply chain cost goals.

9. Examine how to apply risk management concepts in creating a more agile, cost-effective, and responsive supply chain.

Instructor Information

<table>
<thead>
<tr>
<th>Name</th>
<th>Mr. Sam Chinnis</th>
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</thead>
<tbody>
<tr>
<td>Email</td>
<td><a href="mailto:sjchinnis@uncg.edu">sjchinnis@uncg.edu</a></td>
</tr>
<tr>
<td>Office</td>
<td>Bryan Building Room 485</td>
</tr>
<tr>
<td>Office Hours</td>
<td>Online Zoom sessions will be held every week. These are for questions and discussion. These sessions are voluntary as this is an online class. For this section, the time will be Tuesdays from 7PM – 8:30PM</td>
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</table>
Communication Expectations

Although I have a phone extension, I will most easily be reached by email at sjchinnis@uncg.edu. If you would like to talk we can set up a meeting in my office or on Zoom. My preference is Zoom. Sometimes screen sharing is helpful in troubleshooting problems with the homework.

The following are expected in all communication that occurs in this class, whether it is electronic or in-person.

- Professional and respectful tone and civility are used in communicating with classmates and the instructor, whether the communication is by electronic means, by telephone, or face-to-face.
- Written communication, both formal and informal, uses Standard English rather than popular online abbreviations and regional colloquialisms. This means no texting abbreviations.
- Spelling and grammar are correct.
- Include which course and section you are in. This is section 01.
- When sending a question please include which course and assignment are related to the question.

How I will communicate with you:

OK, I said it, e-mail. I will respond by email and announce by email (through Canvas), etc. It will go to your Spartan gmail. I know that you are not picking up your phone every ten minutes to check your Spartan Gmail. Here are your choices:

1. Do nothing different, check your Spartan Gmail as often as possible. This is where the information is.
2. Download the Canvas app to your phone. You will receive notification on your phone when there is a message. NOTE: It will be difficult to complete assignments on your phone.
3. Add your Spartan Gmail box to your personal Gmail account. You will receive a notification on your phone when there is a message.

These choices are up to you. I am not mandating any of these, just showing you some options.

Instructional Methodology: The methods employed to achieve these objectives will vary, but include:

1. Textbook reading and study assignments.
2. Zoom sessions highlighting critical textbook material.
3. Homework problems and questions.
4. Video clips in Canvas covering textbook materials, current events, and problem solving methods.

5. Case study Write-ups.

6. The Cool Connection business simulation game.

**Performance Evaluation and Grading**

1. Grades

The semester grade will be based on the following categories:

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Exam 1/ Exam 2</td>
<td>25%</td>
</tr>
<tr>
<td>Case Analyses</td>
<td>25%</td>
</tr>
<tr>
<td>SAP Exercises</td>
<td>15%</td>
</tr>
<tr>
<td>The Cool Connection</td>
<td>25%</td>
</tr>
<tr>
<td>Exams</td>
<td>10%</td>
</tr>
</tbody>
</table>

**Grading Scale**

- A: 93.0 – 100
- A-: 90.0 – 92.9
- B+: 87.0 – 89.9
- B: 83.0 – 86.9
- B-: 80.0 – 82.9
- C+: 77.0 – 79.99
- C: 73.0 – 76.9
- C-: 70.0 – 72.9

2. Case Analysis/ Write-up

Instead of one or two major term papers, this class will develop concepts through the examination of five smaller cases in the text. Instructions will be given for each case. You will be required to execute a deep analysis of each case following the details to support your points and conclusions. See notes at end of syllabus.
3. **Exams**

There will be two open book and open note exams. These exams will cover the chapters in the text. There will be both multiple choice questions and problems to solve.

4. **The Cool Connection**

Students in teams (with four students per team) will be assigned roles (for the Sales, Purchasing, Supply Chain, and Finance functions) in The Cool Connection Simulation Exercise. Students are expected to pay for and obtain access to the software by February 24, 2023 (Friday). Instructions on obtaining access to the software will be provided by the faculty member by January 30 (Monday). Four (4) rounds of the simulation will be carried out over the last seven weeks of the semester. As a group you will analyze the business conditions around your company and execute your decisions to improve operations. After each round you as an individual will also write a summary of what happened, what decisions were made, and what was the impact of those decisions. Also include any learnings about the relationships between different sets of decisions. The scores on The Cool Connection simulation exercise are: (a) 30 points for four individual notes for each round, (b) 30 points for two team notes at the end of Round 2, and 4, and (c) 40 points for individual report. The faculty member will present the results and post-mortem discussion on each round each Tuesday.

5. **Discussions**

The concepts will also be developed with discussion topics. You will be assigned a group up front and your discussions will be with each other throughout the semester. Take time in the discussion to explore the topic and provide some detailed thoughts and ideas.

6. **SAP Assignments**

You may have already had a class with SAP. In this class we will cover the procurement case. As an individual you will execute the basic procurement case. This is the procure to pay business cycle. Then, you will work with your group to complete the challenge at the end of the case.

**Policy on Late or Missed Work**

Generally late work is not accepted. If there is a conflict that arises, please notify me BEFORE the due date for an assignment.

**Due Dates for Assignments**

Assignments will be due on Sunday evenings by 11:55 PM. Any assignment dates are subject to change. 
At least one week’s notice with an announcement will accompany any due date change. Note that exams will be open before the due date. There is not a specific restricted time for taking the exams.

**Academic Integrity Policy:**

You must abide by the UNCG Academic Integrity Policy on all assignments (papers, projects, tests, quizzes etc.) that are part of this course. Failure to abide will result in appropriate consequences as spelt out in the policy. By submitting an assignment, each student is acknowledging their understanding and
commitment to the Academic Integrity Policy on all major work for the course. Refer to the following URL: https://osrr.uncg.edu/academic-integrity/

**Faculty/Student Guidelines:**

The Bryan School has developed a set of guidelines on student behavior and expectations in and out of the classroom as well as what you should expect of me as faculty member. I will encourage you to read through those guidelines by the end of the first week of class. Here is a link to the pdf file for those guidelines. https://bryan.uncg.edu/wp-content/uploads/2017/08/Faculty-and-Student-Guidelines-2018-2019.pdf

**Health and Wellness:**

Your health impacts your learning. Throughout your time in college, you may experience a range of health issues that can cause barriers to your learning. These might include physical ailments, illnesses, strained relationships, anxiety, high levels of stress, alcohol/drug problems, feeling down, or loss of motivation. Student Health Services and The Counseling Center can help with these or other issues you may be experiencing. You can learn about the free, confidential mental health services available on campus by calling 336-334-5874, visiting the website at https://shs.uncg.edu/ or visiting the Anna M. Gove Student Health Center at 107 Gray Drive. Help is always available.

**Academic Accommodations:**

The University of North Carolina at Greensboro respects and welcomes students of all backgrounds and abilities. If you feel you will encounter any barriers to full participation in this course due to the impact of a disability, please contact the Office of Accessibility Resources and Services (OARS). The OARS staff can meet with you to discuss the barriers you are experiencing and explain the eligibility process for establishing academic accommodations. You can learn more about OARS by visiting their website at https://ods.uncg.edu/ or by calling 336-334-544 or visiting them in Suite 215, EUC.

**Bryan School Faculty and Student Guidelines**

Bryan Faculty and students in this course are expected to adhere to the guidelines stated at this link: https://bryan.uncg.edu/wp-content/uploads/2017/08/Faculty-and-Student-Guidelines-2018-2019.pdf

**2023 Spring Covid Statement**

As we return for spring 2023, please uphold UNCG’s culture of care to limit the spread of covid-19 and other airborne illnesses. These actions include, but are not limited to:

- **Engaging in proper hand-washing hygiene**
- **Self-monitoring for symptoms of covid-19**
- **Staying home when ill**
- **Complying with directions from health care providers or public health officials to isolate if ill**
- **Completing a self-report when experiencing covid-19 symptoms or testing positive for covid-19**
• Following the CDC’s exposure guidelines when exposed to someone who has tested positive for covid-19
• Staying informed about the University’s policies and announcements via the covid-19 website
### Course Schedule

<table>
<thead>
<tr>
<th>Topic</th>
<th>Assignments</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>CH 1. Purchasing and Supply Management</td>
<td>Case Write-Up: Dennison Spices</td>
<td>Sunday, January 15, 2023</td>
</tr>
<tr>
<td>CH 2: Supply Strategy</td>
<td>Discussion</td>
<td>Sunday, January 22, 2023</td>
</tr>
<tr>
<td>CH 4: Supply Processes and Technology</td>
<td>Case Write-Up: Qmont Mining Confirm Sign-in to SAP</td>
<td>Sunday, January 22, 2023</td>
</tr>
<tr>
<td>CH 5: Make or Buy; Insourcing and Outsourcing</td>
<td>Discussion: The Hidden costs of off-shoring Case Write-Up: Garland Chocolates</td>
<td>Sunday, January 29, 2023</td>
</tr>
<tr>
<td>CH 6: Need Identification and Specification</td>
<td>Discussion</td>
<td>Sunday, February 5, 2023</td>
</tr>
<tr>
<td>CH 8: Quantity and Inventory</td>
<td>Problems in Quantity and Inventory</td>
<td>Sunday, February 5, 2023</td>
</tr>
<tr>
<td>CH 9: Delivery</td>
<td>Case Write-Up: Russell Wisselink SAP MM Case Completion</td>
<td>Sunday, February 12, 2023</td>
</tr>
<tr>
<td>Exam 1</td>
<td>Exam 1: CH 1,2,4,5,6,8,9</td>
<td>Sunday, February 19, 2023</td>
</tr>
<tr>
<td>CH 10: Price</td>
<td>Quantity Discount Problems Start of Supply Chain Finance Discussion</td>
<td>Sunday, February 26, 2023</td>
</tr>
<tr>
<td>CH 11: Cost Management</td>
<td>Cost Management Problems - Supply Chain Finance Team Exercise: Complete the Challenge for the MM Case in a Team Environment</td>
<td>Sunday, March 5, 2023</td>
</tr>
<tr>
<td><strong>Spring Break March 4 - 12</strong></td>
<td></td>
<td></td>
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<tr>
<td>CH 12: Supplier Selection</td>
<td>Case Write-up: Kettering Industries Inc Initial Discussion of the Cool Connection Simulation</td>
<td>Sunday, March 19, 2023</td>
</tr>
<tr>
<td>CH 13: Supplier Evaluation and Supplier Relationships</td>
<td>Discussion</td>
<td>Sunday, March 19, 2023</td>
</tr>
<tr>
<td>CH 14: Global Supply Management</td>
<td>Discussion: Global Review of Round 1 TCC Submission of Individual Reflection on Round 1</td>
<td>Sunday, March 26, 2023</td>
</tr>
<tr>
<td>CH 15: Legal and Ethics</td>
<td>Contract Exercise Submission of Round 2 TCC</td>
<td>Sunday, April 2, 2023</td>
</tr>
<tr>
<td>The Cool Connection Simulation Exercise</td>
<td>Exam 2: CH 10 - 15 Review of Round 2 TCC Submission of Individual Reflection Round 2</td>
<td>Sunday, April 9, 2023</td>
</tr>
<tr>
<td>The Cool Connection Simulation Exercise</td>
<td>Submission of Team Summary after Round 2</td>
<td>Sunday, April 16, 2023</td>
</tr>
<tr>
<td>The Cool Connection Simulation Exercise</td>
<td>Submission of Round 4 TCC Review of Round 3 TCC Submission of Individual Reflection Round 3</td>
<td>Sunday, April 23, 2023</td>
</tr>
<tr>
<td>The Cool Connection Simulation Exercise</td>
<td>Review of Round 4 TCC Submission of Individual Reflection Round 4</td>
<td>Sunday, April 30, 2023</td>
</tr>
<tr>
<td>Submission of Team Summary after Round 4</td>
<td></td>
<td>Thursday, May 4, 2023</td>
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</tbody>
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STUDYING AND LEARNING FROM CASES (credit to Dr. Karen Pentz – This is a good explanation)


The cases featured in this course are representative of real-world problems that managers in different organizations have to face and resolve. Although designed principally for use in classroom discussions, many of these cases can offer valuable insights to the individual reader.

The comments that follow are directed primarily at participants in courses and seminars who have been assigned one or more of these cases to prepare for subsequent class discussion. Unlike methods of instruction that use lectures and textbooks, the case method of instruction does not present students with a body of tried and true knowledge about how to be a successful manager. Instead, it provides an opportunity for students to learn by doing.

As a student, you may find that dealing with cases is very much like working with the actual problems that people encounter in their jobs as managers. In most instances, you’ll be identifying and clarifying problems facing the management of a company or non-business organization, analyzing qualitative information and quantitative data, evaluating alternative courses of action, and then making decisions about what strategy to pursue for the future. You may enjoy the process more—and will probably learn more—if you accept the role of an involved participant rather than that of a disinterested observer who has no stake, or interest, in resolving the problems in question.

The goal of case analysis is not to develop a set of “correct” facts but to learn to reason well with available data. Cases mirror the uncertainty of the real-world managerial environment in that the information they present is often imprecise and ambiguous. You may perhaps be frustrated that there is no one right answer or correct solution to any given case. Instead, there may be a number of feasible strategies management might adopt, each with somewhat different implications for the future of the organization, and each involving different trade-offs.

In this course, you’ll be exposed to a wide range of different management situations within a relatively short time. As a result, the cases presented in this course will collectively provide a much broader exposure to strategic costs, procurement, and supply chain finance issues than most managers experience in many years on the job.

CASES AND THE REAL WORLD

Recognizing that managerial problems are not unique to a particular institution (or even to a specific industry) forms a basis for developing a professional approach to management.

It’s important to recognize that even though case writers try to build realism into their cases, these cases differ from real-world management situations in several important respects. First, the information is prepackaged in written form. By contrast, managers accumulate their information through memoranda, meetings, chance conversations, research studies, observations, news reports, and other externally published materials—and, of course, by rumor.
Second, cases tend to be selective in their reporting because most of them are designed with specific teaching objectives in mind. Each must fit a relatively short class period and focus attention on a defined category of management problem within a given subject area. To provide such a focus—and to keep the length and complexity of the case within reasonable bounds—the writers may need to omit information on problems, data, or personnel that are peripheral to the central issue in the case.

In the real world, management problems are usually dynamic in nature. They call for some immediate action, with future analysis and major decisions being delayed until some later time. Managers are rarely able to wrap up their problems, put them away, and go on to the next “case.” In contrast, discussing a case in class or writing an analysis of a case is more like examining a snapshot taken at a particular point in time—although sometimes a sequel case provides a sense of continuity and poses the need for future decisions within the same organization.

A third, and final, contrast between case analyses and real-world management is that participants in case discussions and authors of written case reports aren’t responsible for implementing their decisions, nor do they have to live with the consequences. However, this does not mean you can be frivolous when making recommendations. Professors and students are likely to be critical of contributions that are not based on careful analysis and interpretation of the facts.

PREPARING A CASE

Just as there is no one right solution to a case, there is also no single correct way of preparing a case. However, the broad guidelines outlined in “Preparing a Case” may help familiarize you with the job of case preparation. With practice, you should be able to establish a working style with which you feel comfortable. The guidelines on initial analysis and on developing recommendations should also serve you well for preparing written case reports or case-based exams.

First, it’s important to gain a feel for the overall situation by skimming quickly through the case. Ask yourself:

- What sort of organization does the case concern?
- What issues does management appear to be facing?

Preparing a Case: A Brief Outline

I. Initial fast reading
   * No notes
   * Get a feel for what’s going on

   * Think about major problems and forces present

II. A second careful reading

*Make notes identifying: Organizational objectives

Nature of problem(s)
Key facts Key decisions

* Evaluate and analyze case data

III. Development of specific issues
Identify alternative courses of action to meet objectives

Consider implications of each action
Provide recommendations, supported by analysis

An initial fast reading, without making notes or underlining, should provide a sense for what is going on and what information is being presented for analysis. Then you’ll be ready to make a very careful second reading of the case. This time, seek to identify key facts so that you can develop a situation analysis and clarify the nature of the problems facing management. As you go along, try to make notes in response to such questions as:

- What decisions need to be made, and who will be responsible for making them?
- What are the objectives of the organization itself and of each of the key players in the case? Are these objectives compatible? If not, can the problem be reconciled, or will it be necessary to redefine the objectives?
- What resources and constraints are present that may help or hinder attempts by the organization to meet its objectives?

You should make a particular effort to establish the significance of any quantitative data presented in the text of the case or, more often, in the exhibits. See if new insights may be gained by combining and manipulating data presented in different parts of the case. But do not accept the data blindly. In the cases, as in real life, not all information is equally reliable or equally relevant. On the other hand, case writers will not deliberately misrepresent data or facts to trick you.

Developing courses of action on specific issues

At this point in the analysis, you should be in a position to summarize your evaluation of the situation and to develop some recommendations for management. First, identify the alternative courses of action that the organization might have. Next, consider the implications of each alternative, including possible undesirable outcomes, such as provoking responses from stronger competitors. Ask yourself how short-term tactics fit with longer-term strategies. Relate each alternative to the objectives of the organization (as defined or implied in the case, or as redefined by you). Then, develop a set of recommendations for future action, making sure that these recommendations are supported by your analysis of the case data. Specific issues to be considered for each case are provided under the appropriate class session in the “schedule of sessions” section in the memorandum of understanding.

Your recommendations won’t be complete unless you give some thought to how the proposed strategy should be implemented:
* What resources—human, financial, or other—will be required?
* Who should be responsible for implementation?
* What time frame should be established for the various actions proposed?
* How should subsequent performance be measured?