



Module Syllabus

MIM113

Inventory, Strategic Sourcing and Supplier Management

Lecturer:	Abelardo Baracco
Term, year:	Winter, 2023
Number of ECTS:	6
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1. Module Description

This unit guides students through inventory management, strategic sourcing and its collaboration models and tools, providing them with a deep understanding of how these processes can offer a competitive advantage for the whole network or drastically damage the organization's health and performance. Students will develop their personal negotiation style, learning skills and strategies to become confident and effective negotiators in the area of strategic sourcing.

NOTE: The content of this module is regulated by the Malta Further and Higher Education Authority (MFHEA).

2. Module Learning Outcomes

Competencies – at the end of the module/unit the learner will have acquired the responsibility and autonomy to:

- a) C.1. Manage total cost concept to achieve improved results and be able to integrate the planning and sourcing processes;
- b) C.2. Create a research-based diagnosis to problems in strategic sourcing and supplier management by assessing relevant data with the purpose to develop a forecast that fulfils demand and minimizes out-of-stock situations;
- c) C.3. Demonstrate autonomy in leading and negotiating strategic matters related to an organization's inventory and sourcing policies design and implementation.

Skills – at the end of the module/unit the learner will have acquired the following skills:

- a) S.1. Adapt to the fast-changing business environment by operating with demand management and sourcing concepts such as forecasting, service level, total cost, out-of-stock and economic quantity and by formulating the service level policy and the sourcing strategy as well as by mitigating challenges faced by the supply chain networks due to the uncertainty of demand;
- b) S.2. Develop a firm-level policy formulation and implementation for any S&OP or collaboration project;
- c) S.3. Ascertain the importance of a clear and complete objective/goal in horizontal and vertical collaboration processes;
- d) S.4. Diagnose a company's sourcing and demand fulfilment strategies and manage solutions and plans to improve results.

Judgement Skills and Critical Abilities – at the end of the module/unit the learner will have acquired the following judgement skills and critical abilities:

- a) JS.1. Perform critical evaluation and analysis of the company's demand fulfilment policies and goals;
- b) JS.2 Judge how an inventory policy, forecasting methodology or software used for planning generates or decreases value across a supply chain;

- c) JS.3. Perform an analysis of a vendor management strategical and tactical process;
- d) JS.4. Critically evaluate the quality of data, information and knowledge being shared internally and across the supply chain network.

3. Module Topics and Content

Week	Topics and Content	Class Activities	Assessment	Readings
Week 1	<p>Class 1:</p> <p>Business Models Logistics Strategy Value Chain Stakeholders Inventory Definitions Types of Inventories</p> <ul style="list-style-type: none"> - Raw Materials - Work In Progress - Finished Product - Maintenance, Repair and Operations 	<p>Discussion: 5</p> <p>Reasons why Inventory Management is key for business success?</p> <p>Task: Gather in groups to debate and create a list of the main reasons why Inventory Management is key for business success. Consider the material seen in class.</p> <p>Team: 4-people groups</p> <p>30 minutes</p>	<p>Formative Assessment 1: Case Study Deliverable 1 (10%)</p> <p>Please refer to section <u>4.3.1.</u> for more details.</p> <p>To be uploaded on the VLE.</p>	<p>50 Minutes (2017), <i>The Business Model Canvas, Let your business thrive with this simple model</i>, 50Minutes.com, ISBN 9782806279378 Chapter Two: The Nine Tools</p>
	<p>Class 2:</p> <p>Inventory Justifications Inventory Through the Supply Chain Supply Chain Flows</p> <ul style="list-style-type: none"> - Echelons - Coverage - Pareto Analysis - EOQ, Safety Stocks, ABC 	<p>Group Problem-solving:</p> <p>Pareto Analysis by annual revenue generation.</p> <p>Task: Given a set of products, create an 80/20 SKU prioritization by annual revenue generation. Get creative, take a mainstream FMCG/ Electronics/Fashion brand as an example.</p> <p>Team: 4-people groups</p> <p>30 minutes</p>		<p>Muller, M. (2019) <i>Essentials of Inventory Management. HarperCollins Leadership.</i> 9781400212385 Available at: https://www.perlego.com/book/728064/essentials-of-inventory-management-pdf Chapter 3: "A-B-C Categorization of SKUs section")</p>
Week 2	<p>Class 3:</p> <p>Inventory Costs</p> <ul style="list-style-type: none"> - Acquisition Costs - Landed Costs - Holding Costs <p>Inventory Valuation</p> <ul style="list-style-type: none"> - First In First Out (FIFO) - Last In First Out (LIFO) - Average cost (AVG) 	<p>Brainstorming</p> <p>Mixed Inventory Criteria</p> <p>Task: Gather in groups to brainstorm the best approach to have a mix of a Just-In-Time and Inventory buffer strategy. Take into consideration current market strategies used by large leader brands (e.g. Inditex)</p>	<p>Formative Assessment 2: Case Study Deliverable 2 (10%)</p> <p>Please refer to section <u>4.3.2.</u> for more details.</p> <p>To be uploaded on the VLE.</p> <p>FA 2= 33% of the overall 1st assessment score.</p>	<p>Muller, M. (2019) <i>Essentials of Inventory Management. HarperCollins Leadership.</i> 9781400212385 Available at: https://www.perlego.com/book/728064/essentials-of-inventory-management-pdf Chapter 2: "How Inventory is valued"</p>

		<p>Team: 6-people groups</p> <p>20 minutes</p>		
	<p>Class 4:</p> <p>Introduction to Demand</p> <ul style="list-style-type: none"> - Demand foundations - Supply foundations - Law of Supply and Demand <p>Pricing and Financials</p> <ul style="list-style-type: none"> - Competition and other market consideration - Value as perceived by consumers - Cost of production - Strategic considerations" 	<p>Discussion</p> <p>Demand and Supply affecting EU (European Union) Economy Analysis</p> <p>Task: Gather in groups to create and present the "Main factors affecting demand and supply for the European economy in 2022". Deliverable is a 5-slide PPT presentation.</p> <p>Team: 4-people groups</p> <p>20 minutes PPT + 20 minutes presentation</p>		<p>Dani, S. (2019) <i>Strategic Supply Chain Management</i>. 1st edn. Kogan Page. ISBN 9780749478858 Available at: https://www.perlego.com/book/1589864/strategic-supply-chain-management-creating-competitive-advantage-and-value-through-effective-leadership-pdf Chapter 2: "Levels of Planning and supporting activities"</p>
Week 3	<p>Class 5:</p> <p>What is a Sales Forecast?</p> <ul style="list-style-type: none"> - Who is responsible for the Sales Forecast? - Philip Kotler Four Ps effects on Sales Forecast: Product, Pricing, Placement, Promotion <p>Demand Forecasting Components</p> <ul style="list-style-type: none"> - Sales Plan - Historical Sales - Seasonality - Marketing Plans - New Launches - Coverage - Profitability - Lead Times 	<p>Role-play: Demand Planning and 4P's</p> <p>Task: Gather in groups to discuss a Marketing Strategy. By putting Product, Pricing, Placement, and Promotion in the center, each member should take a leading role and negotiate with the group on the best conditions possible for its domain.</p> <p>Each business line represents a constraint. The objective is to contrast interests and points of view towards obtaining the best outcome possible.</p> <p>Team: 4-people groups</p> <p>15 minutes ideation + 15 minutes pitch</p>	<p>Formative Assessment 3: Case Study Deliverable 3 (10%)</p> <p>Please refer to section 4.3.3 for more details.</p> <p>To be uploaded on the VLE.</p> <p>FA 3= 33% of the overall 1st assessment score.</p>	<p>Dani, S. (2019) <i>Strategic Supply Chain Management</i>. 1st edn. Kogan Page. ISBN 9780749478858 Available at: https://www.perlego.com/book/1589864/strategic-supply-chain-management-creating-competitive-advantage-and-value-through-effective-leadership-pdf Chapter 2: "The S&OP Process"</p>
	<p>Class 6:</p> <p>Inventory Costing Purchasing Costs</p> <ul style="list-style-type: none"> - Administrative Cost - Ordering - Freight - Duties and Taxes <p>Own Inventory Consignments</p>	<p>Individual Work</p> <p>12 Points to improve our Supply Chain</p> <p>Task: Considering the class material, create 12 action points to improve main metrics in the supply chain of</p>		<p>Muller, M. (2019) <i>Essentials of Inventory Management</i>. HarperCollins Leadership. Available at: https://www.perlego.com/book/728064/essentials-of-inventory-</p>

	<p>International commercial terms (INCOTERMS)</p> <ul style="list-style-type: none"> - Definitions - Rules - Costing - Metrics 	<p>your company. Consider: Reliability, Responsiveness, Agility, Costs and Assets Management.</p> <p>Individual activity</p> <p>20 minutes</p>		<p>management-pdf Chapter 2: Inventory as Money section "Accounting for inventories"</p>
Week 4	<p>Class 7:</p> <ul style="list-style-type: none"> - Inventory Buffers - Build a Network - Assets, Costs, Responsiveness - Trade offs 	<p>Group Problem-solving: Peak Season Receiving</p> <p>Task: Consider you are the team responsible for Inbounds in a 3PL and just before Q4 peak season (Thanksgiving, Black Friday, Cyber Monday, Christmas) you receive 2 full truckloads of unsorted - mixed goods with no proper notification. Taking into consideration the class material, write a formal letter to your clients rejecting the cargo and explaining the reasons.</p> <p>Team: 4-people groups</p> <p>30 minutes</p>		<p>Muller, M. (2019) <i>Essentials of Inventory Management</i>. HarperCollins Leadership. Available at: https://www.perlego.com/book/728064/essentials-of-inventory-management-pdf Chapter 2: Inventory as Money section "Inventory Turnover ratio"</p>
	<p>Class 8:</p> <ul style="list-style-type: none"> - Inventory Record Accuracy - Cycle Counts - Wall to Wall inventory - Order Management - Service Level Agreement 	<p>Case Study: Amazon Fulfilment Centre</p> <p>Task: Consider the material from class. Watch the "Warehousing and Fulfilment (360 Solution)" (here) and identify 6 major competitive advantages that the marketplace has implemented in its operations.</p> <p>Individual activity</p> <p>20 minutes + 10 minutes class discussion</p>		<p>Muller, M. (2019) <i>Essentials of Inventory Management</i>. HarperCollins Leadership. Available at: https://www.perlego.com/book/728064/essentials-of-inventory-management-pdf Chapter 2: Inventory as Money section "Profit Margins"</p>
Week 5	NO CLASSES			
Week 6	<p>Class 9:</p>	<p>Discussion: Core Logistics Tools</p>		<p>Daher, M., Ruiz-Huidobro R.,</p>

	<p>Supply Chain Software</p> <ul style="list-style-type: none"> - Warehouse Management System - Transportation Management System - Order Management System <p>Procurement, Control, and Supply Chain Visibility</p>	<p>Task: In groups and considering the material seen in class, prepare a 6-slide PPT to present “Core Logistics Tools” to implement in your company Logistics Operation. e.g. WMS, TMS, OMS, Monitoring Centre (BI).</p> <p>Team: 4-people groups</p> <p>20 minutes PPT preparation + 20 minutes pitch</p>	<p>Formative Assessment 4: Report Deliverable 1 (20%)</p> <p>Please refer to section 4.3.4. for more details.</p> <p>To be uploaded on the VLE.</p>	<p>Chmielewski, J., & Jayaraj, V. (2017). <i>Digital Procurement: New Capabilities from Disruptive Technologies</i>. Deloitte. Retrieved from: https://www2.deloitte.com/content/dam/Deloitte/us/Documents/process-and-operations/us-cons-digital-procurement.pdf Page: 9</p>
	<p>Class 10:</p> <p>Introduction to Procurement</p> <ul style="list-style-type: none"> - Procurement - Sourcing - Purchasing Cycle - Best Practices <p>The 8 Wastes of Lean Demand-Driven Procurement</p>	<p>Brainstorming: Lean Demand-Drive Procurement</p> <p>Task: As HW, in groups, and from Perlego App: Read Chapter 6 from Paul Myerson’s <i>Lean Demand-Drive Procurement</i> book so your group can brainstorm about waste focus areas for your company.</p> <p>Team: 6-people groups</p> <p>20 minutes</p>		<p>Paul Myerson (2018), <i>Lean Demand-Driven Procurement - How to Apply Lean Thinking to Your Supply Management Processes</i>, Taylor and Francis, ISBN 9780429809514 Available at: https://www.perlego.com/book/1521986/lean-demanddriven-procurement-how-to-apply-lean-thinking-to-your-supply-management-processes-pdf</p> <p>Chapter 4: “Procurement Strategy Development and Application”, Passage: Organizations and supply chain strategy</p>
<p>Week 7</p>	<p>Class 11:</p> <p>Category Management</p> <ul style="list-style-type: none"> - Definition - Principles - Hierarchy <p>Negotiations</p> <ul style="list-style-type: none"> - Definition - Purposes - Techniques <p>Outsourcing (Offshoring, Nearshoring, Reshoring)</p>	<p>Discussion</p> <p>Reading - Getting to Yes with Yourself</p> <p>Task: As HW and using the Perlego App: Read William Ury’s “<i>Getting to Yes with Yourself</i>” Chapter 6, lecture: “The five steps of breakthrough negotiation” so in class you can discuss situations where you’d apply the learnings.</p>	<p>Formative Assessment 5: Report Deliverable 2 (20%)</p> <p>Please refer to section 4.3.5 for more details.</p> <p>To be uploaded on the VLE.</p>	<p>Paul Myerson (2018), <i>Lean Demand-Driven Procurement - How to Apply Lean Thinking to Your Supply Management Processes</i>, Taylor and Francis, ISBN 9780429809514 Available at: https://www.perlego.com/book/1521986/lean-demanddriven-procurement-how-to-apply-lean-thinking-to-your-supply-</p>

		Individual activity + class discussion 20 minutes		management-processes-pdf Chapter 12“Contract and Performance Management and Ethics”, Passage: Negotiation
	<p>Class 12:</p> <p>Strategic Sourcing - Basis - 7 Steps</p> <p>Risk Management - Threats - Categories</p> <p>SC Resilience - Definition - Considerations - Cases</p>	<p>Discussion</p> <p>Risk Management - The Ever-Given Suez Channel incident</p> <p>Task: In groups discuss and identify 5 risks associated with Environmental, Economics, Society, Security and Technology related to the Ever-Given Suez Channel incident (here)</p> <p>Team: 4-people groups</p> <p>20 minutes</p>		<p>Paul Myerson (2018), <i>Lean Demand-Driven Procurement - How to Apply Lean Thinking to Your Supply Management Processes</i>, Taylor and Francis, ISBN 9780429809514 Available at: https://www.perlego.com/book/1521986/lean-demanddriven-procurement-how-to-apply-lean-thinking-to-your-supply-management-processes-pdf</p> <p>Chapter 12“Contract and Performance Management and Ethics”, Passage: Risk Assessment</p>
Week 8	<p>Class 13:</p> <p>Managing Sourcing - What, Why, How to Measure?</p> <p>Efficient Consumer Response (ECR)</p> <p>Collaborative Planning, Forecasting and Replenishment CPFR</p> <p>Sales and Operation Planning (S&OP)</p> <p>Key Metrics in Sourcing - Number of suppliers - Vendors Rejection Rates - Compliance Rate - Supplier Availability</p>	<p>Group Problem-solving</p> <p>Scoring a Vendor</p> <p>Task: In groups and considering the material seen in class, score a fictional vendor on compliance rate according to your company guidelines.</p> <p>Team: 4-people groups</p> <p>20 minutes</p>	<p>Formative Assessment 6: Report Deliverable 3 (20%)</p> <p>Please refer to section 4.3.6 for more details.</p> <p>To be uploaded on the VLE.</p>	<p>Kristensen, J., & Jonsson, P. (2018). <i>Context-based Sales and Operations Planning (S&OP) Research</i>. <i>International Journal of Physical Distribution & Logistics Management</i>, 52, 15-29. Introduction, Research framework, and Methods Pages: 4-7</p>
	<p>Class 14:</p> <p>Scope of Relationship - Classification - Types of relationships - Building Trust Segment and measure - Segmentation: #1 Strategic Suppliers - Segmentation: #2 Tactical Suppliers</p>	<p>Role-play: The Strategic Supplier Opportunity</p> <p>Task: In groups, set an argument for convincing your main client to have your company as a Strategic Supplier. e.g. You are a Madrid-based Buns Bread Manufacturer,</p>		<p>O'Brien, J. (2022) <i>Supplier Relationship Management</i>. 3rd edn. Kogan Page. Available at: https://www.perlego.com/book/3149656/supplier-relationship-management-unlocking-the-value-in-your-supply-base-pdf</p>

	- Segmentation: #3 Transactional Suppliers Cross-functional teams	and your client is Goiko Grill. Team: 4-people groups 15 minutes discussion + 15 min role pitch		Class 14, Chapter 02, Passage: Five good reasons to get close to our supplier's section
Week 9	Class 15: Digital Procurement Fundamentals Introduction, Definition Source-to-pay process Context, Evolution, Enablers Principles - Transparency - Interconnectivity - Data Driven Frameworks and Success Cases European Commission	Discussion: Jobs of the Future Task: In groups, describe how you see the Jobs of the Future in your industry. Consider main trends/techs seen in class such as Augmented reality, Internet of Things (IoT), and Autonomous Mobile Robots. Team: 4-people groups 25 minutes		Radell, C., & Schannon, D. (2019). <i>Digital Procurement: The Benefits Go Far Beyond Efficiency. Supply Chain Management Review</i> , 6, 14-21. Pages: 1-5
Week 10	Submission of the Summative Assessment Activities (introduce here the exact activities to be submitted)			

4. Module Assessment

The assessment of this Module consists of Formative and Summative assessment activities listed in the table 1 and described in the table 2 below:

Table 1:

Formative	Summative
Set Exercise/Case Study (in groups) (30%)	Set Exercise/Case Study (1000 words) – 40%
Report Formative Submission (60%)	Report (2000 words) – 60%

*Prefinal grade is based on the Formative Assessment activities, and it is not a part of a module final grade. **Students should have more than 50 points of the prefinal grade to be allowed to submit summative assessment activities which represent module final grade.***

Table 2:

Formative	Summative

<p>Oral Assessment/ Online Participation: On a weekly basis, students will have to participate in a discussion forum, with questions covering the topics of the week. This will help students to interact with different perspectives due to the diversity of participation, as well as to develop proficiency in understanding and applying concepts and developing critical thinking.</p>	
<p>Set Exercise/Case Study: Throughout the unit, students practice the application of knowledge, analytical, problem-solving, or evaluative skills and receive timely feedback. As a result, students will be ready to provide a practical analytical solution (1000 words) to various problems presented in the unit by using skills and knowledge acquired.</p>	
<p>Report Formative Submission: Students will receive feedback on a partial submission of the report.</p>	<p>Report: Students will be asked to work on a success/failure case study and present its conclusions. The link between the information gathered and the concepts learned during the unit will be assessed.</p>

The passing grade for the module is 60%.

4.1. Summative Assessment 1 – Case Study (1000 words) – 40%

Task

As a follow-up to our Formative tasks, 1-3 students must write a 1000-word report on how inventory and warehouse management activities contribute to overall stock availability. Enhancing supply chain agility and flexibility as a key differentiator for a winning strategy.

Objective

The goal is to make sure the students understand the confluence of Inventory and Warehousing activities as main contributors for Inventory Record Accuracy, and a Full Stock availability throughout the value chain.

Guidelines

- Deliverable for this task is a PDF.
- Use Font: Arial, Size: 11 pts, Line spacing: 1.5
- APA referencing to be used throughout.

Evaluation criteria: Rubric

	Identification of Main Issues	Analysis	Solutions	Research	Structure and format
Criteria	Clear explanation of key strategic - The challenge, scope, and frictions are clearly identified in the development. - There is a solid explanation why it is important for any company to monitor their global operations. - There is evidence of a technical vocabulary while suggesting tools, processes, frameworks to be implemented - There is an effective Executive Summary - Avoid repeating information already summarized in other cases	Logically organized, key points, key arguments, and important criteria for evaluating tools, processes, and frameworks implemented. Critical issues and key problems that supported the analysis identified and clearly analyzed main business frictions and/ or competitive advantages.	Specific recommendations and/ or plans of action provided. Facts were referred to when necessary to support the analysis and conclusions. Recommendations and conclusions were presented and supported in an effective manner.	Students clearly develop main takeaways of the explored topic. This includes frameworks, authors, business cases, and sources such as books, articles, interviews, Internet sites and most relevant his/ her own conclusion.	Proper organization, professional writing, and logical flow of analysis, APA formatting - Logically organized, key points, key arguments, and important criteria for evaluating the business logic easily identified. - Key points were supported with a well thought out rationale based on applying specific concepts or analytical frameworks to the data provided in the case. - Proper grammar, spelling, punctuation, 3rd person objective view, professional writing, and syntax.
0 to 30 pts	Identifies and understands few of the issues in case study	Incomplete or no analysis of the issues	Little or no action suggested, and/ or inappropriate solutions to all of the issues in the case	Incomplete research and links to any readings	Numerous errors and a lack of organization
31 to 50 pts	Identifies and understands some of the issues in the case study	Superficial analysis of some of the issues in the case	Superficial and/ or inappropriate solutions to some of the issues in the case	Limited research and documented links to any readings	Many occasional errors. Variety of formatting styles, inconsistencies throughout the paper.
51 to 89 pts	Identifies and understands most of the main issues in the case study	Comprehensive analysis of most of the issues	Appropriate, well thought out comments about solutions (or proposals) to most of the issues in the case	Good research and documented links to the material read	Occasional errors. Good formatting and organizing materials. Above average level of preparedness with few formatting errors.
90 to 100 pts	Identifies and understands all of the main issues in the case study	Insightful and comprehensive analysis of all the issues	Well documented, reasoned and appropriate comments on solutions, or proposals for solutions, to all issues in the case	Excellent research into the issues with clearly documented links to the course text and/ or outside readings	No error in writing nor concepts developed. Meets all APA standards. Formatting is excellent.

Allocation of marks: Each criterion is responsible for 20% of the total grade.

4.2. Summative Assessment 2 - Report (2000 words) - 60%

Task

Considering formative assessments 4-6 students must write a 2000-word report assessing the Supply Chain Strategy for the selected organization. Assessment should include information on the organization's Inventory, Strategic Sourcing and Supplier Management and constructive feedback on improvement opportunities.

Objective

This exercise seeks to check comprehension on the importance of Supply Chain Strategy, Visibility, Metrics, and Risk Management. Propose strategic recommendations to improve organization operations while identifying how industry benchmark tools/ frameworks for a logistics operation can work together towards creating a robust operation management.

Guidelines

- Deliverable for this task is a PDF
- Use Font: Arial, Size: 11 pts, Line spacing: 1.5
- APA referencing to be used throughout

Evaluation criteria: Rubric

	Identification of Main Issues	Analysis	Solutions	Research	Structure and format
Criteria	Clear explanation of key strategic - The challenge, scope, and frictions are clearly identified in the development. - There is a solid explanation why it is important for any company to monitor their global operations. - There is evidence of a technical vocabulary while suggesting tools, processes, frameworks to be implemented - There is an effective Executive Summary - Avoid repeating information already summarized in other cases	Logically organized, key points, key arguments, and important criteria for evaluating tools, processes, and frameworks implemented. Critical issues and key problems that supported the analysis identified and clearly analyzed main business frictions and/ or competitive advantages.	Specific recommendations and/or plans of action provided. Facts were referred to when necessary to support the analysis and conclusions. Recommendations and conclusions were presented and supported in an effective manner.	Students clearly develop main takeaways of the explored topic. This includes frameworks, authors, business cases, and sources such as books, articles, interviews, Internet sites and most relevant his/ her own conclusion.	Proper organization, professional writing, and logical flow of analysis, APA formatting - Logically organized, key points, key arguments, and important criteria for evaluating the business logic easily identified. - Key points were supported with a well thought out rationale based on applying specific concepts or analytical frameworks to the data provided in the case. - Proper grammar, spelling, punctuation, 3rd person objective view, professional writing, and syntax.
0 to 30 pts	Identifies and understands few of the issues in case study	Incomplete or no analysis of the issues	Little or no action suggested, and/or inappropriate solutions to all of the issues in the case	Incomplete research and links to any readings	Numerous errors and a lack of organization
31 to 50 pts	Identifies and understands some of the issues in the case study	Superficial analysis of some of the issues in the case	Superficial and/or inappropriate solutions to some of the issues in the case	Limited research and documented links to any readings	Many occasional errors. Variety of formatting styles, inconsistencies throughout the paper.
51 to 89 pts	Identifies and understands most of the main issues in the case study	Comprehensive analysis of most of the issues	Appropriate, well thought out comments about solutions (or proposals) to most of the issues in the case	Good research and documented links to the material read	Occasional errors. Good formatting and organizing materials. Above average level of preparedness with few formatting errors.
90 to 100 pts	Identifies and understands all of the main issues in the case study	Insightful and comprehensive analysis of all the issues	Well documented, reasoned and appropriate comments on solutions, or proposals for solutions, to all issues in the case	Excellent research into the issues with clearly documented links to the course text and/or outside readings	No error in writing nor concepts developed. Meets all APA standards. Formatting is excellent.

Allocation of marks: Each criterion is responsible for 20% of the total grade. Evaluation criteria and allocation of marks same as 4.1.

4.3. Formative Assessment

4.3.1 Formative Assessment 1: Case Study Deliverable 1

Taking into consideration topics related to Inventory and Warehouse Management, explain the importance of building a distributed network of locations to store the organization's inventory and which configuration options we can use.

Example: Inventory Allocation is key to have a proper inventory assortment closer to the end-customer. A valid setting can be a Bonded Warehouse, plus Distributions centers.

Guidelines:

- Length: 500 words
- Deliverable for this task is a PDF
- Font: Arial, Size: 11 pts, Line spacing: 1.5
- In-text citations and reference list using APA are required

4.3.2 Formative Assessment 1: Case Study Deliverable 2

Explain the importance of Inventory Record Accuracy (IRA). Why is it important for physical inventory to match the virtual? Further detail on the two types of inventories counts methods seen in class. As a logistics manager, how would you manage the inventory?

Example: IRA is a key metric to avoid having inconsistent inventory information. Organizations should follow a W2W inventory count on a yearly basis, plus weekly Cycle counts to adjust unmatched records.

Guidelines:

- Length: 500 words
- Deliverable for this task is a PDF
- Use Font: Arial, Size: 11 pts, Line spacing: 1.5
- In-text citations and reference list using APA are required

4.3.3 Formative Assessment 1: Case Study Deliverable 3

Back to Warehouse Management activities. At the outbound flow we find the Picking, Packing-Controlling, and Shipping activities. Why is it good practice to set a picking flow and a control station check?

Example: *Organization warehouses should create a Daily planning for order prioritization, barcode scanning validation for the picked items, and a control line at the packing station to scan all goods one last time before packing and sending them to the customer.*

Guidelines:

- Length: 500 words
- Deliverable for this task is a PDF
- Use Font: Arial, Size: 11 pts, Line spacing: 1.5
- In-text citations and reference list using APA are required

4.3.4 Formative Assessment 2: Report Deliverable 1

Case Study: Select an organization and identify success or failure in their inventory, strategic sourcing, and supplier management. This first assignment covers subjects such as company introduction, briefly explaining their products / categories, business model, and market in which they operate. Reference: Azucarera.es

Guidelines:

- Length: 500 words
- Deliverable for this task is a PDF
- Use Font: Arial, Size: 11 pts, Line spacing: 1.5
- In-text citations and reference list using APA are required

4.3.5 Formative Assessment 2: Report Deliverable 2

Go back to your selected organization and breakdown principal areas for Supply Chain management (e.g., Global sourcing, Demand Planning, Transportation Management, Warehouse Management, etc.) and explain the Value Chain for product / category (from raw material extraction, to retail - customer delivery). Add primary conclusions on the main competitive advantages and risk management you see in the model. Reference: <https://www.azucarera.es/conocenos/>

Guidelines:

- Length: 1000 words
- Deliverable for this task is a PDF
- Use Font: Arial, Size: 11 pts, Line spacing: 1.5
- In-text citations and reference list using APA are required

4.3.6 Formative Assessment 2: Report Deliverable 3

Data-Driven Culture. Going back to your selected company, apply analytical and problem-solving skills to explain:

Which are the main metrics it needs to control?

Which are potential data sources?

What is an effective data visualization approach to use?

Reference: www.azucarera.es/wp-content/uploads/2021/06/AB-Azucarera_EINF_31.08.2020.pdf

Guidelines:

- Length: 500 words
- Deliverable for this task is a PDF
- Use Font: Arial, Size: 11 pts, Line spacing: 1.5
- In-text citations and reference list using APA are required

5. Module Requirements

A. Core Readings List

- 1) 50 Minutes (2017), The Business Model Canvas, Let your business thrive with this simple model, 50Minutes.com, ISBN 9782806279378
- 2) Bill Schmarzo (2020), The Economics of Data, Analytics, and Digital Transformation. The theorems, laws, and empowerments to guide your organization's digital transformation, Packt Publishing, ISBN 9781800569133
- 3) Daher, M., Ruiz-Huidobro R., Chmielewski, J., & Jayaraj, V. (2017). Digital Procurement: New Capabilities from Disruptive Technologies . Deloitte. Retrieved from: <https://www2.deloitte.com/content/dam/Deloitte/us/Documents/process-and-operations/us-cons-digital-procurement.pdf>
- 4) Kristensen, J., & Jonsson, P. (2018). Context-based Sales and Operations Planning (S&OP) Research. *International Journal of Physical Distribution & Logistics Management*, 52, 15-29.
- 5) Paul Myerson (2018), Lean Demand-Driven Procurement - How to Apply Lean Thinking to Your Supply Management Processes, Taylor and Francis, ISBN 9780429809514
- 6) Radell, C., & Schannon, D. (2019). Digital Procurement: The Benefits Go Far Beyond Efficiency. *Supply Chain Management Review*, 6, 14-21.
- 7) Samir Dani (2019), Strategic Supply Chain Management, Creating Competitive Advantage and Value Through Effective Leadership, Kogan Page, ISBN 9780749478858
- 8) Swette, K., Boyo, T. (2021). How Procurement Can Strengthen Diversity and Inclusion. *MIT Sloan Management Review*, May.
- 9) Sunil, Ch. (2018). *Supply Chain Management: Strategy, Planning and Operation (7th ed)*. Pearson. ISBN: 978- 0134731889
- 10) Video: Discussing Data Breaches, Cyber Security and More with Philip Wood, Director of Strategic Sourcing & Operations. Microsoft. Retrieved from: <https://youtu.be/5ut67UqYJDM>
- 11) Video: How to Build the Case for Change from S&OP to Full IBP. Retrieved from: <https://youtu.be/thSAQulaf04>

B. Supplementary Reading List

- 1) Bag, S., Wood, L. C., Mangla, S. K., & Luthra, S. (2020). Procurement 4.0 and Its Implications on Business Process Performance in a Circular Economy. *Resources, Conservation and Recycling*, 152.
- 2) Batran, A., Erben, A., Schulz, R., & Sperl, F. (2017). *Procurement 4.0: A Survival Guide in a Digital, Disruptive World*. Campus Verlag.
- 3) Gates, S. (2015). *The Negotiation Book: Your Definitive Guide to Successful Negotiating*. John Wiley and Sons Ltd. ISBN: 978-1119155461
- 4) Hyndman, R. (2018). *Forecasting: Principles and Practice*. Otexts. ISBN: 978-0987507112
- 5) Lücker, F., Seifert, R. W., & Biçer, I. (2019). Roles of Inventory and Reserve Capacity in Mitigating Supply Chain Disruption Risk. *International Journal of Production Research*, 57(4), 1238-1249.

- 6) Swaim, J. A., Maloni, M., Bower, P., & Mello, J. (2016). Antecedents to Effective Sales and Operations Planning. *Industrial Management & Data Systems*, 116 (6).
- 7) Tinker, E. (2015). *S&OP Planning Results: Find, Measure, and Manage Results Throughout Your Supply Chain*. Pace Publishing Company. ISBN: 978-0996908825.

C. General Rules for Submitting Written Assignments

Prior to the assessment and grading, all homework assignments submitted via Virtual Learning Environment (VLE) are checked for plagiarism with the software embedded to the system. Before turning in the first assignment, each student must familiarize themselves with the Plagiarism Handbook in the VLE.

Written assignments should be typewritten and will only be marked and graded if they are submitted via VLE by the requested time. **Late submissions will not be accepted under any circumstances!**

Being virtually absent shall not be an accepted excuse for not submitting the required homework for the following session.

Technical issues: The VLE system works functionally well and technical issues almost non-existent. Failure to submit the assignment on a timely basis is typically a result of a misuse of the VLE instructions or simply a missed deadline.

In case a student experiences issues with the submission of a particular assignment, an email should be sent before the submission deadline to the lecturer (with a copy to the Academic Coordinator) along with the screenshot of the technical issue. Each case will be thoroughly investigated, and the ultimate decision will be made by the Academics Department whether the homework should be accepted for evaluation and grading.

D. Attendance

80% attendance is compulsory. Students who miss more than 20% of classes without a justified reason (e.g. medical certificate) will automatically fail the module.

All appointments, including regular medical appointments, should be scheduled outside of class time, as any absence will affect the participation component of the module evaluation. If you are ill and you cannot attend a class, you will need to fill in the Absence Excuse form and provide a valid certificate from a credible medical institution. Under no circumstances is the lecturer involved in considering absence excuses. This responsibility lies with the Academic Coordinator and the Academic Committee. Please refer to the **Academic Policies and Student Guidelines** for further information.

Students who are late (not more than the first 10 minutes) will be allowed to enter the classroom upon the consideration of a lecturer meaning that if a lecturer started the class and believes that those arriving late may disturb the class, he/she has a right not to allow any late students to enter the classroom. Students over 10 minutes late should NOT be allowed into the classroom until the next break. In case the student is not allowed to enter the classroom in the first part of the class or is late more than 10 min, then the attendance will be rated at **50%** or a half class. This margin of time is not applicable after the mid-class break, i.e. students coming late or not returning after the break, will not be allowed into the class and/or will get documented only 50% of presence. Continuous late arrivals by a student gives the lecturer the right to dismiss that student from their class, with a failing grade.

Note: *As entering in the middle of a class session disrupts the entire class and is regarded as disrespectful, students should strictly adhere to the rules. Arriving late or leaving early will be noted and the total time of absences will be calculated by applying the same corresponding rules for continuous tardiness.*