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INSTRUCTOR

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Office hours: Call for appointment

COURSE OBJECTIVES

Purchasing or supply management has been construed historically as a secondary function to what were perceived as more important functions in organizations, such as direct production. In many organizations, it still is perceived as a semi clerical function. In this course, students will become aware of the substantial paradigm shift that has occurred in purchasing, with purchasing now having a key strategic role. This course opens with this focus then flows to tactical and strategic considerations related to organizational relationships, specifications, sourcing, total cost of ownership make or buy, price, cost and quality, relationship management and information technology.

COURSE MATERIALS

ASSESSMENT OF LEARNING

Grades will be assigned based on the following scale:

A+: 91% or greater, A: 84% to 90%, B+: 77% to 83%, B: 70% to 76%
C+: 63% to 69%, C: 56% to 62%, D: 50%-55%, F: 49% or less

Grades will not be curved.

Grades will be determined based on the 4 tests and two case presentations as follows:

Tests: 65% of the total grade (Test 1=10%, Test 2=10% Test 3=10, Test 4=15%)
Class participation: 10% of the total grade
Mini-case hand-in: 10% of the total grade
Group presentation and paper: 15% of the grade
Final Examination: 20%

Total: 100%

CLASS TESTS

Class tests will measure students’ understanding of the concepts covered in lectures.

Each test will consist of a series of true/false and multiple choice questions to be answered on a computer bubble sheet. Tests are non cumulative in the sense that succeeding test will not test specific material covered on preceding tests. They are cumulative in the sense that material learned for a test may depend on knowledge gained from the material previously tested. For example test 4 will not test specific material covered in tests 1, 2 and 3. However, to understand the material covered for in test 4, a student will have to have good knowledge of the material covered in tests 1, 2 and 3.

There is no final exam in this course.

Students may not have open (at the time of writing), any test in this course: textbooks, additional notes or other extraneous material designed to supplement their own knowledge of course material. Students may not have any electronic equipment such as cell phones, calculators, translation devices turned on at their desks or exposed on the floor beneath their desk during tests.

MISSING EXAM AND LATE SUBMISSION POLICY

Deferred tests will only be given if the instructor is advised within 3 working days of the test date and receives suitable documentation including a Faculty of Management Medical Absenteeism Form, which must be submitted to support absence due to illness.
ATTENDANCE POLICY

Students are expected to attend all classes and prepare notes. Where group presentations or guest lectures are speaking, students are to arrive at class 5 minutes early. Attendance will be taken on those days. Students who fail to attend or are late to a guest lecturer or case presentation may be docked 5% of the course total for every such failure. If you are unable to attend, appropriate medical documentation will result in the 5% grade deduction being waived. 10% of the final grade consists of participation marks. You are encouraged to participate and to provide a name tag for your desk.

ELECTRONIC DEVICE POLICY

Students are allowed to use laptops or tablets in class. If Students are using cell phones for texting during class, there will be marks deducted from the class participation mark. Please obtain the permission of the instructor prior to audio/video-recording a lecture.
<table>
<thead>
<tr>
<th>Class session</th>
<th>Activity</th>
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<td>Sept 4</td>
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<td>2</td>
<td>Sept 9</td>
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<td>Sept 11</td>
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<td>Sept 16</td>
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<td>Sept 18</td>
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<td>6</td>
<td>Sept 23</td>
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<td><strong>Sept 25</strong></td>
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<td><strong>Nov 12-15</strong></td>
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<td>22</td>
<td>Nov 18</td>
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<td>23</td>
<td>Nov 20</td>
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<td><strong>Nov 25</strong></td>
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<td>26</td>
<td>Dec 2</td>
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<td>Dec 4</td>
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<td>28</td>
<td>Dec 9</td>
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<td>29</td>
<td><strong>TBD</strong></td>
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## INTENDED LEARNING OUTCOMES

<table>
<thead>
<tr>
<th></th>
<th>Goals and Objective in the Undergraduate Program</th>
<th>Goals and Objectives Addressed in this Course</th>
<th>Course Item(s) Relevant to these Goals and Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Quantitative Reasoning</td>
<td></td>
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<tr>
<td></td>
<td>A. Determine which quantitative analysis technique is appropriate for solving a specific problem.</td>
<td>✔</td>
<td>Case assignments</td>
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<td></td>
<td>B. Use the appropriate quantitative method in a technically correct way to solve a business problem.</td>
<td>✔</td>
<td>Quantitative analysis in case assignments</td>
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<tr>
<td></td>
<td>C. Analyze quantitative output and arrive at a conclusion.</td>
<td>✔</td>
<td>Case Assignments</td>
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<tr>
<td>2</td>
<td>Written Communication</td>
<td></td>
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<tr>
<td></td>
<td>A. Use correct English grammar and mechanics in their written work.</td>
<td>✔</td>
<td>Written case assignments</td>
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<td></td>
<td>B. Communicate in a coherent and logical manner</td>
<td>✔</td>
<td>Written case assignments and group presentation</td>
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<tr>
<td></td>
<td>C. Present ideas in a clear and organized fashion.</td>
<td>✔</td>
<td>Written case assignments and group presentation</td>
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<tr>
<td>3</td>
<td>Ethical Thinking</td>
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<tr>
<td></td>
<td>A. Identify ethical issues in a problem or case situation</td>
<td>✔</td>
<td>Chapter 15</td>
</tr>
<tr>
<td></td>
<td>B. Identify the stakeholders in the situation.</td>
<td>✔</td>
<td>Chapter 15</td>
</tr>
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<td></td>
<td>C. Analyze the consequences of alternatives from an ethical standpoint.</td>
<td>✔</td>
<td>Chapter 15</td>
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<td></td>
<td>D. Discuss the ethical implications of the decision.</td>
<td>✔</td>
<td>Chapter 15</td>
</tr>
<tr>
<td>4</td>
<td>Core Business Knowledge</td>
<td>✔</td>
<td>Entire course</td>
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</table>
ACADEMIC INTEGRITY POLICY

It is critical to the reputation of the I. H. Asper School of Business and of our degrees that everyone associated with our faculty behaves with the highest academic integrity. As the faculty that helps create business and government leaders, we have a special obligation to ensure that our ethical standards are beyond reproach. Any dishonesty in our academic transactions violates this trust. The University of Manitoba Undergraduate Calendar addresses the issue of academic dishonesty under the heading “Plagiarism and Cheating.” Specifically, acts of academic dishonesty include, but are not limited to:

- using the exact words of a published or unpublished author without quotation marks and without referencing the source of these words duplicating a table, graph or diagram, in whole or in part, without referencing the source paraphrasing the conceptual framework, research design, interpretation, or any other ideas of another person, whether written or verbal (e.g., personal communications, ideas from a verbal presentation) without referencing the source copying the answers of another student in any test, examination, or take-home assignment providing answers to another student in any test, examination, or take-home assignment taking any unauthorized materials into an examination or term test (crib notes) impersonating another student or allowing another person to impersonate oneself for the purpose of submitting academic work or writing any test or examination stealing or mutilating library materials accessing tests prior to the time and date of the sitting changing name or answer(s) on a test after that test has been graded and returned submitting the same paper or portions thereof for more than one assignment, without discussions with the instructors involved.

GROUP PROJECTS AND GROUP WORK

The course will consist of lectures, group mini-case analyses, group presentations and guest speakers. Students are expected to be in attendance for all classes as marks will be made for class participation.

The class will be divided into 6 groups. Each group will be responsible for preparing a group paper and presentation on the topics as listed below plus a 20 minute mini-case analyses during the term. The assignment of the group presentations are as follow:

**Group Presentations**

Each group will make a presentation on selected topics during the last sessions of the course.

Presentations will occur as during class session 22 (Groups TBD) and class session 23 (Groups TBD).

Each group is to prepare and submit a 10-15 page paper on the day of their presentation along with their PowerPoint presentation. The paper and presentation combined will be the basis of the mark assigned. Each paper must have at least 2 references from sources other than the textbook or materials we have covered in class.

**Case Analysis hand-ins**

Each group will be responsible for writing a case analysis during the term.

Cases are expected to be written in the Harvard Business School Case Analysis model as noted below:

Immediate Issue
Associated/Basic Issues
Issue Analysis- Qualitative and Quantitative Analysis
Alternatives with Pros and Cons (the pros and cons can be in point Format)
Recommendation and course of Action (can combine one or more
Alternatives – but have to justify putting the alternatives that solve
the Immediate Issue- and also consider Associated Issues(usually
Strategic issues)
Implementation
Monitor and Control
Overall presentation and Continuity of case

Cases: A Suggested Approach to Analysis

I. Description/Major Facts
(Describe at a high level the company. State here the major facts as you see them. Make statements clear
and concise for your own understanding as well as for the understanding of the other students and the
instructor.)

II. Major Problem (Immediate Issue Identification)
(State here the major problem as you see it. Emphasize the present major problem. You may wish to phrase
your statement in the form of a question. In a few cases, there may be more than one major problem. A
good problem statement will be concise, usually only one sentence.)

III. Possible Solutions (Use the“questions to answer” as guidance)
A. (List here the possible solutions to the major problem. Let your imagination come up with
alternative ways to solve the problem.
B. Do not limit yourself to only one or two possible solutions. These solutions should be distinct from
each other.
C. However, you may wish to include portions of one solution in another solution, as long as each
solution stands alone. Only in this manner will your subsequent choice be definitive.
D. Briefly note advantages and disadvantages of each possible solution, etc.

IV. Choice and Rationale (Recommendation)
(State here your choice, A or B or ___ and the detailed reasons for your choice. You may also state your
reasons for not choosing the other alternative solutions.)

V. Implementation and Monitor and Control
(When requested, prepare a plan to implement your choice)

Case Assignments

Group 1 Sabor Inc.
Suggested Student Assignment
If you were in the position of Ray Soles, what would be your assessment of the Marconil situation and what
strategy would you adopt?

POSSIBLE DISCUSSION QUESTIONS
1. What is the price that a purchaser has to pay for procurement flexibility?
2. How can supply be guaranteed in a period of market shortages?
3. What should the criteria be for establishing long-term contracts?
4. What are the real risks of being without marconil for Sabor?
5. Why are the suppliers interested in obtaining long-term contracts?
6. What strategies are available to Ray Soles in this situation?

**Group 2: Saran Pharmaceuticals Ltd.**

**SUGGESTED STUDENT ASSIGNMENT**
1. What would be the objectives of your procurement plan for the eight products to be transferred from the French plant?
2. What alternatives do you have?
3. What action would you take and why?

**Possible Discussion Questions**
1. What is the impact of the multi-language requirement?
2. What is your impression of the Sarin supplier approval process? Should all purchases have to go through this process?
3. What other departments in the organization should be involved in this project?
4. What support do you expect to get from the current suppliers in Europe?
5. What support do you need in from the Sarin purchasing organization in Europe to help with the transition?
6. What products and suppliers are your first priorities? How do you want to rank order the suppliers and products that should be tackled first?

**Group 3: Qmont Mining**

**Suggested Student Assignment**
If you were in the position of Alice Winter, what would be your analysis of your research findings to date and what steps would you recommend next for your summer project?

**POSSIBLE DISCUSSION QUESTIONS**
1. Did the choice of three sites over a four-month period represent a reasonable sample?
2. What additional information would be helpful?
3. Is it possible to draw Did it make sense to start the project by looking at supplier invoices?
4. Some tentative conclusions on this project?
5. What other industries might face similar supply challenges?

**Group 4: Garland Chocolates**

**Suggested Student Assignment**
As Shanti Suppiah, what is your analysis of the situation with Edgeworth Toffee? What recommendations would you make to address the declining margins for the brand?

**POSSIBLE DISCUSSION QUESTIONS**
1. What is the likelihood of sales increasing in the future if new packaging materials are adopted? How would that change your analysis?
2. Can you justify investing in new equipment?
3. What is your impression of the 10% hurdle rate?
4. What are the risks of outsourcing production?
5. What are the risks of investing in the new equipment and continuing to produce?
6. How does your analysis change if service levels declined?
7. How does your analysis change if sales increase or decrease?

Group 5: The Power Line Poles

Suggested Student Assignment
If you were in the position of Gordon Yarrow:
1. How would you deal with the bid exceptions requested?

POSSIBLE DISCUSSION QUESTIONS
1. Do you agree with Mr. Yarrow’s procedure of sending only the four most acceptable bids to Moren’s engineering consultants for complete analysis?
2. Does Mr. Yarrow really have much choice as to whom he awards the pole manufacture contract?
3. Under the circumstances, is the manufacturer of the pole or the engineering consultant responsible for the final specifications?
4. If you were Mr. Yarrow, what additional information would you like beyond that supplied in the case, and how would it affect your final decision?
5. What decision would you make on the basis of the available information?
6. Do you think that all suppliers have been fairly treated?

Group 6: Penner Medical Products

SUGGESTED STUDENT ASSIGNMENT
If you were in the position of Neil Bennett, what would be your analysis of the delivery problems from Stinson? What recommendations would you make to Ken McCallum and why?

POSSIBLE DISCUSSION QUESTIONS
1. Why do you think Penner handles its own inbound transportation?
2. Why not simply find a new vendor that is on the American side of the border and closer to Rockford?
3. Would you consider outsourcing transportation?
4. How complicated is it to fill out customs forms? Why don’t they get a customs broker involved?
5. How much money do you think this problem costs the company each year?

GUEST SPEAKERS

Guest speakers from outside of the University may be making presentations during the term. Materials discussed in these presentations will be subject to examination. Students are encouraged to ask questions of the guest lecturer related to their particular firm and its strategic purchasing practices.
SERVICES AND SUPPORTS

The University of Manitoba provides many different services that can enhance learning and provide support for a variety of academic and personal concerns. You are encouraged to visit the below websites to learn more about these services and supports. If you have any questions or concerns, please do not hesitate to contact your instructor or the Undergraduate Program Office.

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<th>For Information on...</th>
<th>...follow this link</th>
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<td>Admission, Registration, Tuition Fees, Important Dates, Final Exams, Graduation, and Transcripts</td>
<td>Registrar’s Office</td>
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<td>Academic policies &amp; procedures, regulations, Faculty-specific information, degree and major requirements</td>
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<td>Help with research needs such as books, journals, sources of data, how to cite, and writing</td>
<td>Library Resources</td>
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<td>Tutors, workshops, and resources to help you improve your learning, writing, time management, and test-taking skills</td>
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<td>Copyright-related questions and resources to help you avoid plagiarism or intellectual property violations</td>
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<td>Student discipline bylaws, policies and procedures on academic integrity and misconduct, appeal procedures</td>
<td>Academic Integrity</td>
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<td>Policies &amp; procedures with respect to student discipline or misconduct, including academic integrity violations</td>
<td>Student Discipline</td>
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<td>Students’ rights &amp; responsibilities, policies &amp; procedures, and support services for academic or discipline concerns</td>
<td>Student Advocacy</td>
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<td>Your rights and responsibilities as a student, in both academic and non-academic contexts</td>
<td>Your rights and responsibilities</td>
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<td>Full range of medical services for any physical or mental health issues</td>
<td>University Health Service</td>
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<tr>
<td>Information on health topics, including physical/mental health, alcohol/substance use harms, and sexual assault</td>
<td>Health and Wellness</td>
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<td>Any aspect of mental health, including anxiety, stress, depression, help with relationships or other life concerns, crisis services, and counselling.</td>
<td>Student Counselling Centre</td>
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<td>Support services available for help regarding any aspect of student and campus life, especially safety issues</td>
<td>Student Support Case Management</td>
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<td>Resources available on campus, for environmental, mental, physical, socio-cultural, and spiritual well-being</td>
<td>Live Well @ UofM</td>
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<td>Help with any concerns of harassment, discrimination, or sexual assault</td>
<td>Respectful Work and Learning Environment</td>
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<td>Concerns involving violence or threats, protocols for reporting, and how the university addresses them</td>
<td>Violent or Threatening Behaviour</td>
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