



ARIZONA STATE UNIVERSITY

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GENERAL STUDIES PROGRAM COURSE PROPOSAL COVER FORM

Courses submitted to the GSC between 2/1 and 4/30 if approved, will be effective the following Spring.

Courses submitted between 5/1 and 1/31 if approved, will be effective the following Fall.

(SUBMISSION VIA ADOBE.PDF FILES IS PREFERRED)

DATE 1-26-09

1. ACADEMIC UNIT: Supply Chain Management

2. COURSE PROPOSED: SCM 355 Purchasing and Supply Management 3
(prefix) (number) (title) (semester hours)

3. CONTACT PERSON: Name: Michele Pfund Phone: 480-965-6409

Mail Code: 4706 E-Mail: michele.pfund@asu.edu

4. ELIGIBILITY: New courses must be approved by the Tempe Campus Curriculum Subcommittee and must have a regular course number. For the rules governing approval of omnibus courses, contact the General Studies Program Office at 965-0739.

5. AREA(S) PROPOSED COURSE WILL SERVE. A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study. (Please submit one designation per proposal)

Core Areas

Awareness Areas

- Literacy and Critical Inquiry-L [X]
Mathematical Studies-MA [ ] CS [ ]
Humanities, Fine Arts and Design-HU [ ]
Social and Behavioral Sciences-SB [ ]
Natural Sciences-SQ [ ] SG [ ]

- Global Awareness-G [ ]
Historical Awareness-H [ ]
Cultural Diversity in the United States-C [ ]

- 6. DOCUMENTATION REQUIRED.
(1) Course Description
(2) Course Syllabus
(3) Criteria Checklist for the area
(4) Table of Contents from the textbook used, if available

7. In the space provided below (or on a separate sheet), please also provide a description of how the course meets the specific criteria in the area for which the course is being proposed.

CROSS-LISTED COURSES: [ ] No [ ] Yes; Please identify courses:

Is this amultisection course?: [ ] No [X] Yes; Is it governed by a common syllabus? Each instructor develops his / her own customized syllabus but the course structure is the same.



ARIZONA STATE UNIVERSITY

William A. Verdini

*William A. Verdini*

Chair/Director (Print or Type)

Chair/Director (Signature)

Date: 01-26-09

**Criteria Checklist for General L**

*Includes course description*

**Arizona State University Criteria Checklist for**  
**LITERACY AND CRITICAL INQUIRY - [L]**

**Rationale and Objectives**

**Literacy** is here defined broadly as communicative competence in written and oral discourse. **Critical inquiry** involves the gathering, interpretation, and evaluation of evidence. Any field of university study may require unique critical skills which have little to do with language in the usual sense (words), but the analysis of spoken and written evidence pervades university study and everyday life. Thus, the General Studies requirements assume that all undergraduates should develop the ability to reason critically and communicate using the medium of language.

The requirement in Literacy and Critical Inquiry presumes, first, that training in literacy and critical inquiry must be sustained beyond traditional First Year English in order to create a habitual skill in every student; and, second, that the skills become more expert, as well as more secure, as the student learns challenging subject matter. Thus, the Literacy and Critical Inquiry requirement stipulates two courses beyond First Year English.

Most lower-level [L] courses are devoted primarily to the further development of critical skills in reading, writing, listening, speaking, or analysis of discourse. Upper-division [L] courses generally are courses in a particular discipline into which writing and critical thinking have been fully integrated as means of learning the content and, in most cases, demonstrating that it has been learned.

Students must complete six credit hours from courses designated as [L], at least three credit hours of which must be chosen from approved upper-division courses, preferably in their major. Students must have completed ENG 101, 107, or 105 to take an [L] course.

Notes:

1. ENG 101, 107 or ENG 105 must be prerequisites
2. Honors theses, XXX 493 meet [L] requirements
3. The list of criteria that must be satisfied for designation as a Literacy and Critical Inquiry [L] course is presented on the following page. This list will help you determine whether the current version of your course meets all of these requirements. If you decide to apply, please attach a current syllabus, or handouts, or other documentation that will provide sufficient information for the General Studies Council to make an informed decision regarding the status of your proposal.

Proposer: Please complete the following section and attach appropriate documentation.

<b>ASU - [L] CRITERIA</b>			
<b>TO QUALIFY FOR [L] DESIGNATION, THE COURSE DESIGN MUST PLACE A MAJOR EMPHASIS ON COMPLETING CRITICAL DISCOURSE--AS EVIDENCED BY THE FOLLOWING CRITERIA:</b>			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>CRITERION 1:</b> At least 50 percent of the grade in the course should depend upon writing, including prepared essays, speeches, or in-class essay examinations. <i>Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report</i>	Syllabus
1. Please describe the assignments that are considered in the computation of course grades--and indicate the proportion of the final grade that is determined by each assignment.			
2. Also: <div style="border: 1px solid black; border-radius: 50%; padding: 10px; margin: 10px 0;">                         Please <b>circle, underline, or otherwise mark</b> the information presented in the most recent course syllabus (or other material you have submitted) that verifies <b>this description</b> of the grading process--and label this information "C-1".                     </div> C-1			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>CRITERION 2:</b> The composition tasks involve the gathering, interpretation, and evaluation of evidence	Syllabus
1. Please describe the way(s) in which this criterion is addressed in the course design			
2. Also: <div style="border: 1px solid black; border-radius: 50%; padding: 10px; margin: 10px 0;">                         Please <b>circle, underline, or otherwise mark</b> the information presented in the most recent course syllabus (or other material you have submitted) that verifies <b>this description</b> of the grading process--and label this information "C-2".                     </div> C-2			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>CRITERION 3:</b> The syllabus should include a minimum of two substantial writing or speaking tasks, other than or in addition to in-class essay exams	Syllabus
1. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements			
2. Also: <div style="border: 1px solid black; border-radius: 50%; padding: 10px; margin: 10px 0;">                         Please <b>circle, underline, or otherwise mark</b> the information presented in the most recent course syllabus (or other material you have submitted) that verifies <b>this description</b> of the grading process--and label this information "C-3".                     </div> C-3			

<b>ASU - [L] CRITERIA</b>			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>CRITERION 4:</b> These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments. <i>Intervention at earlier stages in the writing process is especially welcomed</i>	Syllabus
<p>1. Please describe the sequence of course assignments--and the nature of the feedback the current (or most recent) course instructor provides to help students do better on subsequent assignments</p>			
<p>2. <b>Also:</b></p> <div style="border: 1px solid black; border-radius: 50%; padding: 10px; text-align: center;"> <p>Please <b>circle, underline, or otherwise mark</b> the information presented in the most recent course syllabus (or other material you have submitted) that verifies <b>this description</b> of the grading process--and label this information "C-4".</p> </div>			
<p>C-4</p>			

Course Prefix	Number	Title	Designation
SCM	355	Purchasing and Supply Management  Management of the supply function, including organization, procedures, supplier selection, quality, inventory decisions, and price determination	L

Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
1,3	<p>70 - 90% of the course is dependent upon written communication.</p> <p>Written communication tasks include two exams (short essay &amp; multiple choice), discussion questions, a class presentation, and a team project report.</p> <p>Some instructors structure the exams as short essay only and others use a 50% short essay &amp; 50% multiple choice format.</p> <p>That is why the total written content is between 70 - 90%.</p>	<p>A grading summary is provided on page 6 of the syllabus and is highlighted in yellow.</p> <p>* Please note: the discussion questions and the team project are team projects. We will add the requirement of a summary report to the syllabus upon approval of the General L.</p>
2	<p>Each of the writing tasks include gathering, interpretation, and evaluation of evidence.</p> <p>The discussion questions and exams require synthesis and interpretation of course content.</p> <p>The team project is a capstone assignment which requires students to select a moderately sized organization, describe its supply chain and objectives, identify and depict the supply base, review the critical suppliers and the supply management system, and perform a SWOT analysis</p>	<p>A sample exam and team project are included with this package.</p>
4	<p>The course is designed to allow feedback between successive assignments.</p>	<p>A schedule of assignments is provided on page 10 of the syllabus and is highlighted in yellow.</p>

## Course Syllabus



# SCM 355 COURSE GUIDE

## Purchasing and Supply Management

Spring 2009  
Revision 0: 1/15/2008

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Instructor:  
Thomas J. Kull  
Assistant Professor - Supply Chain Management

<u>Section No.</u>	<u>Time</u>	<u>Days</u>	<u>Room</u>
1-LEC(13560)	10:30AM - 11:45PM	Tu/Th	BA 341
2-LEC(13561)	1:30PM - 2:45PM	Tu/Th	BA 365

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## **COURSE MATERIALS:**

### **Required Text and Materials:**

*Purchasing and Supply Chain Management*, Fourth Edition by Monczka, Trent, and Handfield, Thomson/South-Western, 2009. Available in the ASU bookstore.

Documents that have been assigned should be downloaded from Blackboard and brought to class on the date assigned.

### **Recommended Materials:**

PowerPoints for the assigned chapters are on Blackboard. Please download these slides as notes and bring them to class with you. Some slides will need to be downloaded as the individual slide if you want to be able to read the details. It is also recommended that you bring your text to class with you. When we do in-class exercises, you will be at a disadvantage if you do not have it.

## **INSTRUCTOR INFORMATION:**

### **Thomas J. Kull, Assistant Professor, Supply Chain Management**

E-Mail Address: [Thomas.Kull@asu.edu](mailto:Thomas.Kull@asu.edu)  
SCM Office Phone: 480-965-6125  
Office: BA 405  
Office Hours: Tuesday & Thursday, 12:00PM–1:00PM or by appointment

## **COMMUNICATION WITH YOUR INSTRUCTOR**

### **By Email:**

**During or after class is by far the best way to communicate with Professor Kull.** However, emailing attendance issues and non-urgent questions may be best. When sending email please sign your message with your first and last name. Please use your *asu.edu* email whenever possible and put SCM 355 in the subject line. Emails with no subject line or an unidentifiable name will be deleted as a protection against computer viruses. Emails sent from your home email address may be trapped in a spam filter. I usually check every weekday, but I delete all unrecognizable emails.

### **By Phone:**

When leaving a phone message please say your name very distinctly and repeat your phone number slowly. Please include the area code. If your message includes the nature of your request, it may be possible to answer your question by leaving a message for you, even if you are not available when your call is returned. Failure to say your name and number distinctly may mean your phone call cannot be returned.

### **By Fax or material being dropped off or picked up at the front desk:**

SCM Department Information: BA 443 8 AM – 5 PM, Mon. – Fri.  
SCM Department Office: 480-965-6044  
SCM Department Fax: 480-965-8629

### **By U. S. Mail: Department Mailing Address for Professor Kull:**

Prof. Thomas J Kull  
Department of Supply Chain Management  
W. P. Carey School of Business  
Arizona State University  
P. O. Box 874706  
Tempe, AZ 85287-4706

## **COURSE OBJECTIVES**

If you participate fully in course activities and assignments you will enhance your understanding of and ability to use supply management systems in order to be an effective supply chain manager. Purchasing and supply management is an integral part of Supply Chain Management. Supply management within an organization is responsible for making sure the rest of the organization has the materials, services, equipment, and processes in place to deliver the goods and services to the organization's customers. This course is presented at the strategic level, while the follow-on course, scm455, presents supply management tools. A successful learner in this course will be able to demonstrate understanding of these concepts:

- The evolution of supply management, its strategic nature and fit within many organizations
- The full range of a supply manager's responsibilities within supply chain management
- The "boundary-spanning" and "connection building" nature of supply management
- The set of activities that are involved in evaluating, selecting, and monitoring suppliers
- Determination of when to outsource and when to produce a good or service within the organization, also known as the "Make or Buy" decision

- Current issues related to global sourcing and “off shoring” decisions
- Ethical and professional standards expected among supply management professionals

In addition, there are these behavioral objectives:

- Students will gain experience in team work through a variety of assignments and projects
- All participants will engage in high ethical standards expected of supply chain professionals in the United States
- We will enjoy our learning experience together

Covering all of these objectives means we will all be busy. Your instructor has a goal that you will have a positive learning experience, and that you will see the value of this course to your professional life in the business community. You probably have a goal of getting a good grade in the course. If we work together, we should be able to accomplish ALL of these goals.

## **INSTRUCTOR’S EXPECTATIONS and REQUIREMENTS OF PARTICIPANTS**

### **Expectations of your entering knowledge base**

You are expected to:

- Have successfully completed SCM 300 (Global Supply Operations)
- Have basic working knowledge of Microsoft Office software (Excel, Word, Access, Visio, Project)
- Are concurrently enrolled in or previously completed SCM 345

### **Expectations for your classroom behavior**

You are expected to:

- Attend all class meetings and exams.
- Arrive on time.
- Read assigned materials ahead of the class period in which the materials are scheduled to be discussed. Use this preparation to create questions / topics for class discussion.
- Complete and submit all assignments on schedule.
- Indicate your presence in class by signing the attendance sheet for yourself and yourself only. This responsibility is yours and yours alone. Having one of your teammates sign you in puts the entire team's points in jeopardy if Professor Kull notices. Do not engage in these behaviors. They are unethical and cast you in a poor light in a profession where ethics is very important. Legitimate reasons to miss class do arise, and you are an adult and able to choose how you spend your time.
- Let the instructor know by email or phone that you will miss class, especially if an assignment is due. It is common courtesy to let your instructor know when you will not be in class. **Prior notice does not excuse your absence**, but if you are on the borderline for a specific grade at the end, your instructor is more likely to look kindly on the upper side of the borderline when assigning your grade if you have notified him of impending absences.
- If you are going to miss an exam, please let Professor Kull know as soon as you possibly can. Taking an exam at an alternative time other than in class is subject to a penalty of a minimum of 5%.
- Stay until class is finished.
- Behave in class in a manner that respects the rights of your classmates to hear and to learn.

### **Expectations for your behavior with regard to exams and individual assignments:**

- When you / your team are directed to do individual / team work, such as an exam or project, you are expected to do just that – **your / your team's own work**. You are not to share your work with others or to copy anyone else's work. The prohibition on copying extends to people not in your own class, and to people who have previously taken the course. See the excerpt from the ASU Student Code of conduct below.
- **Exams are expected to be taken at the assigned time for your class. Exams taken at any other time, early or late, regardless of reason, are subject to a minimum 5% penalty.**
- A one-week period after receipt of exam/assignment results is provided for discussion of results. After this period all results are final.

### **Expectations for your behavior with regard to team assignments:**

For team assignments all work turned in is expected to be the original work of the team. **Any and all material sources will be cited appropriately or loss of credit will result.** See the excerpt from the ASU Student Code of Conduct below. All team members are expected to do her or his share of the work. A team is responsible for structuring team work assignments so that every person has some role in each phase of the project. Consider that a project generally has the idea generation phase, a research collection phase, an organization of the research and draft writing phase, and a finalization phase. Each team is expected to be able to tell me what he or she has contributed in each phase, and be able to produce some evidence to support that contribution (notes, or a draft document.). Furthermore, there should be some general agreement among team members that about what each person's contribution is.

If a **team is having difficulty working together**, please tell your professor as soon as you have discovered there is a problem. Signs of difficulty include (but are not limited to) the following:

- one team member not attending meetings
- one team member feeling like he or she has to do all the work or one team member monopolizing the project
- one team member never being available or in class
- never being able to reach one or more team members
- a team member does not complete something for which he or she has accepted responsibility
- one team member never accepts responsibility for any part of the assignment.

Note that these difficulties are often in the eye of the beholder. It is possible that a team member, whose behavior you find offensive or less than a good effort, is equally offended by your behavior. If you experience any of these symptoms, **please discuss it as soon as possible** with your teammates first (if you can), then, if the issues are not resolved, discuss it with your professor who will try to help you and your team arrive at an equitable solution. **Disagreements and dysfunctional teams that come to your professor's attention at the end of the semester will result in a lower grade for the entire team.**

**You are expected to submit individual and team assignments on time.** There is a penalty for late submission of assignments. The penalty starts at 5% for one hour late up to 24 hours late, and increases until after a week when the penalty may go to 50%. The moral of the story is: get your work in on time!

### **ACADEMIC DISHONESTY AND ETHICAL STANDARDS FOR STUDENTS**

The following section is from the Arizona State University Student Code of Conduct (Source: *Arizona Board of Regents Policy Manual* - 5-308 Section F):

#### **Prohibited Conduct**

**The rights and privileges that are afforded to all students are subject to their assumption of the responsibility of reasonable behavior. Behavior that results in harmful or reckless action(s), whether intended or unintended, is a violation of the community trust.**

**The following misconduct is subject to disciplinary action:**

**All forms of student academic dishonesty, including cheating, fabrication, facilitating academic dishonesty and plagiarism.** For more information on the ABOR Student Code of Conduct see

<http://www.asu.edu/aad/manuals/sta/sta104-01.html>. You may also access this link from the Course information section of our class web site.

If you are unclear about what constitutes academic dishonesty, please see an additional explanation of plagiarism on the website of the Writing Tutorial Services page at Indiana University <http://www.indiana.edu/~wts/wts/plagiarism.html> January 14, 2005) and the web site of the Online Writing Lab at Purdue University [http://owl.english.purdue.edu/handouts/research/r\\_plagiar.html](http://owl.english.purdue.edu/handouts/research/r_plagiar.html) (January 14, 2005).

If you are in the least bit of doubt about whether to cite a source or not, **cite the source.** Failure to do so could cause you to earn a grade of "0" for that assignment, and be subject to possible disciplinary action such as removal from the course and/or

the W. P Carey undergraduate program. **If you think an action is cheating, it probably is.** What can get you in trouble is an action that you don't think constitutes cheating, but it does.

Here is an example of a very common form of academic dishonesty: Using a quotation or paraphrase from a web site without citing the name of the web site (the EXACT URL), and the date of the access.

There will be occasions in your individual and team project reports when you will probably want to quote from or paraphrase information on web sites. There is nothing wrong with this action if you give the proper credit (the exact URL, and the date that you "lifted" the quote.) In other words, extensive reporting of sources will keep you out of trouble. You must collect these as you go, because finding them after the fact is sometimes very difficult.

Be aware that stringing together a group of quotations lifted from web sites, even when properly documented, does not follow the requirement of any project in this class. You are to critically evaluate what you are reading, make sure you understand it, and then tell about it in YOUR OWN WORDS. The most effective projects will involve a real organization following a supply chain practice, so that information comes from the organization, from people, and from other sources including magazines, newspapers, and web sites.

## GRADING AND EVALUATION

### Grades

One of the expectations that the University has is that your performance in the course will be evaluated and a grade will be assigned. Customers for the output of this course – the organizations that will hire you, the professors who will instruct you in other courses that follow this one, and you, yourself, as a tuition-paying student, expect that assessment will be reliable and fair, and will reflect your understanding of the concepts in the course. There is widespread recognition, based on much pedagogical evidence that people learn in many ways. Therefore, we give you a variety of methods with which to demonstrate your mastery of the concepts and ideas in the course. With those considerations in mind, you will be graded based on performance in the exams, assignments, and activities listed below:

### Exam and Assignment Weights:

	<b>Expected Points Available</b>
<b><u>Work performed as an individual</u></b>	
• 1st EXAM (Short Essay)	20
• 2nd EXAM (Short Essay)	20
• Attendance	5
<b>Subtotal</b>	<b>45</b>
<b><u>Work performed as a team</u></b>	
• Participation	5
• Discussion Questions <sup>1</sup>	25
• Presentation of Project	10
• Team Project Report	15
<b>Subtotal</b>	<b>55</b>
<b>TOTAL</b>	<b>100</b>

<sup>1</sup> The lowest grade among these will be dropped

### Grading Scale

Your grade is determined by the number of points earned. It is important to note that you start with 0 points and earn points for your work.

A+	97.0 to 100.0 percent (of total available points)
A	93.0 to 96.9 percent
A-	90.0 to 92.9 percent
B+	87.0 to 89.9 percent
B	83.0 to 86.9 percent
B-	80.0 to 82.9 percent
C+	77.0 to 79.9 percent
C	70.0 to 76.9 percent
D	60.0 to 69.9 percent
E	0 to 59.9 percent

### **INDIVIDUAL COURSE COMPONENTS**

#### **Exams**

Two exams will be given. The first exam will cover the first half of the course and the second exam will cover the second half – the second exam is not cumulative. Exams will consist entirely of short essays based upon the discussion questions that you completed in your teams for homework. They will be modified to avoid rote memorization.

#### **Class Attendance**

Presence in class is expected. Cooperative participation is also expected. Attendance will be taken during each class session by means of a sign-in sheet. It is each student's responsibility to sign in when present. Alternatively, your professor may choose to take the roll daily. Full attendance credit is based upon attending at least **20** classes

#### **Class Participation**

Participation will be based upon anyone in your team contributing during class time. As in business environments, active participation improves success. If you are not clear about a concept being discussed in the class, please ask questions. I consider asking questions as a very important form of class participation. Also, if you have an interesting experience or insight that either supports or contradicts the concept being discussed, please share it with the class. Full participation credit is based on some contribution in at least **10** classes.

Attendance and participation will be posted on Blackboard throughout the semester.

Please avoid scheduling job interviews, work requirements, doctor's appointments, and other classes during this class. I realize that sometimes these things are out of your control. It is appreciated when you let your instructor know with email when you must miss class. If you find that you will need to miss more than one class, you may be able to substitute other activities for up to half credit for times missed. Contact your instructor immediately when this situation occurs. We will do some activities as a class for which there will be no substitute. It is highly recommended that you be present in class for all outside speakers, as the material they present will be unique and is likely to be covered on the exams.

#### **Discussion Questions**

At the conclusion of a chapter lecture, 4 to 6 discussion questions will be assigned that are due the following class meeting. These discussion questions are meant to highlight the most important areas of the chapter and will be the basis for the short essay portion of the exams. They should be answered with about 6 sentences – about 12 lines of 12-font text. Completion of the discussion questions is the team's responsibility, and therefore one completed

assignment should be submitted per team. Submission must be into Safe Assignment in Blackboard. This homework will be graded on a team basis.

### **Team Project**

You will do a project with your team of 2 to 3 people. This team project will involve a study of the supply management process in an actual organization, a professional report describing your assessment, and a presentation to the class. The project is described on a separate assignment sheet, which includes guidelines for length and specific requirements. Format and style guidelines are given in the document posted under course information on Blackboard. Failure to use these guidelines will result in a lower grade.

### **Peer Evaluation**

Each group member will be required to assess each of his/her group members' contribution to the group's work as well as his/her own input. For the assessed-subtotal points, an individual's grade will be weighted by the average participation score that the group member receives from all team participants. Please see the appendix to this syllabus for a detailed description and form. An anonymous evaluation will be done mid-semester.

## **MISCELLANEOUS ITEMS**

### **Accessing Course Materials on the INTERNET**

Your course materials are accessible on Blackboard through MyASU Courses at <http://my.asu.edu>

### **Use of the English Language**

All written materials submitted for a grade are expected to use correct grammar, spelling, punctuation and standard American English. Please be especially careful in your use of "there," "their," "your," "you're," "its," "it's," "by," "buy," "bye," "to," "too," "two," possessives in general, contractions, and apostrophes. When in doubt, look it up in a usage manual. Some Grammar checkers give you misleading advice, especially with respect to apostrophe usage. Up to 10% of your grade on any one item may be reduced for misuse of the English Language. Please refer to the Guide for all Written Documents for format instructions, and information about citing references.

### **Strategy for Doing Well in This Course**

Start to pay more attention to the systems around you that are responsible for getting goods and services in the right place at the right time. Observe what happens when they don't work and try to guess what happened. Notice the different ways individuals purchasing goods and services. Start to pay attention when you place orders and how you track orders. Notice implicit and explicit contracts. As you observe supply management in action everywhere, the concepts in this class will become simple to remember.

### **Special Challenges**

If you are challenged in any way – sight, hearing, mobility, learning, language or other – please see your instructor so that we may plan together how best to meet those challenges so that your learning opportunities may be as equitable as possible. If you need more time to take exams, you must make those arrangements through the Matthews Center.

### **Changes to the Schedule or Policies in this Syllabus**

There will be changes to this schedule, these assignments, and occasionally to these policies. Such changes will be announced in class and on MyASU, and by email sent to your ASU email account. (REMEMBER, CHANGE IS INEVITABLE).

### **Cancelled Class**

If a class is cancelled or fails to meet *without prior notice*, **the assignment for the first resumed class will be the assignment for the canceled class**, whatever that assignment was (including an exam). Adjustments will be announced when the class resumes, as well as through MyASU and email.

### **Bomb Threats, Fire Drills (BTFD), and other unscheduled interruptions**



Should a BTFD occur during an exam, take yourself as quickly as possible to a quiet place such as the library, and **BY YOURSELF, ON YOUR HONOR, COMPLETE THE EXAM. The exam will be due** at the instructor's office, BA 435 or, if the building cannot be entered, in the mall in front of the Student services building, **by 30 minutes past the scheduled ending of the exam.** The extra 30 minutes is to make up for the time required to walk to and from the library. Should a BTFD LASTING LONGER THAN 30 MINUTES interrupt any class in which an exam is not scheduled, the "cancelled class policy" above will apply.

**Tentative Course Schedule\***

Week	Date	Topic	Ch	Due
1	Tu 01/20 Th 01/22	Introduction to Course Introduction to Purchasing and Supply Management	1	
2	Tu 01/27 Th 01/29	Introduction to Purchasing and Supply Management The Purchasing Process	1 2	<u>Team membership</u>
3	Tu 02/03 Th 02/05	The Purchasing Process The Purchasing Process	2 2	DQ-Ch1
4	Tu 02/10 Th 02/12	Purchasing Policies and Procedures Supply Management Integration	3 4	DQ-Ch2
5	Tu 02/17 Th 02/19	Purchasing and Commodity Strategy Development Purchasing and Commodity Strategy Development	6 6	<u>Team Project Plan</u> DQ-Ch3/4
6	Tu 02/24 Th 02/26	Supplier Evaluation and Selection Supplier Evaluation and Selection	7 7	DQ-Ch6
7	Tu 03/03 Th 03/05	<u>In class exercise</u> <u>Exam Preparation</u>		<u>Anonymous Peer Review</u> DQ-Ch7
8	Tu 03/10 Th 03/12	Spring Break		
9	Tu 03/17 Th 03/19	1 <sup>st</sup> Exam Supplier management / development	9	
10	Tu 03/24 Th 03/26	Contract Management Contract Management	14 14	DQ-Ch9
11	Tu 03/31 Th 04/02	Purchasing Law and Ethics Purchasing Law and Ethics	15 15	DQ-Ch14
12	Tu 04/07 Th 04/09	Performance Measurement and Evaluation Performance Measurement and Evaluation	19 19	DQ-Ch15
13	Tu 04/14 Th 04/16	Purchasing Services Supply Chain Information Systems and Electronic Commerce	17 18	DQ-Ch19
14	Tu 04/21 Th 04/23	Presentations Presentations		
15	Tu 04/28 Th 04/30	Presentations Presentations		
16	Tu 05/05 Tu 05/12	Course Overview and Exam Preparation – LAST CLASS 2 <sup>nd</sup> Exam : For 10:30AM class: 9:50 - 11:40 AM For 1:30PM class: 12:10 – 2:00 PM		Project Report Peer Review

\* Subject to change! Any changes will be announced in class and posted on the course website.

## APPENDIX:

### Peer Evaluation:

Each group member will be required to assess each member's contribution to the group project. An individual's grade will be affected by the peer weighting that the group member receives from all group members.

Individual grades will be assigned as follows:

- The group project will get an overall group score.
- Each student automatically gets 50% of the group score. This is the auto-subtotal.
- The other 50% is the assessed-subtotal and affected by your peer weighting.
- Your individual project score is the auto-subtotal plus the assessed-subtotal.
- If you do not submit the peer review form (see next page), your peer weighting will be 0.5

*Example:* Assume your overall group scores is 100, and the peer assessments are:

	<i>Tim</i>	<i>Jane</i>	<i>Mike</i>	<i>Liz</i>	<i>Average</i>
<i>Tim</i>	65	60	60	55	60.0
<i>Jane</i>	70	65	75	70	70.0
<i>Mike</i>	40	45	35	40	40.0
<i>Liz</i>	50	55	45	50	50.0
<b>The denominator → Group Avg.:</b>					55.0

Tim's peer weighting would be  $60/55 = 1.09$

Jane's peer weighting would be  $70/55 = 1.27$

Mike's peer weighting would be  $40/55 = 0.73$

Liz's peer weighting would be  $50/55 = 0.91$

Auto-subtotal is  $(100) \times 50\% = 50$  and the assessed-subtotal is  $(100) \times 50\% = 50$

Tim's project score would be:  $50 + 50 \times 1.09 = 104.5$

Jane's project score would be:  $50 + 50 \times 1.27 = 113.5$

Mike's project score would be:  $50 + 50 \times 0.73 = 86.5$

Liz's project score would be:  $50 + 50 \times 0.91 = 95.5$

NOTE: Your peer assessment will remain confidential, and will not be shared with the group. Your peer average will be made known to you alone, but separate marks will not be disclosed.

SCM 355 - Purchasing and Supply Management

Confidential Group Assessment Form

Assessment Date: \_\_\_\_\_

Team Number: \_\_\_\_\_

Your Name: \_\_\_\_\_

Project: \_\_\_\_\_

Please assess each person in your group according to the guidelines below. Indicate the mark you assign each person in the table below. You can assign marks within the ranges (i.e., you can assign one team member a mark of 64 and another mark of 67).

**“This person...**

- 00 ...didn't contribute at all; "who?"
- 10 ...showed up, but hardly said or did anything."
- 20 ...participated sporadically in conversation; made no other contribution."
- 30 ...took part in conversation regularly but did not add significantly to the overall assignment."
- 40 ...added occasional useful comments but could have done more."
- 50 ...added useful comments and did a fair, equal proportion of the work."
- 60 ...did slightly more than the fair share of work."
- 70 ...suggested most of the ideas or added significantly more than others."
- 80 ...did much of the work for the project, made most of the insights."
- 90 ...did close to all the work necessary for the successful completion of this project."
- 100 ...did all the work, nobody else contributed anything."

**Note some things about this scale:**

- If everyone did exactly an equal amount, then everyone gets 50.
- It is logically impossible for more than one person to get above 80.
- It is unlikely that everyone will get marks above 70.
- Most of the people will get marks in the 40-60 range.
- It is unlikely that everyone will receive less than 60.
- It is quite possible for more than one individual to receive less than 50.
- It is impossible for everyone to receive less than 50.

Team Member Name	Mark
#1 (myself) _____	grade = _____
#2 _____	grade = _____
#3 _____	grade = _____
#4 _____	grade = _____
#5 _____	grade = _____

## Table of Contents from Textbook

TEXTBOOK: Purchasing and Supply Chain Management, 3<sup>rd</sup> edition.  
Monczka, Trent, and Handfield, published by Thomson  
South-Western, 2005.

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**Sample Exam – Fall 2009**

SCM 355  
Purchasing and Supply Management

Exam II, Spring 2008, Version 2

Student Name: \_\_\_\_\_

Exam Date: \_\_\_\_\_

Please answer six (6) of the following eight (8) questions within the space provided for each.

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## Description of Team Project

## Team Project Expectations

- Select moderately sized organization that is assessable
- Describe supply chain of organization and the overall objectives
- Identify and depict the supply base at least 2 layers deep
- Review the critical suppliers and the supply management system
- Perform SWOT analysis

## Expectations

- Report
  - About 15 page report following formatting guidelines in 'course information'
  - Maximize references to text chapters
- Presentation
  - Professional in all aspects
  - About 10 minutes with 10 minutes of Q&A

## Report

- Professionally written and produced (APA)
- Intro, body, conclusion
  - Discuss it's supply chain(s) and objectives
  - Discuss critical suppliers
  - Discuss supply management system
  - Discuss SWOT
- Use 10+ class concepts with references
- Tables and figures are encouraged

## Presentation

- Professional in all aspects
- Only about 7 slides
  - Overview company and supply chain
  - Describe supply base
  - Describe supply management systems
  - Describe SWOT
- Looking for whole group participation
- Class participation counts during these