

The Hong Kong Polytechnic University

Subject Description Form

Subject Code	LGT5083
Subject Title	Digital Procurement Management and Analytics
Credit Value	3
Level	5
Normal Duration	1-semester
Pre-requisite / Co-requisite/ Exclusion	Nil
Exclusion	LGT5032 Strategic Procurement Management
Objectives	<p>This course offers not only academic knowledge but also practical frameworks of procurement and supply chain management to equip supply chain practitioners with necessary skills and industry connections that are directly applicable to their future careers. The objectives of the course are:</p> <ol style="list-style-type: none"> 1. Equip participants with essential knowledge and foundational principles that are critical in the field of supply chain and procurement. 2. Provide understanding of current operational and technological trends in the procurement field, enabling participants to stay ahead in a rapidly evolving micro-and micro-economics. 3. Engage participants in collaborative projects, allowing them to apply what they have learned in real-world scenarios and overcome challenges as a team. 4. Offer a platform for participants to engage directly with industry experts, learning from their experiences, challenges, and lessons learned. <p>This subject contributes to the following Intended Learning Outcomes for the MSc programme(s):</p> <p>MSc/PgD in Global Supply Chain Management #3 Manage global sourcing and procurement</p>
Intended Learning Outcomes	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> A. Demonstrate a comprehensive understanding of the essential knowledge and foundational principles in supply chain and procurement, such as sourcing and category management, negotiation, cost management, supply chain risk management, supplier relationship management, sustainable sourcing, enabling them to effectively contribute to strategic decision-making in their current/future organizations

	<ul style="list-style-type: none"> B. Analyze and interpret market trends and apply these insights to enhance their procurement strategies C. Develop the ability to leverage procurement technology advancement to make informed, data-driven decisions that optimize procurement process, reduce costs and improve overall supply chain efficiency D. Apply theoretical and practical knowledge and skills in collaborative projects, successfully navigating real-world challenges and developing executable solutions that can be implemented within a professional environment E. Start building a supply chain network with industry practitioners and integrate lessons learnt and strategic considerations into their own professional practices
<p>Subject Synopsis/ Indicative Syllabus</p>	<p>The below will be taught in a combination of lectures, in-class discussions and simulation games, and guest speaker sharing (from renowned large-scale enterprises in Hong Kong).</p> <ul style="list-style-type: none"> 1. Introduction <ul style="list-style-type: none"> a. Procurement as a Key Component of Supply Chain b. Strategic Procurement Management c. Procurement Operating Model d. Government and Commercial Procurement 2. Category Management <ul style="list-style-type: none"> a. Category Management b. Spend Analysis c. Strategic Sourcing 3. Supplier Lifecycle Management <ul style="list-style-type: none"> a. Supplier Lifecycle Management b. Supplier Segmentation & Qualification c. Supplier Performance Management d. Supplier Risk Management 4. Cost Management <ul style="list-style-type: none"> a. Introduction of Cost Management b. Price/Cost Analysis Techniques c. Collaborative Cost Management 5. Sustainable Procurement <ul style="list-style-type: none"> a. Introduction of Sustainable Supply Chain b. Key Considerations of a Sustainable Supply Chain c. Integrate Sustainability into Procurement Cycle d. Major Global requirements & Regulations 6. Negotiation <ul style="list-style-type: none"> a. Introduction of Negotiation b. Negotiation in Strategic Procurement c. Negotiation Tactics d. Negotiation Style e. How to Spot a Liar 7. Procurement Transformation <ul style="list-style-type: none"> a. Why Procurement Transformation b. Transformation Process c. Procurement Transformation Case Study 8. Procurement Technologies Market Players and System Implementation <ul style="list-style-type: none"> a. How to Kick-off the Digital Transformation Journey b. IT System Selection and Implementation c. Typical players and value proposition 9. The Future of Procurement <ul style="list-style-type: none"> a. Future Procurement Trend b. AI Application on Procurement 10. Resilient Supply Chain

	<ul style="list-style-type: none"> a. Supply Chain Risk Management b. Identification and Evaluation of Key Risk Domains c. Implementation Strategies 																																																																				
<p>Teaching/Learning Methodology</p>	<p>Teaching and Learning Methods: The above course objectives will be achieved through a participative approach. Students are expected to assume a very active role in the learning process and the role of the lecturer will be one of the facilitators. Specifically, students are:</p> <ol style="list-style-type: none"> 1) encouraged to think of real-life examples and discuss their management implications with peers in the class and with the lecturer; 2) expected to learn from lectures, group discussions, case studies, and interactions with the lecturer and among themselves; 3) required to review current supply management related articles to enhance their understanding of the digital procurement management; 4) given case studies to understand the important concepts and topic areas covered in the course. <p>At the end of the course, students are expected to have a clearer understanding of how digital procurement works in real-life business scenarios.</p> <p>The teaching method will be a combination of lecture, class discussion and guest speaker sharing.</p> <p>Lectures will be delivered to introduce students into the foundation of “Digital Procurement Management and Analytics” and an analytical framework for the subject. Class discussion will be used as a vehicle to exchange experiences and ideas in the subject matters. Assigned readings and analytical case studies will be used to consolidate and develop the students’ knowledge, skills, and desire in the subject.</p>																																																																				
<p>Assessment Methods in Alignment with Intended Learning Outcomes</p>	<table border="1" data-bbox="518 1384 1469 2078"> <thead> <tr> <th data-bbox="518 1384 817 1585" rowspan="2">Specific assessment methods/tasks</th> <th data-bbox="817 1384 1018 1585" rowspan="2">% weighting</th> <th colspan="5" data-bbox="1018 1384 1469 1518">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> <th data-bbox="1469 1384 1469 1518"></th> </tr> <tr> <th data-bbox="1018 1518 1075 1585">a</th> <th data-bbox="1075 1518 1155 1585">b</th> <th data-bbox="1155 1518 1235 1585">c</th> <th data-bbox="1235 1518 1315 1585">d</th> <th data-bbox="1315 1518 1394 1585">e</th> <th data-bbox="1394 1518 1469 1585"></th> </tr> </thead> <tbody> <tr> <td data-bbox="518 1585 817 1653">Course Work</td> <td data-bbox="817 1585 1018 1653"></td> <td data-bbox="1018 1585 1075 1653"></td> <td data-bbox="1075 1585 1155 1653"></td> <td data-bbox="1155 1585 1235 1653"></td> <td data-bbox="1235 1585 1315 1653"></td> <td data-bbox="1315 1585 1394 1653"></td> <td data-bbox="1394 1585 1469 1653"></td> </tr> <tr> <td data-bbox="518 1653 817 1720">Individual assignment</td> <td data-bbox="817 1653 1018 1720">30%</td> <td data-bbox="1018 1653 1075 1720">✓</td> <td data-bbox="1075 1653 1155 1720">✓</td> <td data-bbox="1155 1653 1235 1720">✓</td> <td data-bbox="1235 1653 1315 1720">✓</td> <td data-bbox="1315 1653 1394 1720">✓</td> <td data-bbox="1394 1653 1469 1720"></td> </tr> <tr> <td data-bbox="518 1720 817 1787">Quizzes</td> <td data-bbox="817 1720 1018 1787">20%</td> <td data-bbox="1018 1720 1075 1787">✓</td> <td data-bbox="1075 1720 1155 1787">✓</td> <td data-bbox="1155 1720 1235 1787">✓</td> <td data-bbox="1235 1720 1315 1787">✓</td> <td data-bbox="1315 1720 1394 1787">✓</td> <td data-bbox="1394 1720 1469 1787"></td> </tr> <tr> <td data-bbox="518 1787 817 1854">Class performance</td> <td data-bbox="817 1787 1018 1854">10%</td> <td data-bbox="1018 1787 1075 1854">✓</td> <td data-bbox="1075 1787 1155 1854">✓</td> <td data-bbox="1155 1787 1235 1854">✓</td> <td data-bbox="1235 1787 1315 1854">✓</td> <td data-bbox="1315 1787 1394 1854">✓</td> <td data-bbox="1394 1787 1469 1854"></td> </tr> <tr> <td data-bbox="518 1854 817 2011">Case study (Team project presentation + individual exercise)</td> <td data-bbox="817 1854 1018 2011">40%</td> <td data-bbox="1018 1854 1075 2011">✓</td> <td data-bbox="1075 1854 1155 2011">✓</td> <td data-bbox="1155 1854 1235 2011">✓</td> <td data-bbox="1235 1854 1315 2011">✓</td> <td data-bbox="1315 1854 1394 2011">✓</td> <td data-bbox="1394 1854 1469 2011"></td> </tr> <tr> <td data-bbox="518 2011 817 2078">Total</td> <td data-bbox="817 2011 1018 2078">100 %</td> <td colspan="5" data-bbox="1018 2011 1469 2078"></td> <td data-bbox="1469 2011 1469 2078"></td> </tr> </tbody> </table>							Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c	d	e		Course Work								Individual assignment	30%	✓	✓	✓	✓	✓		Quizzes	20%	✓	✓	✓	✓	✓		Class performance	10%	✓	✓	✓	✓	✓		Case study (Team project presentation + individual exercise)	40%	✓	✓	✓	✓	✓		Total	100 %						
Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)																																																																			
		a	b	c	d	e																																																															
Course Work																																																																					
Individual assignment	30%	✓	✓	✓	✓	✓																																																															
Quizzes	20%	✓	✓	✓	✓	✓																																																															
Class performance	10%	✓	✓	✓	✓	✓																																																															
Case study (Team project presentation + individual exercise)	40%	✓	✓	✓	✓	✓																																																															
Total	100 %																																																																				

	<p>To reflect the significant technology content in this subject, 10% (or more) of the overall weighting of this subject is based on individual assessment concerning technology-related knowledge</p> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>Individual assignment (30%), quizzes (20%) and class performance (10%) will in total contribute to a weight of the remaining 60% in the course.</p> <p>Case study with Team Project Presentation and individual exercise will contribute to a weight of 40% in the course.</p> <p>The objective is for students to review all concepts covered in the course one last time.</p> <p>Guidelines to Team Project Presentation: The objective of the team project presentation is to help students organize and apply the ideas and concepts learnt from the course in real life settings. <i>The class is to be divided into teams of 3-5 students in each team.</i> All members in the team are expected to be present in their presentation week for assessment purpose. The week of presentation will be informed to students on or before the 8th lecture of the new semester. Team projects are due for submission one week on or before the presentation week. If any individual has not contributed for the team works, s(he) should not append his/her name to the project presentation and report, but submit a separate report on their own. It will also be the team’s responsibility to ensure that this happens. Each team member must contribute to the analysis leading to the assessed works in the course.</p>	
Student Study Effort Expected	Class contact:	
	<ul style="list-style-type: none"> ▪ Lectures / Tutorials 	39 Hrs.
	Other student study effort:	
	<ul style="list-style-type: none"> ▪ Revision, doing exercises and cases 	87 Hrs.
	Total student study effort	126 Hrs.
Reading List and References	<p>Schnellbacher, Wolfgang, Weise, Daniel (2020), <i>Jumpstart to Digital Procurement: Pushing the Value Envelope in a New Age</i>, Springer Authors: Schnellbacher, Wolfgang, Weise, Daniel</p> <p><u>Alexander Batran, Agnes Erben, Franziska Sperl , Ralf Schulz (2017), Procurement 4.0: A Survival Guide in a Digital, Disruptive World Hardcover, Campus</u></p>	

	<p>Chaffey, Hemphill & Edmundson-Bird, 7th Edition (2019), <i>Digital Business and E-Commerce Management</i>, 7th Edition, Pearson</p> <p>Weele, Arjan A.J. (the latest edition), <i>Purchasing and Supply Chain Management</i>, Cengage Learning.</p> <p>Burt, D.N., Dobler, D.W., and Starling, S.L. (the latest edition) <i>World Class Supply Management: The Key to Supply Chain Management</i>, McGraw Hill.</p> <p>Cousins, P., Lamming, R., Lawson, B., and Squire, B. (the latest edition), <i>Strategic Supply Management: Principles, Theories and Practices</i>, Prentice Hall/Financial Times, Harlow, England.</p> <p>Cox, A., Sanderson, J. and Watson, G. (the latest edition), <i>Power Regimes: Mapping the DNA of Business and Supply Chain Relationships</i>, Earlsgate Press.</p> <p>Erridge, A., Fee, R. and Mcllroy, J. (Eds.) (the latest edition), <i>Best Practice Procurement: Public And Private Sector Perspectives</i>, Gower.</p> <p>Lamming, R. and Cox, A. (the latest edition), <i>Strategic Procurement Management</i>, Earlsgate Press.</p> <p>Luo, Y. (the latest edition) <i>Guanxi and Business</i>, World Scientific, Singapore.</p> <p>Porter, M. (the latest edition), <i>Competitive Advantage</i>, Free Press.</p> <p>Saunders, M. (the latest edition), <i>Strategic Purchasing and Supply Chain Management</i>, Prentice Hall.</p> <p>Wincel, Jeffrey (2004) <i>Lean Supply Chain Management: a handbook for strategic procurement</i>, New York NY: Productivity Press.</p>
--	---

LGT5083 Digital Procurement Management and Analytics (Appendix)

Classroom Participation (10%) Rubric

“Class Participating” is a matter of active engagement, rather than passive observation, and it is shown through working effectively in diverse groups and teams, as well as through cooperation and respect for others. Participation quality will be evaluated using the features defining the four levels at four dimensions shown below.

Criterion	A+/A/A-	B+/B/B-	C+/C/C-	D+/D	F
Degree to which student integrates course readings into classroom participation	often cites from readings; uses readings to support points; often articulates "fit" of readings with topic at hand	occasionally cites from readings; sometimes uses readings to support points; occasionally articulates "fit" of readings with topic at hand	rarely able to cite from readings; rarely uses readings to support points; rarely articulates "fit" of readings with topic at hand	unable to cite from readings; cannot use readings to support points; cannot articulate "fit" of readings with topic at hand	Non-participation
Interaction/participation in classroom discussions	always a willing participant, responds frequently to questions; routinely volunteers' point of view	often a willing participant, responds occasionally to questions; occasionally volunteers' point of view	rarely a willing participant, rarely able to respond to questions; rarely volunteers point of view	never a willing participant, never able to respond to questions; never volunteers point of view	
Interaction/participation in classroom learning activities	always a willing participant; acts appropriately during all role plays; etc., responds frequently to questions; routinely volunteers' point of view	often a willing participant; acts appropriately during role plays; etc., responds occasionally to questions; occasionally volunteers' point of view	rarely a willing participant, occasionally acts inappropriately during role plays; etc., rarely able to respond to direct questions; rarely volunteers point of view	never a willing participant, often acts inappropriately during role plays; etc., never able to respond to direct questions; never volunteers point of view	
Demonstration of professional attitude and demeanor	always demonstrates commitment through thorough preparation; always arrives on time; often solicits instructors' perspective outside class	rarely unprepared; rarely arrives late; occasionally solicits instructors' perspective outside class	often unprepared; occasionally arrives late; rarely solicits instructors' perspective outside class	rarely prepared; often arrives late; never solicits instructors' perspective outside class	

This rubric is modified based on <https://sites.temple.edu/beyondreading/files/2016/01/Classroom-Participation-Rubric.doc>