

REPORT

Purchasing and Supply Management (PSM) Fundamentals Teaching Event Staffordshire University 15th and 16th November

Learning Outcomes

By successful completion of the module, you will be able to:

1. Identify the basic role, benefits, processes and aspects of a PSM department and a variety of specific job roles.
2. Apply a range of purchasing techniques and tools to purchasing activities.
3. Describe cross-functional connections between purchasing and other departments, and departments' connections to external stakeholders.
4. Identify opportunities and challenges when acting as the interface between internal customer requirements and external supply networks.
5. Evaluate trends and developments in PSM and interpret their consequences.

AGENDA – Day 1

- 09:00–09:30 Registration and Refreshments
- 09:30–10:00 Welcome to the event, the PERFECT project, introductions and structure
- 10:00–11:30 Session 1 (including lecture and exercises)
Core definitions
PSM in its organisational context
Benefits of effective PSM
- 11:30–11:40 Refreshments
- 11:40–13:00 Session 2 (including lecture and exercises)
The Purchasing Process based on one commodity
Developing Specifications
Stakeholder Management
- 13:00–14:00 Lunch
- 14:00–16:00 Session 3
Supply Market evaluation
Negotiation



16:00–16:10 Refreshments

16:10–17:30 Session 4

Supplier Performance Management & Development?

Wrap up and preparation of questions for guest lecture

AGENDA – Day 2

09:00–10:00 Guest Lecture & Q&A

Nigel Peake, public procurement at Staffordshire University: his career, range of job roles, challenges and trends in procurement

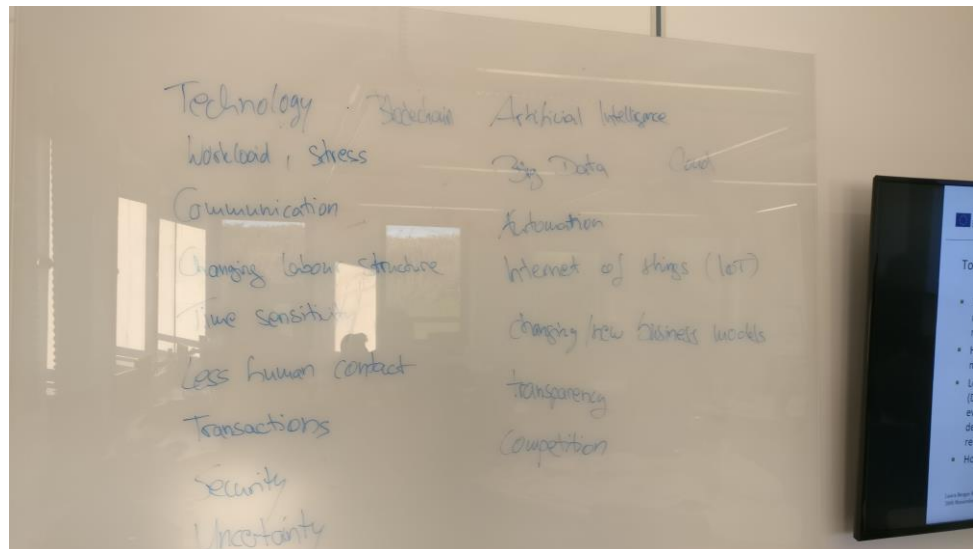


10:00 – 10:15 Refreshments

10:15 –11:30 Session 5

Future trends and challenges in PSM

- What will change and why?
- Short introduction into digitalisation: Definitions, Examples, PSM context
- Short introduction into sustainability: Definitions, Examples, PSM context
- Interrelation of different trends



11:30–12:00 Introduction to afternoon activity

- Presentation of the case
- Introduction of exercise and question to be prepared
 - Sustainability case
 - Digitalisation case
 - Group forming
 - Q&A

General: Starbucks case (book “Purchasing and Supply Management – A sustainability perspective”) → Students read case study, search for additional information online and prepare the questions for the presentation

→ Sustainability case:

- Describe the case, the situation and challenges for the company.
- How is the PSM department involved in the sustainability challenge? What is the role of the PSM department? How can it contribute to the companies’ sustainability performance?
- Look at the process steps that were discussed the day before. Please develop ideas how sustainability can be integrated in these process steps, based on what you see in the case study.
- How can digitisation support sustainability in the process steps?

→ Digitalisation case:

- Describe the case, the situation and challenges for the company.

- Which criteria for supplier selection could be considered related to digital maturity?
How can digitisation help to establish long-term supplier relationships?
- How can digitisation be applied to cost management and for reduction of market price dependencies (think of e.g. forecasting, predictive analytics)?
- Look at the process steps that were discussed the day before. Please develop ideas on which of these or other purchasing related processes and tasks can be supported by digitisation and how.
- How can digitisation support sustainability in the case?

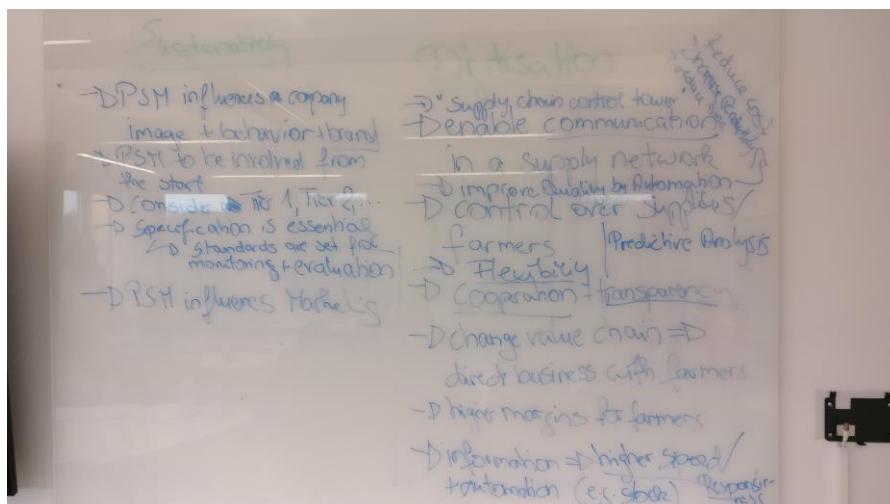
12:00–13:00 Lunch

13:00–14:30 Group preparation of case study and presentations



14:30–15:00 Refreshments

15:00–16:30 Group Presentations, Feedback & Wrap-up



16:30–17:30 Certificate awards & Feedback



Reading

Although we will not be following a text book on a chapter by chapter basis, the following book contains a wealth of detailed information on the subjects we will be covering:

Lysons, K. & Farrington, B. (2005), Purchasing and Supply Chain Management, 7th edition Financial Times/ Prentice Hall. [Available as an eBook from the library].

You will also find the following texts of use:

Johnsen, T.E., Howard, M., Miemczyk, J. (2014). Purchasing and Supply Chain Management – A Sustainability Perspective. Routledge: Oxon, England.

Johnson, P. F. and Flynn, A. E. (2015) Purchasing and Supply Management. 15th Edition. McGraw Hill: New York, USA.

Monczka, R. M., Handfield, R. B., Giunpero, L. C., Patterson, J. L. (2015) Purchasing & Supply Management. 6th Edition. Cengage Learning: Boston, USA.

Van Weele, A. (2014). Purchasing and Supply Chain Management. 6th Edition. Cengage Learning: Hampshire, England.

Tate, Wendy/Fawcett, Stan/Schoenherr, Tobias/Ashenbaum, Bryan/Carter,

Craig/Bals, Lydia (2016): Purchasing & Supply Management: Enhancing Competitiveness and Customer Value, My Educator, LLC: Orem, UT.

Good journals are peer-reviewed meaning that the journal articles have all been reviewed by other academics and experts to ensure the quality of the article. Examples of good journals in this area include (this is not an exhaustive list):

Journal of Purchasing & Supply Management
Journal of Supply Chain Management
Supply Chain Management: An International Journal
International Journal of Operations and Production Management
Journal of Operations Management

REPORT

The Purchasing and Supply Management (PSM) Fundamentals Teaching Event which took place at Staffordshire University, Stoke-on-Trent, UK, on 15th and 16th November was a great success. Both teachers and students had a fantastic time and are very satisfied with the event and its implications.

The teaching/learning event was organised by members from all five institutions of the PERFECT project consortium. Tom Ward from the Project Office at Staffordshire University was responsible for the overall organisation on location, e.g. preparing and handing out certificates, preparation of feedback sheets, organising rooms and media, ordering lunch.

The content and the methods of the teaching activities based on the module descriptor for the PSM fundamentals module developed in Intellectual Output 4 – Curriculum Design of the project.

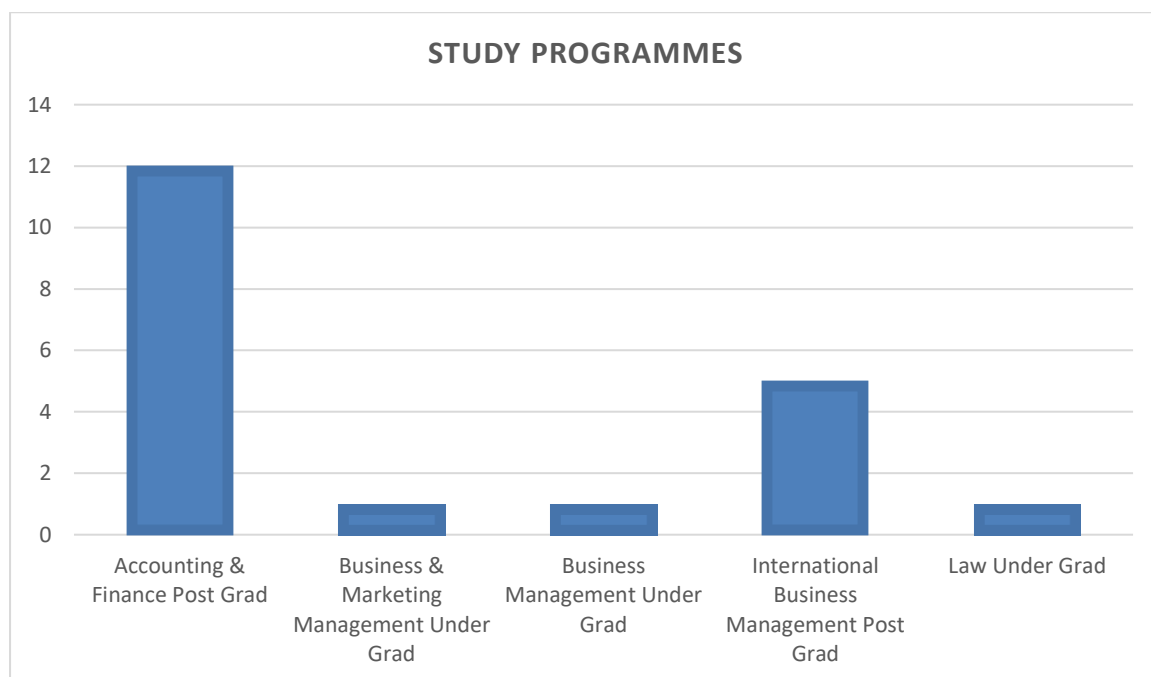
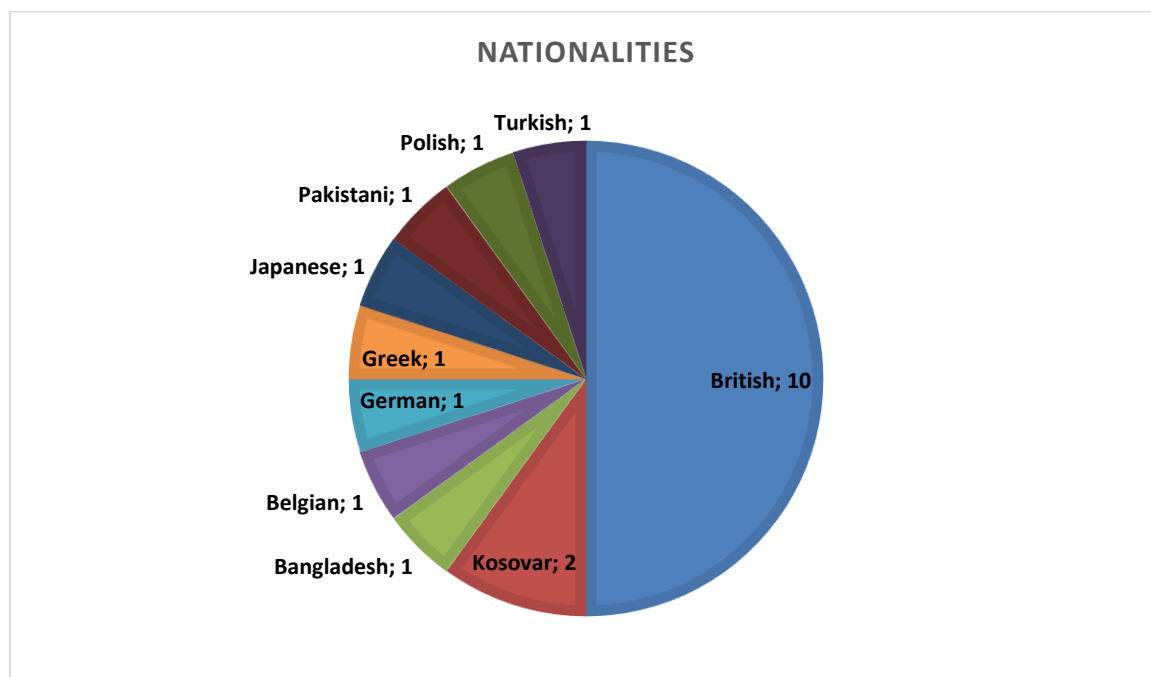
On the first day, Klaas Stek, Twente University & Graz University of Technology, held a lecture about the core definitions and benefits and meaning of PSM for companies and networks and Steve Kelly, Edge Hill University & Staffordshire University, held lectures on purchasing processes, specification development, stakeholder management and supplier management. Elina Karttunen, Lappeenranta University of Technology, talked about supply market evaluation and the students conducted a negotiation exercise.

The second day started with a guest lecture help by Nigel Peake, the head of purchasing at Staffordshire University, who shared his insights in the challenges of public procurement and his personal career path. Furthermore, the trends digitalisation and sustainability were in focus in the lecture and case study developed by Heike Schulze, Hochschule Mainz, and Laura Berger, TU Dortmund, which followed afterwards. Students developed their own ideas and recommendations applied to a practical case. All lectures were combined with small activities. Finally, all participants received a certificate of participation.

The participants' roots were very international, which meets the EU project's goals perfectly. Most of them study accounting and finance on a postgraduate level at Staffordshire University. The students were extremely motivated and interested. They gained lots of new knowledge and enjoyed the interactive methods, as it became evident in their feedback. The PERFECT team had a great time working with the group.

Statistics and feedback evaluation

Participants: in total 20 students



Feedback

Number of returned feedback sheets: 15

| | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|----------------------------------------------------------------------------|-----------------------|--------------|----------------|-----------------|--------------------------|
| 1. The event was well organised and run. | 10 | 5 | | | |
| 2. I found the event interesting. | 10 | 4 | 1 | | |
| 3. I learned something new. | 13 | 2 | | | |
| 4. The teaching methods used helped me to learn. | 8 | 7 | | | |
| 5. I had the opportunity to engage with a range of interactive activities. | 10 | 5 | | | |
| 6. I would recommend this event to another student. | 11 | 4 | | | |
| 7. I found this event useful in my career development. | 9 | 6 | | | |
| 8. Overall I was satisfied with my experience of this event. | 14 | 1 | | | |

9. Which teaching methods did you find the most helpful?



10. What do you think could have been improved on this event?



11. Please comment on what you most enjoyed about the event:

