About the Instructor

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Welcome

Welcome to our Introduction to Strategic Sourcing class!

Strategic sourcing is a concept adopted by organizations to use their combined purchasing power to find the best prices on the market and align their purchasing strategy with business objectives.

The primary goal of strategic sourcing is to increase profitability, but it can be adapted to meet the specific needs of individual customers. The phases of this procurement procedure are interconnected, beginning with stakeholder engagement, data collection, market research, supplier selection, and ending with contract management.

To succeed in today's volatile economy and highly competitive market, businesses must be able to use their procurement strategies to gain an edge in the marketplace. This means effectively utilizing their limited resources and delivering superior products and services to their customers at a reasonable cost.

This course aims to help students develop a critical understanding of the procurement function's role and objectives, as well as its internal and external strategic relationships. It will also provide students with a critical understanding of how organizations can enhance their competitive positions through strategic management of sourcing practices.

Course Overview

This course teaches the basics of strategic sourcing and procurement. It covers various topics, such as the purchasing process, purchasing and supply management organization, category strategy development, supplier evaluation, and selection, worldwide sourcing, strategic cost management, negotiation, and conflict management, purchasing law and ethics, and performance measurement and assessment.

Learning outcomes:
After completing the course, students should be able to:

- Analyze the environmental forces that shape procurement strategy making.
- Describe and evaluate sourcing strategy options.
- Outline the changing role of sourcing within total supply chain management.
- Analyze a range of current procurement management issues and resolutions.
- Critically explain the contribution category management makes to corporate strategies.
- Examine managerial factors that influence purchasing department planning, staffing, and structures.

▪ Assess leading best practices in supplier evaluation, contract management, performance management, and ethical considerations in strategic sourcing.

Course delivery and teaching method

• The course will be delivered using **blended learning approaches**, combining in-person classroom interactions with online activities conducted through Canvas.

• **The weekly lectures (Mondays 18:00 - 20:30) every week and will take place in Anheuser-Busch Hall – 00106** and will be integrated with Zoom (Synchronized Classes). Attendance will be strictly monitored because of the significance of the material covered in this class.

• Furthermore, some course materials and homework will be available to students online in Canvas.

What Does Blended Learning Mean?

Our blended course integrates in-person and online learning modes to fully engage you with your instructor, course content, and other students to accomplish our course goals supported through in-person and online content and activities and assessments best suited for in-person and online. Each online and in-person component of our course will enrich your learning experience, providing opportunities for variation and practice, active learning, and interaction with your fellow students.

Instructor Bio

I am an Associate Professor of Supply Chain Management at the University of Missouri—St. Louis (UMSL). I hold a Ph.D. in Supply Chain Management from the University of Salford and two master's degrees, one in Sustainability Leadership from the University of Cambridge and the other in Supply Chain Management from the University of Salford.

My research interests cover the general supply chain management and sustainable logistics spaces, with a core focus on the healthcare, agriculture, and manufacturing sectors. My past research projects have led to the development of i) a framework for enhancing SMEs' participation in public health supply chains, ii) a model for enhancing service innovation competencies in healthcare, iii) procurement interventions linking over 20,000 small-holder farmers to school feeding supply chains in Africa; iv) a governance framework for responsible conflict minerals in supply chains; and a v) funding framework for implementation of sustainable development goals in developing countries.

I have published in leading international journals, including the International Journal of Production Economics, Supply Chain Management: An International Journal, International Public Management Journal, Journal of Cleaner Production, and International Journal of Logistics Management. My latest co-edited book is *Africa and Sustainable Global Value Chains (GVCs)*, published by Springer Publishing. The book contains a collection of studies on the interactions between businesses in Africa and GVCs in terms of social, environmental, and economic sustainability.

Before my academic career, I worked in the industry for more than a decade in the UK, Africa, and Europe. I still work closely with industry and professional bodies to disseminate my research and maximize societal impact. I have appeared as a supply chain expert on BBC television and delivered guest lectures (keynote speeches) on sustainable supply chains in research seminars across the UK and abroad. I sit on the Research Advisory Board for Africa Resource Centre (ARC) - an organisation established by Bill and Melinda Gates Foundation to provide research leadership (strategic advice) on supply chain research initiatives in Africa.

Teaching Philosophy

- Create a learner-centered atmosphere in the classroom that inspires students to take leadership of their learning interests through activities that stimulate critical thinking.
- Applying practical, recent, and relevant examples to teaching allows participants to break complex problems into simple, easily assimilated parts.
- Use case study-based scenarios to teach students how to solve industry problems that challenge their abilities to take ownership of their learning and prepare them for job markets in different fields.
- Adopt technology-enabled learning solutions to stimulate enthusiasm and understanding amongst students to ensure excellent course delivery.
- Highlight the practical relevance and value of a topic as significantly as the content of the topic.

Assessment

This course will be assessed through case study analysis, academic readings, discussion questions, a report critical literature review, and three examinations.

- **Case study analysis:** This **case study** examines real-world examples of strategic sourcing practices in organizations and their associated challenges. You will be required to investigate those issues, consider the various potential solutions, and then propose the solution that you believe will be the most successful by providing supporting evidence.

- **Academic (article) readings and discussion questions:** As part of the course requirements, you will be expected to actively contribute to forums where you will discuss with your peers. These discussions will revolve around specific questions and allow you to share your opinions on relevant and current issues. Additionally, you will be assigned academic readings that will further enhance your understanding of the subject matter and enable you to participate in informed virtual conversations. Therefore, when posting a response to the articles or discussion questions, you must read and react to at least one post from a peer.

- **Short Quizzes (multiple choice ten questions/week):** The quiz consists of questions designed to help you self-assess your comprehension of the lessons learned. This will help you reflect on any course material (slides, articles, discussions, videos, etc.).

- **Exams:** During the semester, you will complete **two exams (40 questions each)**. These are not the only opportunities to demonstrate your knowledge and understanding of a subject, but they are frequently a good indicator of how well you absorb, process, and retain the course material.

- **Critical review of the literature (2,500 words—individual report):** One of the most essential skills you need to learn at university is writing and thinking critically. Doing a critical review of the literature will help you keep up with current issues in strategic sourcing and supply management and improve the quality of your own writing.

The Question	You are to search for journal articles across different online databases such as Google Scholar, Scopus, Science Direct, JSTOR, or via the university library.

	Find and review research articles (at least 25 different sources) published between 2015 and 2023 relevant to one of the research questions assigned to you. Write a report on the identified literature that responds to one of the six themes/research questions below using evidence and information from the articles you read. The report should be 2,500 words long, excluding references, with 1.5 spaces between paragraphs, 1-inch margins, and 12-point font. 1- *What are the typical barriers to data-driven decision-making in supply chains, and how can a categorization system be created to describe them? (**Paula Penagos Rodriguez**)* 2- *What factors discourage or frustrate supplier diversity programs in organizations, and what are the underlying causes of these factors? (**Katie Lynn**)* 3- *How effective are the various strategies and measures implemented to prevent fraud in the food supply chain? (**Don Jackson**)* 4- *What are the potential risks of utilizing AI for sourcing and procurement, and how can we classify them for better insight? (**Zach Villmer**)* 5- *What myths surround unattractive produce (ugly fruits and vegetables), and how do firms promote their sales? (**Leo Sowa**)* 6- *What are the barriers to effective patient or citizen involvement in the public procurement process/decision-making? (**Iker Vazquez Escalante**)* 7- *What are the critical success factors for engaging patients or citizens in the public procurement process/decision-making Hall)*
Output	The 2,500-word critical literature review report must be submitted through Canvas by April 28th, 2024. Grades will be determined using the appropriate marking guidelines or rubrics.
Report Format	The following points should be briefly covered in the literature review report paper: ▪ *Introduction to the topic, research problem, and study rationale (**500 words**)* ▪ *Critical review of previous studies relevant to the topic (**1,500 words**)—use different headings to discuss the current state of knowledge.* ▪ *Conclusion and future research recommendation (**500 words**)* ▪ *References*
Submission Deadline	**April 28th, 2024 (5 pm)**

Grade Composition:
- Case Study Analysis (**20%**)
- Academic (articles) reading and Discussion questions **(20%)**
- Short Quizzes (multiple choice 10 questions) (**10%**)
- 2 - Exams (40 questions each) (**20%**)
- Critical review of the literature (2,500 words individual report) (**30%**)

Grading Scale:
- 90 – 100: A
- 80 – 89: B
- 70 – 79: C
- 60 – 69: D
- Below 60: F

Tentative Course Schedule

Module Name	Dates	Lectures	Assignments
Module 1. Introduction	22nd January	Chapter 1. Introduction to Purchasing and Supply Chain Management	• Quiz-1
Module 2. Purchasing Operations and Structure	29th January	Chapter 2. The Purchasing Process	• Quiz-2 • Discussion forum (Supply chain governance)
Module 2. Purchasing Operations and Structure	5th February	Chapter 4. Supply Management Integration for Competitive Advantage	• Case study: Avon Inc
	12th February	Chapter 5. Purchasing and Supply Management Organization	• Quiz-3
	19th February	Critical writing and literature review	• Forum discussion • Start writing your literature review report
Module 3. Strategic Sourcing	26th February	Chapter 6. Category Strategy Development	• Discussion Question (procurers as entrepreneurs) • Group Assignment (Category Management/Strategy)
4th March		**Exam- 1 (Covers Chapters 1, 2, 3, 4, 5, and 6)**	
Module 3. Strategic Sourcing	11th March	Chapter 7. Supplier Evaluation and Selection	• Academic reading:(multi-tier sustainable supply chain)
	18th March	Chapter 9. Supplier Management and Development	• Quiz - 4
Spring Break (March 23rd – 29th)			
Module 3. Strategic Sourcing	1st April	Chapter 10. Worldwide Sourcing	• Quiz- 5
Module 4. Strategic Sourcing Process	8th April	Special Session: Ethical and Sustainable Sourcing	• Quiz-6 • Academic reading (sustainable products)
	15th April	Seminar Presentation on Category Strategy (Results of Group Assignment in Chapter 6) Chapter 13. Negotiation and Conflict Management (**Self-Study**)	• Group Presentation • Read Chapter 13 and complete the Quiz- (Negotiation and Conflict Management[1])
1:1 Support on critical literature review assignment	22nd April	Review of draft literature assignment	• Critical literature review assignment
Module 5. Critical Supply Chain Elements	29th April	Chapter 15. Purchasing Law and Ethics	• Quiz- 8 • Purchasing Ethics Scenario
6th May (Exam – 2: Covers Chapters 7,9,10, 13, 15 and 19)			

Textbook Required

Purchasing & Supply Chain Management *by Robert M. Monczka, Robert B. Handfield, Larry C. Giunipero, James L. Patterson.* **7th Edition | Copyright 2021**.

Course Expectations

Time Requirements for Our Blended Course:
This is an active, blended class with 1 in-person weekly class meeting complemented by online learning experiences in Canvas in between class meetings. You will spend 1.25 hours

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[1] https://ebooks.cenreader.com/#!/reader/f0adfb5c-0ea7-4f25-8cf5-b2de3f0f3d9f/page/2a004801be06303580eac3b379a7babf

every week in class, plus travel time, as this is a campus-based course. Weekly reading, quizzes, and homework are all required, along with participation in online tasks such as discussion questions, article readings, and weekly group activities. Be respectful of other people and open to other people's viewpoints. Help those around you by being kind and helpful.

What to expect from the tutor:

My top priorities are getting the most out of this course and giving you all the support you need to succeed. I always come to class eager to have stimulating discussions with the students about relevant business topics. Within the next 36 hours, I will react to all emails (Monday - Friday).

Your weekly routine

Every week, log in to Canvas and review the course syllabus. Be prepared for the week of homework, quizzes, and class activities. Complete all that is assigned each week before class begins.

Technology Requirements:

As a student in a blended course, you are expected to have reliable internet access almost daily. Please reach out to your academic advisor or student success network if you need hardware or access to the Internet. If you have computing problems, you must address them through the ITS Helpdesk (helpdesk@umsl.edu) or to use campus computing labs. Problems with your computer or other technology issues are not an excuse for delays in meeting expectations and missed deadlines for the course. If you have a problem, get help in solving it immediately. At a minimum, you will need the following software/hardware to participate in this course:

1. Computer with an updated operating system (e.g. Windows, Mac, Linux)
2. Updated Internet browsers (Google Chrome or Mozilla Firefox)
3. Ability to navigate Canvas (Learning Management System)
4. Minimum Processor Speed of 1 GHz or higher is recommended.
5. Reliable and stable internet connection.
6. Adobe Reader or alternative PDF reader (free)
7. A webcam and/or microphone is highly recommended

Grading Criteria and Rubrics for Assignments:

ONLINE DISCUSSION AND ACADEMIC READING RUBRIC					
The response to each question should be at least 250 words, and you must use correct spelling and grammar. You will be able to see the response of their classmates once you have submitted the post. Once you've posted, read, and reacted to at least one post from a peer.					
Criteria	Exceeds Expectations	Meets Expectations	Developing	Needs Improvement	Missing

	6 pts.	4 pts.	2 pts.	1 pt.	0 pt.
Original Response/Post	Use of analysis, synthesis, and evaluation Critical and/or creative contribution Incorporates readings well into responses, demonstrating excellent understanding. Asks questions that extend the discussion and relate material to prior course content. Makes insightful, critical comments on the readings and to fellow students. Contributes new information and identifies the source.	Use of comprehension and application Incorporates readings into responses, demonstrating solid understanding. Exhibits some insights and understanding of course content but may not ask critical questions of the readings or fellow students. May relate the module's issues to prior material covered in the course. May respond to fellow students.	Use of knowledge Repeats basic correct information related to discussion, but neglects to extend conversation or critically analyze course content.	No clear evidence that readings were understood or even completed.	No postings throughout the week
Reply(ies)/ **Question to Classmate response**	**4 pts.** Insightful question or reply to a classmate's post. Asks questions that extend the discussion and makes insightful, critical comments.	**3 pts.** Exhibits good insights and understanding of discussion questions.	**2 pts.** Repeat basic correct information related to the discussion.	**1 pt.** Only agreed/disagreed but never contributed to the ongoing conversation.	**0pts.** Did not reply or question any classmates.

LITERATURE REVIEW REPORT MARKING RUBRIC			
Section	**Breakdown**	**Mark Range**	**Criteria**
Introduction and Background (5)		5 - 4	Extensive and relevant reading. Excellent subject knowledge and presentation. Up-to-date sources have been used to set the scene for the review, with clear objectives and scope provided

		3 - 2	Wide and relevant reading. Good knowledge of your chosen subject but limited clarity about the aim/objective of the literature review and scope
		1	Limited range of relevant readings. Not all sources are up to date on this topic. There is a lack of coherence, and there is no clear goal or objective for the literature review and scope.
		0	Very limited range of reading. Knowledge of the topic needs to be improved.
Critical literature review (15)	*Sources used (5)*	5 - 4	Extensive and relevant reading (25+ sources). Excellent subject knowledge. Up-to-date (peer-reviewed) sources have been used.
		3 - 2	Comprehensive and relevant reading (up to 25 sources). Good knowledge of your chosen subject. Some sources you used are not current. Journals and textbooks have been used. Plus relevant reports/ quality newspapers.
		1	Limited range of relevant readings (less than 20 sources). Some are outdated and not relevant and not well-cited
		0	Minimal range of academic reading or other reports, etc. Knowledge of the topic needs to be improved.
	Critical review of sources you used (10)	10 - 8	This is evidence of a full grasp of the material and critical evaluation of the literature. It also provides more reflection and critique of the concept (or concepts) at hand by contextualizing and evaluating various opinions, methodologies, and perspectives.
		7 - 5	Satisfactory / Good grasp of the literature. Compare and contrast different sources. The discussion could be more critical.
		4 - 2	Adequate grasp of the subject. The discussion is informative but mainly descriptive.
		1 - 0	Need for better grasp of the literature.
Presentation (5 marks)		5 - 4	Well organized, demonstrates logical sequencing and structure. The table of contents, title, and name of the student are clearly shown.
		3 - 2	It is well organized but demonstrates illogical sequencing or structure. Some key details, such as the Table of contents, title, and student name, needed to be clearly shown.
		1	Needs to be more organized with logical sequencing and structure. All the key details are missing.
		0	No organization, sequencing, or structure.
Conclusion and future research recommendation (5 marks)		5 - 4	Detailed conclusions are reached from the evidence reviewed, with new insights suggesting knowledge gaps.
		3 - 2	Conclusions are reached from the evidence reviewed but not new insights and a limited indication of gaps in existing knowledge
		1	There are some indications of conclusions from the evidence offered.
		0	No conclusions are made from the evidence offered.

CASE STUDY ANALYSIS RUBRIC					
Criteria	**Exceeds Expectations**	**Meets Expectations**	**Developing**	**Needs Improvement**	**Missing**
Response to the case study questions	**20-16 pts.** Use of analysis, synthesis, and evaluation Critical and/or creative contribution Incorporates readings well into responses, demonstrating excellent understanding. Ask questions that extend the discussion and relate the material to prior course content. Makes insightful, critical comments on the readings and to fellow students. Contributes new information and identifies the source.	**15-11pts.** Use of comprehension and application Incorporates readings into responses, demonstrating solid understanding. Exhibits some insights and understanding of course content but may not ask critical questions of the readings or fellow students. May relate the module's issues to prior material covered in the course. May respond to fellow students.	**10-6pts**. Use of knowledge Repeats basic correct information related to discussion but neglects to extend conversation or critically analyze course content.	**5 pt.** No clear evidence that readings were understood or even completed.	**0 pt.** No attempt

Academic Integrity/Plagiarism

You are responsible for being attentive to and observant of University policies about academic honesty as stated in the University's Campus Policies and Procedures in the [Triton Manual](#) (p. 30)

Academic dishonesty is a serious offense that may lead to probation, suspension, or [dismissal from the University](#). One form of academic dishonesty is plagiarism – the use of an author's ideas, statements, or approaches without crediting the source. Academic dishonesty also includes such acts as cheating by copying information from another student. **Plagiarism and cheating are not acceptable.**

Academic dishonesty will be reported to the Office of Academic Affairs for possible action. The instructor will make an academic judgment about the student's grade on that work and in that

course. The campus process regarding academic dishonesty is described in the "Policies" section of the Academic Affairs website

Plagiarism is the use of another person's words or ideas without crediting that person. Plagiarism and cheating will not be tolerated and may lead to failure on an assignment, in the class, and dismissal from the University, per the UMSL academic dishonesty policy.

Students are responsible for being attentive to and observant of campus policies about academic honesty as stated in the University's Student Conduct Code.

Student Resources
Access, Disability and Communication
Students who have a health condition or disability, which may require accommodations in order to participate effectively in this course, should contact the **Disability Access Services Office.** Information about your disability is confidential.

- 144 Millennium Student Center (MSC)
- Phone: (314) 516-6554
- Email
- Website

Office of International Students and Scholar Services
If you have difficulty communicating in English with the instructor of this course, contact ISS.

261 Millennium Student Center (MSC)
Phone: (314) 516-5229
Email
Website

Student Retention Services
SRS provides comprehensive Support and intervention strategies that support your road to graduation!
225 Millennium Student Center (MSC)
Phone: (314) 516-5300
Email
Website

Technical Support
GOAL Office
The GOAL was created to provide centralized direction and Support to online and reentering adult students seeking degree completion at the University of Missouri-St. Louis (UMSL). Whether you are returning to school to complete an undergraduate degree started long ago, or you desire to earn a Ph.D., we are here to guide you to completion. The GOAL staff will support and guide you, providing access to valuable resources. You may choose to continue your education in an online environment, traditional courses or blended opportunities. We are here to see you achieve academic success.

306 Social Sciences and Business Building (SSB) - Tower
Phone: (314) 516-4211
Email
Website

The Canvas Learning System
If you have problems logging into your online course, or an issue within the course site on Canvas, please contact the **Technology Support Center**:

    Phone: (314) 516-6034
    Email
    Website