

PRCH 4825
Sourcing Strategy and Supplier Relationship Management
Fall 2026

I. PROFESSOR

Tim Hawkins, Ph.D.

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Section: 001

Day/time: Wed 6:35 – 9:25 p.m.

Classroom: BLB 050

Office hours: Wed 4:00 p.m. – 5:00 p.m.; other times available by appointment

II. REQUIRED TEXT

Robert M. Monczka, Robert B. Handfield, Larry C. Giunipero, James L. Patterson. (2021). *Purchasing and Supply Chain Management*, 7th ed. Cengage Learning, Inc.: Boston, MA.

ISBN: 978-0-357-44214-2

Harvard Business Impact Case Pack (\$19.80). <https://hbsp.harvard.edu/import/1426213>

III. INSTRUCTION MODE

Physically in class, synchronous.

IV. COURSE DESCRIPTION

3 Credit Hours. This course is designed to provide students with a deep understanding of the strategic importance of effective procurement strategies and processes. The Supply Management function is responsible for ensuring an organization has the requisite materials, services, and equipment to deliver on promises to its stakeholders. This occurs by designing supply systems for categories of spend and creating favorable supply contracts. In this course, students will understand (1) the relationship among organizational, supply management and sourcing objectives; (2) frameworks and tools to analyze the supply conditions of a category, supply segmentation/portfolio analysis, spend analysis, need identification/demand, supply risk analysis, and supply market intelligence; (3) how to develop sourcing strategies to ensure quality supply; (4) the translation of category strategies into effective supply contracts; (5) and the development and management of the appropriate type of supplier relationships. By the end of this course, students will be able to develop effective procurement strategies, navigate global supply chains, and build strong, sustainable relationships with suppliers.

V. COURSE PREREQUISITE

PRCH 4810

VI. COURSE OBJECTIVES

At the end of this course, students should be able to:

1. Explain the relationship among organizational, supply management, and sourcing objectives.

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2. Utilize frameworks and tools to analyze the supply conditions of a category.
3. Develop sourcing strategies to ensure quality supply.
4. Translate category strategies into effective supply contracts.
5. Develop and manage appropriate types of supplier relationships.

VII. GRADING POLICY

Grade Components		Grading Scale	
	Points	A	90-100%
Case Studies	350	B	80-89%
Quizzes	200	C	70-79%
Turnarounds	350	D	60-69%
Participation	100	F	< 60%
Total	1,000		

VIII. QUIZZES

Quizzes will primarily cover detailed material from the textbook, but may also include material from the class sessions. The purposes are to: (1) ensure students come to class prepared to discuss the topics and (2) to gauge student learning. Sometimes, quiz feedback may supplant lecture content. They will primarily be multiple choice in nature. Some true/false and short answer questions may be included. While quiz dates and quantity are shown in the schedule, additional unannounced quizzes are possible. A laptop computer with Respondus Lockdown Browser is required to take quizzes, and quizzes occur only during class. Students must be present in class to receive a quiz grade other than zero.

No makeup quizzes will be given. If you are unable to take a quiz during the prescribed time due to an **excusable** reason, it is your responsibility to make special arrangements with me **IN ADVANCE** for you to take the quiz at another time. You must have prior approval from me to take a quiz at a time other than the dates specified on the syllabus. If you are absent on a quiz date due to an **excused** reason such as a medical or unforeseen life emergency where prior approval/arrangement was not possible, it is your responsibility to contact me within 24 hours from the quiz time and provide documented evidence in order to be considered for a “substitute grade,” which will be the lowest score of all your quizzes.

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IX. CASE STUDIES

For all assigned cases, each team should read and analyze the case carefully. You will work in assigned teams. **Detailed expectations and requirements for the case study are found in the rubric posted on the Canvas course site.** 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 two weeks prior to the due date. Case study write-ups must be uploaded to Canvas, and will be screened using plagiarism and AI detection software (e.g. Turnitin.com).

X. TURNAROUNDS

The goal of this course is to develop critical thinking skills by solving applied problems. During each “turnaround” students will receive a problem that we will spend time in class discussing and learning. The “turnaround” exercises are intended to help the student take a “hands on” approach with a big-picture understanding of why what you’re doing is important. Turnarounds include a variety of assignments from analyzing trade documents to researching potential suppliers or customers related to international trade logistics and transportation. Unless otherwise indicated, Turnarounds are INDIVIDUAL assignments. The aforementioned absence policy pertaining to quizzes also applies to the turnarounds.

XII. 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.

XIII. PARTICIPATION POLICY

You are expected to complete assigned readings before each class and to fully participate in class and case discussions by bringing in examples, raising and answering questions, and offering opinions. Obviously, class participation cannot be accomplished without your physical presence in the classroom. Regular attendance is expected for all classes, and you must arrive on time or before class begins. Otherwise, your grade will be negatively impacted. **This class entails group work.** Absences will affect your ability to contribute effectively to your groups. Therefore, **if you miss six (3) class sessions, you will fail the course.** Written, hard-copy evidence of an excusable absence (per university policy) must be submitted within one week of the absence. **An email notice alone is NOT sufficient evidence.**

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I will track your presence, but may also use your answers to in-class questions to count attendance; no response equates to no attendance.

# Unexcused Absences	Maximum Participation Pts
1	100
2	50
3	0

XIV. GRADEBOOK & SLIDES

The syllabus and the Powerpoint slides will be on Canvas. I continuously update slides; thus, the latest version may not always be posted. While slides cover nearly all of the chapter content, we will not necessarily cover all of the content in class due to time constraints. Please consider the online grade book as a courtesy to you. Your grades will be on Canvas, though participation will only be updated at the end of the course. Canvas is NOT my official gradebook; however, I try to ensure what is shown on Canvas is the same as my gradebook. If you see something that doesn't make sense, please alert me. Thanks much for your help.

XV. ACADEMIC INTEGRITY POLICY

Each student should be aware of the guidelines for academic honesty as outlined in the UNT Student Guidebook. Dishonesty, including, but not limited to, cheating on quizzes or tests, plagiarism for submissions in class, posting copyrighted material (e.g., quiz or exam questions and 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, exams, quizzes) outside of your textbook or instructor-provided material, is strictly prohibited. Additionally, the use of artificial intelligence (e.g., ChatGPT) on any course work is considered plagiarism and is prohibited, unless expressly authorized. 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, no distinction will be made between which student contributed a particular part(s) of the work. Any plagiarism in any part of any deliverable will result in the aforementioned penalties to **all** team members. Hence, team members are responsible for policing academic integrity within their team. For additional information about the University Integrity policy, go to <http://vpaa.unt.edu/academic-integrity.htm>. You are encouraged to view the Powerpoint file titled "Academic Integrity.pptx" on Canvas under the Issue Paper and Case Study links. Therein, you will find tips for avoiding plagiarism and guidance on when to cite and how to cite others' works.

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XVI. TEAM MEMBER EVALUATIONS

Each student is expected to contribute **equally** on each team-based deliverable. Your grade may be adjusted to reflect the quality, timeliness, and proportion of work contributed to the team. To thwart “free-riding” in your teams, students shall submit a performance appraisal for team members for each team-based deliverable using the attached “TEAM MEMBER EVALUATION FORM.” Without the evaluation, no credit will be given for the assignment. Any student with an average rating less than 3.0 will have their assignment grade reduced by 20% of available credit. Any student with an average rating less than 1.80 will have their assignment grade reduced by at least an additional 40% of available credit. For any student receiving an average rating from any single team member less than 1.5, the Professor reserves the right to determine the rated student’s grade (which will likely differ substantially from the team’s grade). Regardless of the ratings, if a team member reports that he/she has to redo a team member’s work due to inadequate quality, that team member will earn no higher than 30%. On the case study, any team member with a unanimous rating of “No” on column (6) will earn no higher than 30%. 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 and all subsequent assignments on his/her own, regardless of the stage of project 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).

XVII. 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 Access (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, refer to the Office of Disability Access website at <https://studentaffairs.unt.edu/office-disability-access>. You may also contact ODA by phone at (940) 565-4323.

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XVIII. ACCEPTABLE STUDENT BEHAVIOR

Classroom behavior should not interfere with the professor's ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic, or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, discussion groups, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. The bottom line is that supply chain management is conducted by professionals. I expect no less of you.

XIX. 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.

XX. REQUIRED EFFORT

The academic expectation for this course follows the Carnegie Standard which requires 2 hours of outside study per hour of class. Any student enrolled in 15 units has, at minimum, an average weekly workload of 45 hours, and is a "full-time" (FTE) student by the Carnegie standard. For this 3 hour course, expect to enjoy **6 hours per week outside of class** studying.

XXI. LATE WORK

Late assignments will not be accepted. If you upload a "wrong"/unintended file to Canvas, no revision, change, or resubmission will be allowed.

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XXII. COURSE SCHEDULE

This syllabus and schedule are tentative and **subject to change**.

Day	Topic	Book Chpt	Graded Assessments
19 Aug	<i>Syllabus/Course Overview</i> Strategic Sourcing Overview		
26 Aug	Strategic sourcing organization: centralized vs. decentralized; Sourcing Process; Sourcing's Influence	4-5, 5, 2	Quiz 1
2 Sep	Purchasing portfolio model/strategic sourcing matrix; Sourcing Goal Alignment	6	Quiz 2 Turnaround 1
9 Sep	Spend Analysis	6, 18-11a	
16 Sep	Spend Analysis	6	Quiz 3 Turnaround 2 (due 23 Sep)
23 Sep	Supply market intelligence/research	6	Turnaround 3 (due 25 Sep)
30 Sep	Supply market intelligence/research	6	Turnaround 4 (due 2 Oct)
7 Oct	Sourcing Strategies	6, 9	Quiz 4 Turnaround 5 (due 14 Oct) Turnaround 6 (due 21 Oct)
14 Oct	Sourcing Strategies; Power/dependence analysis	6, 9 13-4, 13-5	Turnaround 7
21 Oct	Sourcing Technologies: Pactum & Globality (AI)		
28 Oct	Buying services IBM/USAF Case	17	Quiz 5 IBM/USAF Case (due 4 Nov)
4 Nov	Supply Risk Boeing Case	6, 9	Quiz 6 (Boeing Case) *Boeing Case
11 Nov	Global Sourcing	10	Quiz 7 Dalian Talent Case
18 Nov	Supplier Relationship Management: Types of buyer-supplier relationships; Supplier improvement & development; Supplier performance evaluation. Agile Electric Case	2, 4 9, 18	Quiz 8 *Agile Electric Case
2 Dec	Supplier Relationship Management: Strategic Collaboration. JD.com Case	2, 4 9, 18	*JD.com Case
7-11 Dec	Finals Week		

*Team assignment

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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 team. Please respond as accurately as possible regarding the effective contribution of each member to the team. For any “poor” or “unacceptable” ratings, please provide comments. Responses will be used only by the professor and will remain completely confidential. Final grades may be adjusted for those team members who did not fully contribute to the outcome of the assignment.

INSTRUCTIONS

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 Excluding You	(1) Work Quality	(2) Work Quantity	(3) Work Timelines s	(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.**