

## **SCMT 325: Procurement**

**Prerequisite(s): None**

**Credits: 3**



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### **I. Course Description**

This course enables the student to delve into the vital field of Procurement and how it relates to the supply chain. Major areas of study include the evolution, philosophy, concepts, tools, and techniques associated with Procurement. Specific topics to be examined include an introduction to purchasing and supply chain management; purchasing process; purchasing policy and procedures; supply management integration; purchasing and supply management organization; strategy development; supplier evaluation and selection; supplier quality management; supplier management and development; worldwide sourcing; strategic cost management; analysis tools and techniques; negotiation and conflict management; and contract management. The course combines theory and application to provide an up-to-date, practical learning opportunity that focuses on the needs of modern managers and professionals in an age of global competition and rapid technological change. Character and operational excellence principles related to management activities are also explored and applied.

### **II. Course Objectives**

At the end of this course, students should be able to demonstrate the ability to:

1. Describe the role of procurement in the overall supply chain of the firm.
2. Explain the interdependence of the purchasing with other key functional areas of the supply chain.
3. Identify and evaluate the key factors and the interdependence of sourcing materials/services, supplier development, supply management integration and strategic cost management in the design of an effective supply chain.
4. Identify and evaluate purchasing policies and procedures, supply management organization structure and worldwide sourcing processes.
5. Identify and evaluate approaches to negotiation and conflict management.
6. Explain how to implement a supplier quality management system, how to successfully select suppliers and evaluate suppliers, and how to manage contracts.
7. Integrate Christian principles with production decisions, including, but not limited to, hiring and firing decisions, layoffs, plant closings, etc.

### **III. Course Textbooks and Readings Materials**

***\*Students must purchase in advance texts and/or materials for this course.***

**Purchasing and supply chain management, (6th Ed.).**

R. M. Monczka, R. B. Handfield, L. C. Giunipero, & J. L. Patterson (2016).

ISBN-10: 1285869680

ISBN-13: 9781285869681

**Management by Proverbs: Scriptural Wisdom for Superior Results Paperback – June 30, 2020**

Author: M. A. Zigarelli

ISBN: 9780578718217

#### **IV. Weekly Information**

##### **Module One – Week 1**

##### **Introduction to Purchasing and Supply Chain Management/Purchasing Process**

#### **Objectives**

At the end of this lesson, students should be able to:

- 1.1 Analyze the differences between purchasing and supply management.
- 1.2 Discuss the differences between supply chains and value chains.
- 1.3 Identify the activities that are part of supply chain management.
- 1.4 Analyze the importance of supply chain enablers.
- 1.5 Identify the historical stages of purchasing's evolution.
- 1.6 Discuss the key objectives of any supply management function.
- 1.7 Identify the responsibilities of the supply management function.
- 1.8 Discuss the purchasing process and the role of e-procurement tools in the process.
- 1.9 Explain the different types of purchases made by organizations
- 1.10 Analyze how organizations are seeking to improve the procurement process.

#### **Reading**

- Read Chapters 1 and 2 R. M. Monczka, R. B. Handfield, L. C. Giunipero, & J. L. Patterson (2016). *Purchasing and supply chain management*, (6th Ed.).

#### **Deliverables**

- Two (2) Discussion board posts and responses – main posts due on Thursday and replies are due on Sunday
- Case Study – due Sunday
- Weekly Quiz/Test – due Sunday

## **Module Two – Week 2**

### **Purchasing Policy and Procedures/Supply Management Integration**

#### **Objectives**

At the end of this lesson, students should be able to:

- 2.1 Analyze why purchasing policies are important.
- 2.2 Discuss the different types of purchasing policies.
- 2.3 Identify the different types of purchasing procedures.
- 2.4 Discuss why integration is important to company performance and the role that supply management plays in internal and external integration.
- 2.5 Determine the role of cross-functional teams in promoting integration.
- 2.6 Define how supply management can work with engineering and suppliers to develop new products and services.

#### **Reading**

- Read Chapters 3 and 4 R. M. Monczka, R. B. Handfield, L. C. Giunipero, & J. L. Patterson (2016). *Purchasing and supply chain management*, (6th Ed.).
- Read Principles 11 in Management by Proverbs book

#### **Deliverables**

- Discussion board post and responses– main posts due on Thursday and replies are due on Sunday
- Case Study – due Sunday
- Weekly Quiz/Test – due Sunday

## **Module Three – Week 3**

### **Purchasing and Supply Management Organization/Strategy Development**

#### **Objectives**

At the end of this lesson, students should be able to:

- 3.1 Explain the role of organizational design in enabling purchasing and supply management success.
- 3.2 Comprehend the differences between centralized, center-led and decentralized, and forms of the purchasing organization.
- 3.3 Analyze the drivers that affect organizational design in purchasing and supply management.

- 3.4 Discuss the cross-functional team concept and its influence and roadblocks to adoption in purchasing and supply chain.
- 3.5 Identify trends in the supply organization of the future.
- 3.6 Analyze how supply and enterprise strategies must align to drive value.
- 3.7 Describe a category strategy.
- 3.8 Discuss the category strategy development process.
- 3.9 Identify the types of category strategy outcomes.
- 3.10 Explain e-reverse auctions.
- 3.11 Discuss supply management transformation initiatives.

### **Reading**

- Read Chapters 5 and 6 R. M. Monczka, R. B. Handfield, L. C. Giunipero, & J. L. Patterson (2016). *Purchasing and supply chain management*, (6th Ed.).
- Read Principles 15 and 16 in Management by Proverbs book

### **Deliverables**

- Discussion board post and responses– main posts due on Thursday and replies are due on Sunday
- Case Study – due Sunday
- Weekly Quiz/Test – due Sunday

## **Module Four – Week 4**

### **Supplier Evaluation and Selection/Supplier Quality Management**

### **Objectives**

At the end of this lesson, students should be able to:

- 4.1 Explain the seven-step supplier selection process as an enabler to world-class supplier selection.
- 4.2 Discuss the sourcing alternatives and critical issues that supply professionals consider in determining a sourcing strategy.
- 4.3 Analyze the important areas to analyze when visiting suppliers.
- 4.4 Identify key criteria to narrow the supplier pool.
- 4.5 Discuss the resources available to identify suppliers.
- 4.6 Explain the importance of supplier financial analysis.
- 4.7 Discuss how to develop a quantitative supplier evaluation and selection survey.
- 4.8 Define supplier quality management.
- 4.9 Analyze those critical to quality factors that influence supply management's role in managing supplier quality.
- 4.10 Link the principles of total quality management to supplier management best practices.

- 4.11 Define the basic principles of Deming's 14 points, Six Sigma quality, and cost of quality.
- 4.12 Explain quality management programs.
- 4.13 Develop the elements of a basic supplier manual.

### **Reading**

- Read Chapters 7 and 8 R. M. Monczka, R. B. Handfield, L. C. Giunipero, & J. L. Patterson (2016). *Purchasing and supply chain management*, (6th Ed.).
- Read the case study, The Downsizing Dilemma, in Management by Proverbs book.

### **Deliverables**

- Discussion board post and responses– main posts due on Thursday and replies are due on Sunday
- Case Study – due Sunday
- Weekly Quiz/Test – due Sunday

## **Module Five – Week 5**

### **Supplier Management and Development/Worldwide Sourcing**

### **Objectives**

At the end of this lesson, students should be able to:

- 5.1 Explain that supply base management and supplier development includes a broad range of activities intended to improve supplier performance.
- 5.2 Define the relationship between supplier measurement and supplier management.
- 5.3 Explain how to develop different types of supplier measurement tools.
- 5.4 Discuss the importance of a rationalized supply base in terms of size and quality.
- 5.5 Know when and how to apply supplier development tools, techniques, and approaches.
- 5.6 Discuss the various forms of supply base risk and understand how to manage and/or mitigate them effectively.
- 5.7 Identify the importance of managing for sustainability in the supply base.
- 5.8 Identify the differences between international purchasing and global sourcing.
- 5.9 Explain the concepts of offshoring, re-shoring and nearshoring.
- 5.10 Define the reasons why firms pursue worldwide sourcing.
- 5.11 Discuss the problems and obstacles hindering global sourcing efforts.
- 5.12 Identify the advantages of using a foreign trade zone in worldwide sourcing.
- 5.13 Define the key drivers needed for successful global sourcing efforts.

### **Reading**

- Read Chapters 9 and 10 R. M. Monczka, R. B. Handfield, L. C. Giunipero, & J. L. Patterson (2016). *Purchasing and supply chain management*, (6th Ed.).

### **Deliverables**

- Discussion board post and responses– main posts due on Thursday and replies are due on Sunday
- Case Study – due Sunday
- Weekly Quiz/Test – due Sunday

### **Module Six – Week 6**

#### **Strategic Cost Management/Analysis Tools and Techniques**

### **Objectives**

At the end of this lesson, students should be able to:

- 6.1 Explain the impact of cost management on the supply chain.
- 6.2 Discuss the fundamental approaches to price management.
- 6.3 Define approaches for reducing supplier costs of production and delivery.
- 6.4 Explain the concept of total cost of ownership.
- 6.5 Identify collaborative approaches to cost management.
- 6.6 Explain fundamentals of project management tools.
- 6.7 Explain how to calculate the effect of learning curves on supplier costs.
- 6.8 Develop a basic knowledge on the value analysis process.
- 6.9 Develop basic skills in process analysis and value stream mapping in a supply chain.

### **Reading**

- Read Chapters 11 and 12 R. M. Monczka, R. B. Handfield, L. C. Giunipero, & J. L. Patterson (2016). *Purchasing and supply chain management*, (6th Ed.).

### **Deliverables**

- Discussion board post and responses– main posts due on Thursday and replies are due on Sunday
- Case Study – due Sunday
- Weekly Quiz/Test – due Sunday

### **Module Seven – Week 7**

#### **Negotiation and Conflict Management/Contract Management**

### **Objectives**

At the end of this lesson, students should be able to:

- 7.1 Explain when and why a buyer enters into a supply management negotiation.
- 7.2 Discuss the importance of effective planning within the negotiation process.
- 7.3 Describe the different sources of power that are present during negotiations.
- 7.4 Explain the characteristics of effective negotiators.
- 7.5 Comprehend the central role of concession management during negotiation.
- 7.6 Explain the subtleties and complexities involved in global negotiations.
- 7.7 Explain how to effectively negotiate via electronic means.
- 7.8 Explain the different type contracts that exist.
- 7.9 Develop knowledge of long-term contracts and when they should be used.
- 7.10 Describe different types of contracts for nontraditional areas of spending.
- 7.11 Discuss legal alternatives to contractual disputes that work.

### **Reading**

- Read Chapters 13 and 14 R. M. Monczka, R. B. Handfield, L. C. Giunipero, & J. L. Patterson (2016). *Purchasing and supply chain management*, (6th Ed.).

### **Deliverables**

- Discussion board post and responses– main posts due on Thursday and replies are due on Sunday
- Case Study – due Sunday
- Weekly Quiz/Test – due Sunday

## **V. Course Information and Grading**

### **Course Requirements (Weekly)**

Each Module will be based on the inclusion and grading of the following segments: Discussion Boards, Assignments/ Case Studies/ Projects.

### **Class Discussions**

Successful online learning requires active and meaningful participation in the Discussion Board Forum. Critical thinking, appropriate use of judgment and professional comments are required for all responses. Simple agreement or disagreement with a fellow student does not constitute a quality response. Student opinions are important but must be supported by relevant data obtained in the literature or text.

1. One initial discussion board post is due by the fourth day (Thursday @ 11:59 pm) of each weekly module and two response posts are due by the last day (Sunday @ 11:59 pm) of each weekly module.
2. Participation – Students must meet initial and response post deadlines to be eligible for full points. Late initial posts may be accepted with a 33% reduction in the overall score

assessed for each day late. Two response posts are required. If only one is received, then the overall score will be reduced by 25%. If no response posts are received, then the overall score will be reduced by 50%.

3. Students should be respectful and write in a proper and professional manner.

Please refer to the Discussion Board Rubric located within course syllabus for specific requirements and guidance on delivering a substantial discussion.

### **Late and Make-up Assignments**

All deliverables are due by 11:59 PM on the due dates indicated. Assignments that are submitted after the due date without prior written approval (text or email) from the instructor will receive the following deductions:

1. Late assignments are subject to a deduction of 10% of the available points for each day late.
2. Assignments submitted later than one week after due date will not be accepted and will receive a zero (0).
3. No work may be submitted after the last day of the course.
4. See [Class Discussions](#) for late discussion post policy.

When substantive emergencies occur, acceptance of late submissions is left to the discretion of the course instructor.

### **Written Work**

- All graded assignments must be typewritten, as designated by the professor of record for the course.
- All referenced materials must be presented according to the Publication Manual of the American Psychological Association (APA), based on the most current published edition. (current, 7<sup>th</sup> edition) (Except for English courses that specify use of MLA format.)
- All required written assignments are due on the last night of each lesson week at 11:59pm EST. This information is included in the course scheduler and calendar of every course.
- All written and graded assignments are considered the property of the College of Adult and Professional Studies and should be returned to the appropriate professor of record for the related course.
- SafeAssign may be used to check for plagiarism.

### **Policies**

Academic support information is available under “CAPS Policies”

### **Grading Scale and Assigned Letter Grades**



Charleston Southern Online Undergraduate classes follow the following numerical and letter grading scale. Grades will be posted by the Sunday night following the closing of the Module. No grades will be given to students over the phone.

A = 900 -1000 points

B+ = 870 -899 points

B = 800 – 869 points

C+ = 770 – 799 points

C = 700 – 769 points

D = 600 -699 points

F = <600 points

The following table shows the assignment types contained within this course and the assigned weighting used to determine the final course grade.

Activity Types	Weights (%)
Discussion Forums	30
Case Studies	52.5
Weekly Quiz/Test	17.5
Total	100

**Discussion Board Rubric – Introduction (First week only: 20 Points)**

Criteria	Minimal	Effective
Pts Possible: 0 or 10  Initial Post  Introduction.	Pts Possible: 0  No post or did not follow instructions at all.	Pts Possible: 10  Posted following instructions.
Pts Possible: 0 or 10  Response Posts  Welcome.	Pts Possible: 0  No post or did not follow instructions at all.	Pts Possible: 10  Posted following instructions.

Participation – Students must meet initial and response post deadlines to be eligible for full points. Late initial posts may be accepted with a 33% reduction in the overall score assessed for each day late. Two response posts are required. If only one is received, then the overall score will be reduced by 25%. If no response posts are received, then the overall score will be reduced by 50%.

### Discussion Board Rubric (40 points possible)

Rubric Criteria	Minimal	Competent	Effective	Mastery
<p><i>Pts Possible: 0 - 20</i></p> <p>Initial Post</p> <p>Understanding:</p> <p>Discovers and conveys understanding through relevant discussion with peers. Relevant and proper business writing and critical thought development. Posts timely.</p> <p><i>A minimum of 2 peer-reviewed sources are cited in the post and listed in appropriate APA format at the end of the post.</i></p>	<p><i>Pts Possible: 0 - 5</i></p> <p>Student provides weak contribution to the discussion board. Addresses the questions in a manner that is unclear or does not convey concept understanding. Shows evidence of critical thought but is not concise or complete. Does not cite any peer-reviewed sources. <i>Post is less than 75 words.</i></p> <p>0 points if post is not submitted by 11:59 p.m. on Thursday.</p>	<p><i>Pts Possible: 6 - 10</i></p> <p>Student makes contribution by making a mostly complete response to the questions. The contribution is mostly restatement of materials. Student conveys thoughts adequately; however, needs to further develop critical aspects. Student cites 1 peer-reviewed source. Not in appropriate APA format. A few writing errors.</p> <p><i>Post has between 75 - 124 words.</i></p>	<p><i>Pts Possible: 11-15</i></p> <p>Student advances the discussion and body of knowledge providing relevant, original thoughts to the question. Student conveys thoughts in a well- rounded manner that shows understanding, critical thought and application of concepts. Student cites 2 peer-reviewed sources in the body of the post. Not APA format.</p> <p>Well written.</p> <p><i>Post has between 125 – 250 words.</i></p>	<p><i>Pts Possible:16-20</i></p> <p>Student provides relevant and thought-provoking viewpoints to the question. Post is innovative and indicates a high level of thought.</p> <p>Student writing shows a high level of critical thought, analysis and application of concepts and ideas. Student cites 2 peer-reviewed sources in the body of the post in proper APA format.</p> <p>Very well-written.</p> <p><i>Post exceeds 250 words.</i></p>
<p><i>Pts Possible: 0 - 20</i></p> <p>Response Posts</p> <p>Discovers key areas of knowledge and concepts from peers. Furthers the body of knowledge by</p>	<p><i>Pts Possible: 0 - 5</i></p> <p>Student shows minor comprehension of the concepts and viewpoints from peers. The responses are vague and do not show</p>	<p><i>Pts Possible: 6 - 10</i></p> <p>A student shows adequate understanding of the knowledge and concepts posted by peers. The responses are mostly “I agree...”</p>	<p><i>Pts Possible: 11-15</i></p> <p>Student advances the discussion providing additional commentary and critique. The responses are correct but mostly</p>	<p><i>Pts Possible: 16-20</i></p> <p>Student advances the discussion providing additional commentary that is relevant or offers an alternative.</p>

Rubric Criteria	Minimal	Competent	Effective	Mastery
<p>responding to peers' posts with relevant and thought-provoking comments. A <i>minimum of 1 peer-reviewed source is cited and listed in appropriate APA format at the end of each student response.</i></p> <p>0 points = no response posts.</p> <p>10 points = 1 response post.</p>	<p>understanding or integration. Poorly written. Does not cite any peer-reviewed sources.</p> <p><i>Post is less than 75 words.</i></p>	<p>Student cites 1 peer-reviewed source. Peer reviewed source was somewhat relevant and published within past 5 years.</p> <p><i>Post has between 75 - 124 words.</i></p>	<p>restate the peers' viewpoints without development of critical thought.</p> <p>Student cites 1 peer-reviewed source. Peer reviewed source is relevant and was published within past 3 years.</p> <p><i>Post has between 125- 200 words.</i></p>	<p>Critical thought development is evidenced by thoughtful and meaningful responses. Student cites 1 peer-reviewed source, current and relevant publication. Published within past 3 years.</p> <p><i>Each student response exceeds 200 words.</i></p>

Participation – Students must meet initial and response post deadlines to be eligible for full points. Late initial posts may be accepted with a 33% reduction in the overall score assessed for each day late. Two response posts are required. If only one is received, then the overall score will be reduced by 25%. If no response posts are received, then the overall score will be reduced by 50%.

**Assignment/Case Study/Course Project Rubric (75 points total)**

<b>Criteria</b>	<b>Minimal</b>	<b>Competent</b>	<b>Effective</b>	<b>Mastery</b>
Pts Possible: 0 - 50  Critical & Clear  Addresses the Problem/Issue presented directly. Demonstrates active critical thinking relevant to problem identification and effective solutions.	Pts Possible: 0 - 12  Work did not consistently meet expectations, as significant details of the assignment are not addressed. Lacks critical thought, analysis and application.	Pts Possible: 13- 25  Comprehension is not shown consistently throughout the assignment. Marginal responses; content, concepts, ideas/responses not fully developed.	Pts Possible: 26-39  Demonstrates satisfactory understanding but does not answer all questions/scenario in full. Demonstrates some knowledge of the content and business vocabulary.	Pts Possible: 40- 50  Relevant use of vocabulary applied throughout the assignment. Demonstrates superior knowledge of concepts and theories.

Criteria	Minimal	Competent	Effective	Mastery
Pts Possible: 0 – 25	Pts Possible: 0 - 9	Pts Possible: 10 - 14	Pts Possible: 15 - 19	Pts Possible: 20 - 25
Properly Written	Work does not meet expectations. Relevant critical thought/analysis is not demonstrated in the assignment. Partially addresses the topic. Does not follow APA 6 <sup>th</sup> edition.	Comprehension is not demonstrated. Grammar/spelling errors; unorganized deliverable. Lacks focus on content. Does not follow APA 6 <sup>th</sup> edition.	Organized deliverable, directions followed. Content needs additional focus for innovative responses other than restatement of text. Appropriate APA formatting is seen, but not extensive.	Relevant use of vocabulary and professional writing structure. Well-organized response of at least 1-full page that fully and completely addressed all the criteria/questions using proper APA 6 <sup>th</sup> edition formatting.
Structure and Writing include effective use of peer-reviewed resources and APA 6 <sup>th</sup> edition formatting.	No use of peer-reviewed resources.  <500 words	Peer-reviewed resources are not current or are not effective.  600-750 words	Provides some relevant, current peer-reviewed resources.  751-999 words	Provides appropriate, relevant and current peer-reviewed sources as directed in the assignment.  >1000 words