

## **I. PROFESSOR**

Tim Hawkins, Ph.D.

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Section: 480

Day/time: Accelerated Online Distance Learning, asynchronous

Office hours: T/TH 1:00 p.m. – 2:00 p.m.; other times available by appointment, including evening, via Zoom.

## **II. REQUIRED TEXTS & CASE STUDIES**

O'Brien, J. (2024). *Category Management in Purchasing: A Strategic Approach to Maximize Business Profitability*, 5<sup>th</sup> ed. Kogan Page, London: UK. ISBN: 978-1-3986-1379-9

Dulin, Eric G. (2022). *Win-Win-Win: Collaborative Approach to Procurement in the Era of Digital Metamorphosis*. BookBaby: Pennsauken, NJ. ISBN 9781667842516. (\$8.98, Amazon)

HBSP Case Packet titled "OPSM 5840-Strategic Supply Management-Cases", available online for \$20.75 at the [Harvard Business Publishing site](https://hbsp.harvard.edu/import/1291635) <https://hbsp.harvard.edu/import/1291635>.

## **III. COURSE OVERVIEW**

3 Credit Hours. Examines how organizations can move beyond the tactical and functional operations of purchasing to proactively and strategically design, establish, manage, and optimize the firm's supply base of goods and services to improve both the organization's financial success and overall supply chain performance. Addresses supply management's role in social responsibilities, buyer-supplier relationships, ethics, cross-functional teams, quality, price and cost analysis, total cost of ownership, risk management, development of requirements, outsourcing, global sourcing, supplier development and legal issues.

## **IV. COURSE PREREQUISITE**

Operational knowledge of procurement in an organization – either by work experience or prior coursework - is advised. Proficiency in MS Excel is required.

## **V. COURSE INTRODUCTION AND LEARNING OBJECTIVES**

Supply professionals have two primary responsibilities:

1. Acquire the best goods and services available worldwide to support the organization's strategy.
2. Cultivate the "best" (i.e., most appropriate) relationships with the best team of suppliers available.

Sourcing is a strategic function, controlling up to 30-80% of a firm's cost of goods sold and an equivalent impact of a firm's value proposition. As a sourcing professional, you don't just buy the stuff your firm needs to operate. You work with colleagues in other functions as well as

with suppliers to assure the firm has the capabilities needed to win tough competitive battles for the heart, mind, and money of global customers.

You will need to build deep skills in the following areas: category analysis, spend analysis, industry analysis, market analysis, risk analysis, types of spend, power analysis, total cost and price analysis, relationship management, negotiation, contracting, technology integration, supplier selection, sourcing strategies, supplier performance management, and corporate social responsibility. Upon successful completion of this course, the learner will be able to:

**Course Learning Objectives:**

- Champion supply management's role in achieving an inimitable competitive advantage.
- Design an appropriate supply management organization to support corporate strategies.
- Define and develop appropriate buyer/supplier relationships.
- Perform cost analysis to drive make/buy, supplier selection, and improvement decisions.
- Develop appropriate sourcing strategies fitting the requirement/need, market, and sourcing objectives.
- Conduct spend analysis.
- Discuss supply management's role in supporting a company's corporate social responsibility.

**Professional Learning Objectives:**

- Communicate more effectively your ideas and analysis in a creative and persuasive way.
- Collaborate more effectively as a member of a **team** and fulfill the role of a teacher-leader.
- Manage workload in a self-paced learning environment, including meeting regular deadlines.
- A secondary goal is to help prepare you to pass the Certified Professional in Supply Management (CPSM) exam.

NOTE: Supply management is orchestrated in cross-functional teams, and working in distributed teams is the "new normal." Likewise, this course entails a **considerable amount of team work**. This will be challenging given the accelerated, online course format. Your advance planning, organization, and near-constant attention is greatly appreciated. Students must work in, and only in, **assigned** teams. Also, please note that this is **not** your typical lecture-based course. Some video content is provided to elaborate on the book content, to synthesize the book content and the assignments, and to add clarity to the project. **The source of course content is primarily your book.**

FYI: Only a handful of universities produce and graduate purchasing professionals. Demand for good strategic sourcing professionals greatly exceeds supply.

## **VI. GRADING POLICY**

<b>Grade Components</b>	<b>Points</b>
Case Study - Eagle Systems	100
Spend Analysis & Sourcing Strategy Project	400
Case Study - Betapharm	100
Case Study - IKEA	100
Discussion	300
<b>Total</b>	<b>1000</b>

### Grading Scale

<b>A</b>	90-100%
<b>B</b>	80-89%
<b>C</b>	70-79%
<b>D</b>	60-69%
<b>F</b>	< 60%

\*These point totals are set so that you know exactly what the standard is. Assess your goal now and reach it by earning the needed points throughout the semester. You will receive the grade that you earn. The time to begin investing in your skills—and grade—is now. Consistent effort throughout the eight modules will deliver the best learning.

## **VII. LATE POLICY**

Late assignments will **not** be accepted.

## **VIII. CASE STUDY**

For all assigned cases, each team should read and analyze the case carefully. A detailed description of expectations regarding case write-ups is posted to Canvas. Students must review these rubrics within the first week of class. Should you not understand completely what is expected per the rubric and requirements, please seek clarification at least one week prior to the due date. **Questions** submitted via email **are always welcome**. Face-to-face Zoom sessions are welcome as well; just ask. The cases will be included in the online discussion board. I look forward to active and engaging case discussions. A 10% penalty will be assessed if you do not emulate the template—or if you exceed the page-count limit. (Learning Objectives: deep, creative analysis considering course/book content and case information; persuasive communication; teamwork)

## **IX. SPEND ANALYSIS & SOURCING STRATEGY ASSIGNMENT**

You will exercise your strategic sourcing skills by conducting a spend analysis of USAF spend data. Use the dataset provided in Canvas in the Excel file: “5700-DEPARTMENTOFTHEAIRFORCE-AWARD-FY10-1.xlsx”. From this spend analysis, you will develop suitable sourcing strategies that will generate desired outcomes such as savings, efficiencies, performance, competitive advantage, etc. You will need to use the FPDS-NG Data Dictionary to understand the data fields provided. For simplification, you should omit contract modifications from your analysis (i.e., any record with a modification code other than zero). At a minimum, using the data and best practices in spend analysis, you will:

- 1) Define **one** macro-level commodity category that resembles the scope of a typical commodity council. Often, the 2-digit-level of the NAICS code can serve as the commodity category.
- 2) Within the commodity category, define **one** commodity market basket (i.e., purchase needs/requirements that can be aggregated based on similar market/supplier characteristics and similar product characteristics - groups of goods that can be supplied by a common set of suppliers). Defend your choice based on prospective ROI and difficulty/complexity of implementation (See Figure 4.16 in *Spend Analysis* by Pandit and Marmanis). For some teams, this is a challenging task to understand. As such, you should plan to spend **significant time**: (a) understanding how the spend data can be used to define the market basket and (b) sorting the data iteratively to find a market basket that with sufficiently-large spend (\$) that consolidates goods (e.g., PSC codes) and maintains competition (at least 3 suppliers that can each provide all products). I will be available for Zoom calls to help; just ask.
- 3) For the commodity market basket, develop a sourcing strategy appropriate for the product and its supply base. The strategy must depict the savings levers that will generate results (e.g., increasing competition, e-RA, aggregating spend volume, backward integration + directed sources, supply base reduction, sourcing/ordering/contracting efficiency, requirements definition efficiency, product standardization/commonality, demand management/reduction, supplier development, supplier performance evaluation, etc.). Savings levers must be justified by information/data indicating they will be effective. The sourcing strategy also must show the historical number of suppliers and the new number of suppliers recommended by your strategy. Explain and justify the recommended number of suppliers. You must also plot the market basket on the strategic sourcing matrix (a.k.a. material positioning matrix) to identify the type of spend (e.g., “non-critical,” “leverage,” “bottleneck,” or “strategic”). Identify the duration of the proposed contract(s) and explain why.

Subject to course enrollment, this will be a team project. The professor will determine team compositions. While within-team collaboration is a must, between-team collaboration is prohibited.

This project will **require you to conduct market research** on the commodity market basket to:  
(1) determine whether a sufficient supply base exists to support your newly-defined

requirements, (2) identify cost drivers, (3) understand supply and demand, (4) identify strengths, weakness, opportunities, and threats, (5) identify relevant technological advances, (6) understand best practices, and (7) identify relevant laws and regulations – all that will affect your choice of sourcing strategies.

**Deliverables:**

1) Interim Deliverable. Submit completed **spend analysis** in a spreadsheet defining the chosen commodity category and the commodity market basket. Submit items (a) through (g), except (d), below in part 2). Also, submit a **project plan** - your **team's division of labor, tasks, and milestones** to complete the project on time. The purpose of the interim deliverable is twofold: (1) to ensure teams are organizing early enough to finish with a quality final product and (2) to ensure the chosen commodity category and market basket are appropriate (i.e., have a sufficient number of contract actions, suppliers, buying units/orgs, and products/services) to warrant being strategically sourced such that quantifiable improvements to key outcomes/metrics can be justified.

2) An MS Excel spreadsheet showing: a) the commodity category (defined by NAICS code(s) or PSC code(s) and dollar value of historical spend), b) the commodity market basket (defined by NAICS code(s) or PSC code(s) and dollar value), c) all historical procurement transactions (contracts/orders) that you would aggregate into the market basket, d) a list of the suppliers that can provide the products, e) the previous number of buying locations/offices (indicates fragmented buying), f) the previous number of contracts/orders, g) the previous number of different suppliers (indicates fragmented supply), h) the estimated dollar value of a) above over the next 5 years, i) the estimated dollar value of b) above over the next 5 years, j) the proposed number of buying locations, k) the proposed number of contracts/orders over 5 years, l) the proposed number of different suppliers, m) a Pareto chart of spend by commodity category, n) a supplier density chart of spend in the commodity market basket (See Figure 1.4 in *Spend Analysis* by Pandit and Marmanis), o) a table of top-30 supplier spend by contracting office (See Figure 4.3 in *Spend Analysis* by Pandit and Marmanis), p) the number of apparent duplicate suppliers (same supplier but slightly different name and different DUNS# used), q) the historical % of spend that was non-competitive, calculations of projected savings, and any other pertinent data based on your research of best practices in spend analysis.

3) Market research of the commodity market basket indicating industry size, number of suppliers, cost drivers, costs/prices, trends, new technologies, etc.

4) A Powerpoint “presentation” of all of your results in section (2) above. Be prepared to defend your composition of commodity category, commodity market basket, and sourcing strategies. Hence, on what basis did you include certain contracts/orders and exclude others? Defend your sourcing strategies (why chosen and basis of estimated savings). I will play the role of Chief Procurement Officer; I want streamlined operations and legitimate savings!

- 5) A list of issues/challenges – including a brief explanation of each - encountered in conducting the spend analysis. For each weakness in the data, recommend a change(s) necessary to mitigate or eliminate the issue/challenge. List additional data elements you wish you had.
- 6) The process steps/tasks you used to complete your spend analysis (can be a flowchart).
- 7) A list of references used.

Please see the project **grading rubric** posted in Canvas. Should you not understand completely what is expected per the rubric and requirements, please seek clarification at least two weeks prior to the due date. Questions submitted via email are always welcome. Face-to-face Zoom sessions are welcome as well; just ask. **Per the schedule, at least one team Zoom session is required either the week the interim deliverable is due (preferred) or the week thereafter.** The purpose of the meeting is to answer questions and provide feedback on the chosen commodity category and market basket.

References:

- Pandit, Kirit and H. Marmanis (2008), *Spend Analysis: The Window Into Strategic Sourcing*, Ft Lauderdale, FL: J. Ross Publishing. ISBN: 1-932159-93-6
- Aberdeen Group (2004), “Best Practices In Spending Analysis”
- GAO (2004), “Using Spend Analysis to Help Agencies Take a More Strategic Approach to Procurement”
- Case Example – (Muir et al., 2010). Note that the market baskets shown in this example are prohibited; you must select different market baskets. Also note that the sourcing strategies and market research depicted in these examples are too scant. Yours must be more elaborate, explained, and justified per the requirements above and the grading rubric.

**X. DISCUSSION BOARDS (I.E., PREPARATION/CONTRIBUTION/PROFESSIONALISM)**

In today’s digital world, facts are commodities. To succeed, you need to be an active day-to-day contributor. Build this habit now. If you develop sufficient understanding of the assigned material, you will be able to insightfully discuss core concepts and enrich your colleagues’ learning experience. Your contribution will be evaluated weekly throughout the modules based on timeliness and contribution (your ability to enrich and influence the discussion). Please remember to show respect for your peers.

We will use discussion boards to increase interactivity in the course and enable sharing of ideas and concepts—as well as to create community among the cohort. They also provide a digital memory that can be referred to in the future. My hope is that some of these discussions will be sufficiently interesting that you will want to continue them, so I will leave these discussion boards open for the duration of the course. Contribution to the discussion boards is expected

and represents a significant opportunity for you to demonstrate your commitment to continuous learning as well as your mastery of the material.

How will the discussion board work? Each week I will pose a set of questions related to the assigned reading—both courseware topics and cases. These questions are intended to: 1) invite your considered thought and 2) get the discussion started. We may not arrive at a specific answer to these questions; in fact, many of the questions can—and should—be evaluated from different perspectives. Each week, you need to join the discussion **early (by Wednesday)** and treat it like a real discussion. That is, you must **introduce new ideas or information, elaborate** on posted content, and/or **rebut** someone else's post. At least **four** posts across all discussions must be **rebuttals**. Do not simply repeat what your colleagues have already said or simply agree. On our discussion boards, such comments will not receive credit since they do not make a new and valued contribution. Any reply less than 8 relevant and useful sentences will earn zero credit for the entire discussion. Posts must integrate and cite content from the book. To make a real contribution, you cannot wait until Friday, Saturday, or Sunday to jump on the board and make a flurry of comments. To get full benefit (and credit) from these discussions, your initial posts shall be posted **by Wednesday** so that others can read and respond to your comments. I will monitor your contributions and join the dialogue.

#### **XI. WRITING FORMAT**

Please note that format will be graded. All written assignments, unless otherwise indicated, must comply with the following guidelines. Assignments that do not follow this format may not be accepted or may be subject to at least a one-letter grade penalty.

- Assignments should be double spaced, and be 8.5" X 11" with uniform margins (1").
- Handwritten papers are not acceptable.
- Font size should be 12 points.
- Spelling, **grammar**, and "typos" will be considered in your grade. Papers that evidence a lack of proof reading or professional presentation may be penalized 1 letter grade.



## **XII. ACADEMIC INTEGRITY POLICY**

UNT's policy on academic integrity is expressly integrated into this course. (Please consult the [Dean of Student's site](#) to review this policy.) Dishonesty, including, but not limited to, plagiarism for submissions in class, posting copyrighted material (e.g., case solutions) in the public domain (e.g., Quizlet, StudyBlue, Chegg, etc.), or viewing/using any existing solutions for graded assessments (e.g., case studies) outside of your book or instructor-provided material, is strictly prohibited. Additionally, the use of **artificial intelligence (AI)** (e.g., ChatGPT) on any course work is considered plagiarism and is **prohibited**, unless expressly authorized. Turnitin software will be relied upon to detect AI-generated content. Additionally, any deliverable content that, in my judgment, is generic and/or largely irrelevant to the assignment will be deemed to be AI-generated. These violations are taken seriously, will be investigated, and academic sanctions will be actively pursued. The minimum penalty is an "F" in the course and referral to the Dean of Students for disciplinary action which may include expulsion from the University. For team-based deliverables, distinction may not be made between which student contributed a particular part(s) of the work. Any plagiarism or AI use in any part of any deliverable may result in the aforementioned penalties to all team members. Hence, team members are responsible for policing academic integrity within their team.

## **XIII. TEAM MEMBER EVALUATIONS**

Each student shall contribute equally on all group work, and it is each team member's responsibility to contribute content quality and quantity. To thwart "free-riding" in your teams, students shall submit a performance evaluation for team members for the case studies, spend analysis and sourcing strategy project, and interim deliverable using the "TEAM MEMBER EVALUATION FORM" found at the end of the syllabus. Without the evaluation, no credit will be given for the assignment. Any student with an average rating less than 2.80 will have their assignment grade reduced by 30% of earned credit. Any student with an average rating less than 2.6 will have their assignment grade reduced by at least an additional 30% of available credit. For any student receiving an average rating from any single team member less than 2.0, the Professor reserves the right to determine the rated student's grade (which will likely differ from the team's grade). For any student rated on item 6 as "No", the Professor may decrease the student's grade by one letter grade. Furthermore, teams may, through unanimous decision with justification – and with approval of the Professor, vote to **"fire"** any member of their team who, through procrastination, poor performance or non-performance, compromises the success of the team. The vote and justification must be provided to the professor at least 2 days prior to the due date. The "fired" student then must complete the entire assignment(s) on his/her own (including all subsequent assignments), regardless of the stage of assignment completion. The professor reserves the right to change team compositions at any time (particularly, but not exclusively, in the case of multiple under-performers on a team).

## **XIV. STUDENTS WITH DISABILITIES WHO REQUIRE ACCOMMODATIONS**

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking reasonable accommodation must first register with the Office of



Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with a reasonable accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request reasonable accommodations at any time, however, ODA notices of reasonable accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of reasonable accommodation for every semester and must meet with each faculty member prior to implementation in each class.

Students are strongly encouraged to deliver letters of reasonable accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see the [Office of Disability Accommodation website](#). You may also contact them by phone at 940.565.4323.

## **XV. IMPORTANT NOTICE FOR F-1 STUDENTS TAKING DISTANCE EDUCATION COURSES**

### **Federal Regulation**

To read detailed Immigration and Customs Enforcement regulations for F-1 students taking online courses, please go to the [Electronic Code of Federal Regulations website](#). The specific portion concerning distance education courses is located at "Title 8 CFR 214.2 Paragraph (f)(6)(i)(G)" and can be found buried within [this document](#).

The paragraph reads:

(G) For F–1 students enrolled in classes for credit or classroom hours, no more than the equivalent of one class or three credits per session, term, semester, trimester, or quarter may be counted toward the full course of study requirement if the class is taken on-line or through distance education and does not require the student's physical attendance for classes, examination or other purposes integral to completion of the class. An on-line or distance education course is a course that is offered principally through the use of television, audio, or computer transmission including open broadcast, closed circuit, cable, microwave, or satellite, audio conferencing, or computer conferencing. If the F–1 student's course of study is in a language study program, no on-line or distance education classes may be considered to count toward a student's full course of study requirement.

### **University of North Texas Compliance**

To comply with immigration regulations, an F-1 visa holder within the United States may need to engage in an on-campus experiential component for this course. This component (which must be approved in advance by the instructor) can include activities such as taking an on-campus exam, participating in an on-campus lecture or lab activity, or other on-campus experience integral to the completion of this course.

If such an on-campus activity is required, it is the student's responsibility to do the following:

(1) Submit a written request to the instructor for an on-campus experiential component within one week of the start of the course.

(2) Ensure that the activity on campus takes place and the instructor documents it in writing with a notice sent to the International Student and Scholar Services Office. ISSS has a form available that you may use for this purpose.

Because the decision may have serious immigration consequences, if an F-1 student is unsure about his or her need to participate in an on-campus experiential component for this course, s/he should contact the UNT International Student and Scholar Services Office (telephone 940-565-2195 or email [internationaladvising@unt.edu](mailto:internationaladvising@unt.edu)) to get clarification before the one-week deadline.

#### **XVI. INCOMPLETE POLICY**

Please note that the following overall program Incomplete course policy is in effect: Students may only carry one (1) Incomplete on their record at any given time in order to progress within the program. If a student incurs a second Incomplete, s/he will be bumped back to the trailing cohort in order to utilize the additional time to complete all outstanding assignments.

#### **XVII. COMMUNICATION**

I am genuinely interested in not only your learning but also your success. I will be happy to discuss the course, your progress, or any other issue of concern to you on an individual basis by appointment. Please feel free to send me an email for any clarification that you might need during the term on any administrative or substantive issue. I usually respond to emails within 24-48 hours.

Should there be a conflict between information in this syllabus and that found on Canvas, this syllabus governs.

#### **XIII. TECHNICAL SUPPORT**

Student Helpdesk:  
UNT Helpdesk  
Sage Hall 130  
940-565-2324  
[helpdesk@unt.edu](mailto:helpdesk@unt.edu)

## **XIX. COURSE SCHEDULE**

This syllabus and schedule are tentative and subject to change.

<b>Module</b>	<b>Topic, Readings, Deliverables</b>	<b>References</b> (not mandatory)
<b>Module 1</b> <b>Oct 13 – 19</b>	<p><b>Topic: Introducing Strategic Sourcing (a.k.a., “category management”)</b></p> <p><b>Required Readings:</b> Book chapters 1 &amp; 2 (through pg 81)</p> <p><b>Other Actions Required:</b></p> <ul style="list-style-type: none"> <li>• Discussion Board: You will contribute to our Canvas discussion. [Notice first post due <u>Wed.</u> each week and this is not shown in Canvas;] Introduce yourself. therein.</li> <li>• Upload Resume to Canvas.</li> <li>• View the Introduction video in Canvas under “Meet Your Instructor”.</li> <li>• View the Course Overview video in Canvas under “Meet Your Instructor”.</li> <li>• View the Strategic Sourcing Overview video in Canvas under Module 1 Materials/Resources.</li> <li>• Initiate the spend analysis portion of the Spend Analysis &amp; Sourcing Strategy Project. Review the “Spend Analysis Grading Rubric.xlsx” file. Familiarize yourself with the dataset: “5700-DEPARTMENTOFTHEAIRFORCE-AWARD-FY10-1.xlsx”. Review the example.</li> <li>• Submit team member request for case studies and Spend Analysis &amp; Sourcing Strategy Project.</li> </ul>	<p>Schuh et al. (2022)</p> <p>Chapman et al. (1997)</p> <p>Hardt et al. (2007)</p> <p>Kraljic (1983)</p> <p>Nelson et al. (2001)</p> <p>Smith (2020)</p> <p>Dulin (2022)</p> <p>O’Brien (2024)</p>
<b>Module 2</b> <b>Oct 20 – 26</b>	<p><b>Topic: Sourcing Ethics &amp; Corporate Social Responsibility</b></p> <p><b>Required Readings:</b> IKEA case (HBP)</p> <p><b>Other Actions Required:</b></p> <ul style="list-style-type: none"> <li>• Discussion Board &amp; Debate: You will post contributions to Canvas discussion board. Debate regarding whether to 1) cancel (or not) the supply contract with Rangan, 2) to join (or not) Rugmark, and 3) to leave (or not) India.</li> <li>• Team Member Evaluation</li> </ul>	<p>Busse (2016)</p> <p>Carter (2000)</p> <p>Carter &amp; Jennings (2004)</p> <p>Hajmohammad &amp; Vachon (2016)</p>

**OPSM 5840**  
**Strategic Supply Management**  
**Fall 2025**

	<b>Assignment(s): Due: Sunday, Oct 26, 11:59p.m. central</b> Case Analysis: IKEA (Graded) (Group)	
<b>Module 3</b> <b>Oct 27 – Nov 2</b>	<b>Topic: Sourcing Strategy: Outsourcing and Offshoring</b> <ul style="list-style-type: none"> <li><b>Required Readings:</b> Lego case (HBP); Book, “Win-Win-Win” (for Discussion Board).</li> </ul> <b>Other Actions Required:</b> Discussion Board: Students will post contributions to Canvas discussion board.	Fraticchi et al. (2014) Stanczyk et al. (2017) Trent & Monczka (2005) Dulin (2022)
<b>Module 4</b> <b>Nov 3 - 9</b>	<b>Topic: Category Analysis &amp; Sourcing Strategy</b> <p><b>Required Readings:</b> Book Chapters 3 (only “Category Segmentation and Opportunity Analysis”), 4 (only “Value Levers”), 5, &amp; 6; Market Research Report (Solid Waste)</p> <b>Other Actions Required:</b> <ul style="list-style-type: none"> <li>Review “Pivot Tables in SA Demo.pptx”.</li> <li>Review “SA-Spring AY10-Muir Goeke Dieges Murphy Shaw-Janitorial &amp; Office Supplies.pdf” (project example).</li> <li>Students will continue the spend analysis portion of the Spend Analysis &amp; Sourcing Strategy Project. <b>Schedule &amp; attend mandatory team Zoom session with Professor.</b></li> <li>Discussion Board: Students will post contributions to Canvas discussion board</li> <li>Team Member Evaluation</li> </ul> <b>Assignment: Due: Sunday, Nov 9, 11:59 p.m. central</b> Spend Analysis & Sourcing Strategy Project Interim Deliverable. (Group)	Cao & Lumineau (2015) Cox (2001) Handfield (2006) Monczka & Petersen (2008) Pandit & Marmanis (2008) Carlsson (2015) Schuh et al. (2009) O’Brien (2024)
<b>Module 5</b> <b>Nov 10 - 16</b>	<b>Topic: Supplier Financial Viability and TCO</b> <p><b>Required Readings:</b> Eagle Systems case.</p> <b>Other Actions Required:</b> <ul style="list-style-type: none"> <li>Discussion Board: Students will post contributions to Canvas discussion board</li> </ul>	Ferrin & Plank (2002)

**OPSM 5840**  
**Strategic Supply Management**  
**Fall 2025**

	<b>Assignment(s): Due: Sunday, Nov 16, 11:59 p.m. central</b> Case Analysis: Eagle Systems, Qs 1&2 (Graded) (Group)	
<b>Module 6</b> <b>Nov 17 – 23</b>	<b>Topic: Sourcing Strategy: Supplier Evaluation &amp; Selection</b>  <b>Required Readings:</b> Eagle Systems case. Book chapter 7 (only “Running an RFP...” and “Supplier Selection”)  <b>Other Actions Required:</b> <ul style="list-style-type: none"> <li>• Team Member Evaluation</li> </ul> <b>Assignment(s): Due: Sunday, Nov 23, 11:59 p.m. central</b> Case Analysis: Eagle Systems, Qs 3&4 (Graded) (Group)	
<b>Module 7</b> <b>Dec 1 – 7</b>	<b>Topic: Price Determination - Reverse Auctions</b>  <b>Required Readings:</b> Betapharm case parts A,B,C (HBP).  <b>Other Actions Required:</b> <ul style="list-style-type: none"> <li>• View reverse auction video “eRA Overview.mp4” in Canvas under “Module 7: Materials/Resources”.</li> <li>• Team Member Evaluation</li> </ul> <b>Assignment(s): Due: Sunday, Dec 7, 11:59 p.m. central</b> Case Analysis: Betapharm (Graded) (Group), Qs in Parts A & C.	Federal Acquisition Regulation Part 16 (contract types) Garrett (2007) Hawkins et al. (2009)
<b>Module 8</b> <b>Dec 8 - 12</b>	<b>Topic: Supplier Relationship Management</b>  <b>Required Readings:</b> Book Chapter 8  <b>Other Actions Required:</b> Team Member Evaluation  <b>Assignment: Due Wednesday Dec 10, 11:59 p.m. central</b> Spend Analysis & Sourcing Strategy Project (Group)	Krause (1997)

**OPSM 5840**  
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**Fall 2025**

**TEAM MEMBER EVALUATION FORM**

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

This form will be used by your instructor to evaluate the overall contribution of the members in your **Case Studies and Project**. Please respond accurately. For any “poor” or “unacceptable” ratings, please provide comments. Responses will be used *only* by the professor and will remain confidential. Final grades may be adjusted for those team members who did not fully contribute to the outcome of the assignment.

**Use the following scale for your responses to items (1) – (5) in the table below:**

5 = Outstanding      4 = Good      3 = Mediocre      2 = Poor      1 = Unacceptable

**Name of the individual who served as the team leader:** \_\_\_\_\_.

Names of Team Members <i>Excluding You</i>	(1) Work Quality	(2) Work Quantity	(3) Work Timeliness	(4) Met With Team & Communicated	(5) Cooperated, Took Initiative, Asked Questions, Answered Questions, & Committed	(6) Given the choice, would you work with this person again? (Yes/No)	Average of Items (1)-(5)

**What portions of the deliverable did each team member contribute? Please be specific.**

**Comments:**

## References

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