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INSTRUCTOR

Name: Allan Amundsen
Office: Virtual Office
Phone: 204-801-3106
Email: allan.amundsen@umanitoba.ca
Office hours: email for virtual appointment – time available after classes on Mondays/Wednesdays

COURSE DESCRIPTION

SCM 2240 - Purchasing and Supply Management.
This course will be conducted “live” via videoconferencing using Zoom and will not involve in-person instruction. Classes will be during the scheduled class time.
To join the class from your computer, install Zoom Client for Meetings from zoom.us/download. To join from your smartphone, install the Zoom app. Detailed instructions are available here.
This course is delivered remotely. It uses a combined synchronous-asynchronous course design. Students are expected to be online during the scheduled class times and are expected to log in between class times to keep up with discussion and readings. Your computer or device, and Internet connection must meet the UM minimum requirements found here <a href="https://centre.cc.umanitoba.ca/wp-content/uploads/2020/04/Student-Connectivity Recommendations.pdf">https://centre.cc.umanitoba.ca/wp-content/uploads/2020/04/Student-Connectivity-Recommendations.pdf</a>. These are required for all Fall 2020 classes.
For recording attendance and class participation, you will be expected to have your camera and microphone on during class time and exams. You are expected to leave your camera on for the duration of the class. Have your microphone muted and unmute yourself only when you speak.

Please note that all classes will be recorded and the video recordings are likely to be shared with other students.

Marks for the class will be based on 3 tests, attendance on Zoom, class participation on Zoom, case hand-in, and final exam.

**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 FORMAT**

This course will be conducted “live” via videoconferencing using Zoom and will not involve in-person instruction. Classes will be during the scheduled class time.

For recording attendance and class participation, you will be expected to have your camera and microphone on during class time and exams. The instructor may tell you to leave your camera/mic on for the duration of the class or may require you to mute yourself and unmute yourself only at certain times.

While all of the classes will be by live on-line lectures, as there is a significant number of marks assigned to in-class participation, each week will have the students complete small assignments given out on the Wednesday class and then submitted by the end of Friday that week. The assignment will be discussed on the following Monday’s class.

**COURSE MATERIALS**

As classes will be delivered synchronously via videoconferencing, a device enabled with a camera and microphone is required. Further, you are expected to be in a location with a reliable Internet connection.
that is strong enough for streaming video. You may also want to consider using earphones/headset with a mic, unless you have a computer/tablet with good speakers/mic.

Powerpoint slides will be posted on Ulearn site for the lectures.

For quizzes/exams, which will be administered via the Respondus Lockdown browser, you will need a device (computer or iPad; smartphone will not work) with one of the following operating systems:

- Windows 10, 8, or 7 (note: will not work with Windows 10S)
- Mac OS 10.15 to 10.12, OS X 10.11, or OSX 10.10
- iOS: 11.0+ (iPad only)

You will need the Chrome browser. Other browsers such as Safari may not work.

**Textbook:**

Please respect copyright laws. Photocopying textbooks or other reading material is a violation of copyright laws and is unethical, unless permission to copy has been obtained.

**STUDENT ebook ACCESS INSTRUCTIONS**

1. Go to the Connect course URL: [https://connect.mheducation.com/class/a-amundsen-fall-2020](https://connect.mheducation.com/class/a-amundsen-fall-2020)

2. Enter your **school email address** and complete the brief online registration form that follows.

3. You have three registration options:

   - **Connect Code:** Enter your **Connect access code** and click **REDEEM**.
   - **Purchase Online:** Click **BUY IT** to use a credit card or PayPal.
   - **Temporary Access:** Click **ACCESS NOW** for FREE, two-week access.

**Have questions or need help? Call 1-800-331-5094 or visit:** [https://mhedu.force.com/CXG/s/ContactUs](https://mhedu.force.com/CXG/s/ContactUs)

**ASSESSMENT OF LEARNING**

Grades will be assigned based on the following scale:

- A+: 91% or greater, A: 84% to 90.99%, B+: 77% to 83.99%, B: 70% to 76.99%
- C+: 63% to 69.99%, C: 56% to 62.99%, D: 50%- 55.99%, F: 49.99% or less

Grades will be determined based on the 3 tests and two case presentations as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage of Total Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tests</td>
<td>30%</td>
</tr>
<tr>
<td>Class participation</td>
<td>25%</td>
</tr>
</tbody>
</table>

(Test 1= 10%, Test 2=10% Test 3=10,)
Mini-case hand-in: 10% of the total grade
Group presentation and paper: 15% of the grade
Final Examination: 20% of the grade
Total: 100%

In the event of a skewed distribution of grades, the total course marks may be curved up or down as necessary (the weighting of each component will remain unchanged).

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 3 will not test specific material covered in tests 1, and 2. However, to understand the material covered for in test 3, a student will have to have good knowledge of the material covered in tests 1, and 2.

To protect the academic integrity of education at the Asper School, certain protocols will be observed for online exams. For instance, in some courses, the online exam will set up such that each student will get a random subset of questions from a larger question bank, which means no two students will get exactly the same exam. Further, a very small number of questions will appear on a screen and you may not have the option to move back to questions you have already answered. The instructor may require your camera be on and directed at you for the entire duration of the exam.

For recording your class participation, the instructor may require you to have your camera and/or microphone on when you speak or for the entire duration of the class.

MISSED 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. If a student submits an assignment or paper late, there will be a 5% per day mark deduction.

Do not make travel plans before the Final Exam. I cannot let you take the exam earlier/later because you booked a flight ticket for a date earlier than the final exam. In the event you have to miss the Final Exam for a valid reason, a request for a deferred exam must be made at your home Faculty’s Undergraduate Program Office (b_comm@umanitoba.ca, if you are an Asper student). Applying for a deferred exam does not guarantee your request will be granted.

ATTENDANCE POLICY

Students are expected to attend all virtual classes and prepare notes. Students who fail to attend or are
late to a 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. 25% of the final grade consists of participation marks. You are encouraged to participate in weekly class discussions.
For recording your class participation, you will be required to have your camera and/or microphone on when you speak or for the duration of the class.

ELECTRONIC DEVICE POLICY

Use of a computer and microphone and ability to record lectures is a requirement.

Although this is course is taught in a remote teaching format, we will observe the protocols that would be expected during in-person classes. Please make sure your cellphone does not ring during class. No frivolous posting of messages in the Chat area during class. Practice self-control—don’t browse the Internet or check your e-mail/social media/text messages while class is in progress. Do not video/audio record class lectures or take pictures of the screen without the instructor’s permission.
Class Schedule

<table>
<thead>
<tr>
<th>Class session</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Sept 9</td>
</tr>
<tr>
<td>2</td>
<td>Sept 14</td>
</tr>
<tr>
<td>3</td>
<td>Sept 16</td>
</tr>
<tr>
<td>4</td>
<td>Sept 21</td>
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<tr>
<td>5</td>
<td>Sept 23</td>
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<tr>
<td>6</td>
<td>Sept 28</td>
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<td>7</td>
<td>Sept 30</td>
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<td>8</td>
<td>Oct 5</td>
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<td>9</td>
<td>Oct 7</td>
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<td>10</td>
<td>Oct 12</td>
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<td>11</td>
<td>Oct 14</td>
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<td>12</td>
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<td>13</td>
<td>Oct 21</td>
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<td>14</td>
<td>Oct 26</td>
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<td>15</td>
<td>Nov 2</td>
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<td>16</td>
<td>Nov 4</td>
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<td>17</td>
<td>Nov 9</td>
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<td>18</td>
<td>Nov 9-13</td>
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<td>19</td>
<td>Nov 16</td>
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<td>20</td>
<td>Nov 18</td>
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<td>Nov 23</td>
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<td>Nov 25</td>
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<td>23</td>
<td>Nov 30</td>
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<td>24</td>
<td>Dec 2</td>
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<tr>
<td>25</td>
<td>Dec 9</td>
</tr>
<tr>
<td>26</td>
<td>Dec 11</td>
</tr>
<tr>
<td>27</td>
<td>TBD</td>
</tr>
</tbody>
</table>

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>
<td></td>
</tr>
<tr>
<td>A</td>
<td>Determine which quantitative analysis technique is appropriate for solving a specific problem.</td>
<td>✓</td>
<td>Case assignments</td>
</tr>
<tr>
<td>B</td>
<td>Use the appropriate quantitative method in a technically correct way</td>
<td>✓</td>
<td>Quantitative analysis in</td>
</tr>
<tr>
<td></td>
<td>to solve a business problem.</td>
<td></td>
<td>case assignments</td>
</tr>
<tr>
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<td>-----------------------------</td>
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<td>------------------</td>
</tr>
<tr>
<td>C.</td>
<td>Analyze quantitative output and arrive at a conclusion.</td>
<td>✓</td>
<td>Case Assignments</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Written Communication</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A.</td>
<td>Use correct English grammar and mechanics in their written work.</td>
<td>✓</td>
<td>Written case assignments</td>
</tr>
<tr>
<td>B.</td>
<td>Communicate in a coherent and logical manner</td>
<td>✓</td>
<td>Written case assignments and group presentation</td>
</tr>
<tr>
<td>C.</td>
<td>Present ideas in a clear and organized fashion.</td>
<td>✓</td>
<td>Written case assignments and group presentation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Ethical Thinking</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A.</td>
<td>Identify ethical issues in a problem or case situation</td>
<td>✓</td>
<td>Chapter 15</td>
</tr>
<tr>
<td>B.</td>
<td>Identify the stakeholders in the situation.</td>
<td>✓</td>
<td>Chapter 15</td>
</tr>
<tr>
<td>C.</td>
<td>Analyze the consequences of alternatives from an ethical standpoint.</td>
<td>✓</td>
<td>Chapter 15</td>
</tr>
<tr>
<td>D.</td>
<td>Discuss the ethical implications of the decision.</td>
<td>✓</td>
<td>Chapter 15</td>
</tr>
</tbody>
</table>

|   | Core Business Knowledge |   | Entire course |

**ACADEMIC INTEGRITY POLICY**

It is critical to the reputation of the Asper School of Business and of our degrees that everyone associated with our faculty behave 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 General 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 (includes Chat messages posted during videoconference sessions)
- 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
- recording exam questions using any method, regardless of whether those are shared with others
- sharing exam questions with those who are yet to take the exam, including future students
- 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 attendance, earning class participation marks, submitting academic work, or writing any test or examination
- stealing or mutilating library materials
- accessing test 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**

Many courses in the Asper School of Business require group projects. Students should be aware that group projects are subject to the same rules regarding academic integrity. All group members should exercise special care to ensure that the group project does not violate the policy on Academic Integrity. Should a violation occur, group members are jointly accountable unless the violation can be attributed to specific individuals.

Some courses, while not requiring group projects, encourage students to work together in groups before submitting individual assignments. If it’s unclear whether it is allowed, students are encouraged to seek clarification from the instructor to avoid violating the academic integrity policy.

In the Asper School of Business, all suspected cases of academic dishonesty in undergraduate courses are reported to the Dean's office and follow the approved disciplinary process. See following table for typical penalties for academic dishonesty in the Asper School.
Typical Penalties for Academic Dishonesty in the Asper School

If the student is from another Faculty and the academic dishonesty is committed in an Asper course, the student’s Faculty could match or add penalties beyond the Asper School’s.

F-DISC on transcript indicates the F is for disciplinary reasons.

<table>
<thead>
<tr>
<th>ACADEMIC DISHONESTY</th>
<th>PENALTY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cheating on exam (copying from or providing answers to another student)</td>
<td>F-DISC in course Suspension from taking Asper courses for 1 year Notation of academic dishonesty in transcript</td>
</tr>
<tr>
<td>Sharing exam questions electronically during exam</td>
<td>F-DISC in course Suspension from taking Asper courses for 2 years Notation of academic dishonesty in transcript</td>
</tr>
<tr>
<td>Possession of unauthorized material during exam (e.g., cheat notes)</td>
<td>F-DISC in course Suspension from taking Asper courses for 1 year Notation of academic dishonesty in transcript</td>
</tr>
<tr>
<td>Altering answer on returned exam and asking for re-grading</td>
<td>F-DISC in course Suspension from taking Asper courses for 1 year Notation of academic dishonesty in transcript</td>
</tr>
<tr>
<td>Plagiarism on assignment</td>
<td>F-DISC in course Suspension from taking Asper courses for 1 year Notation of academic dishonesty in transcript</td>
</tr>
<tr>
<td>Submitting paper bought online</td>
<td>F-DISC in course Suspension from taking Asper courses for 1 year Notation of academic dishonesty in transcript</td>
</tr>
<tr>
<td>Inappropriate Collaboration (collaborating with individuals not explicitly authorized by instructor)</td>
<td>F-DISC in course Suspension from taking Asper courses for 1 year Notation of academic dishonesty in transcript</td>
</tr>
<tr>
<td>Group member had knowledge of inappropriate collaboration or plagiarism and played along</td>
<td>F-DISC in course Notation of academic dishonesty in transcript</td>
</tr>
<tr>
<td>Signing Attendance Sheet for classmate</td>
<td>F-DISC in course Notation of academic dishonesty in transcript</td>
</tr>
</tbody>
</table>
### STUDENT 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.

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

The course will consist of lectures, group mini-case analyses, group presentations. 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 24 (Groups TBD) and class session 25 (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 Picking 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?

ABOUT THE INSTRUCTOR
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Allan Amundsen is the Director, Purchasing Services at the University of Winnipeg. He has over 35 years of experience in the Supply Chain field in a Public setting. He has taught Supply Chain courses at the University of Manitoba for over 30 years and has been an instructor at the I.H. Asper School of Business for over 15 years. He holds a Fellow Designation from the Supply Chain Management Association.