

**INSTITUTE OF MANAGEMENT TECHNOLOGY**  
**PGDM, PDGM (Finance) & PDGM ( Marketing)**  
**Term - I, AY 2018-2019**  
**Course Handout**

Course Code. : OPM 505  
Course Title : Retail Supply Chain Management  
No. of Sessions : 20  
Duration of session : 90 Min  
Instructor(s) : Prof. Vinay Kumar Kalakbandi  
Email : [vinayk@imthyderabad.edu.in](mailto:vinayk@imthyderabad.edu.in)

### **1. Course Description**

Retail Supply Chains are characterized by higher demand variability, higher product variety and in most cases, higher number of players in the supply chain. The course intends to broadly cover challenges regarding different aspects of retail supply chains across multiple verticals including Apparel, Grocery, Food and E-retailing.

### **2. Course Objective**

The students of this course are already introduced to Supply Chain Management apart from the tools, techniques and insights related to basic Operations Management. The objective of this course is to complement the generic understanding of SCM with specific focus on Retail Supply Chains. After the completion of the course, the students should be able to:

- Choose the right supply chain configuration based on the product vertical
- Identify the optimal location and layout for a retail store
- Understand the factors that impact choice of design in retail supply chain networks
- Understand the process of choosing the optimal supply chain networks
- Identify the optimal sourcing policy for the retailers
- Evaluate and compare the performances of different retail supply chains

### 3. Learning Goals and Assessment:

S.No	Learning goals	Learning Outcomes	Learning Assessment method
.	The course aims to impart	At the end of the course the students should be able to	The outcomes would be assessed through
1.	<b>Functional Proficiency &amp; Integration</b>	<p><b><u>Knowledge</u></b></p> <ul style="list-style-type: none"> <li>Understand the factors that impact choice of design in retail supply chains</li> <li>Technologies that help improve supply chain performance and technology implementation issues</li> <li>Environmental and Social sustainability challenges of Retail supply chains</li> </ul> <p><b><u>Skills</u></b></p> <ul style="list-style-type: none"> <li>Ability to use insights generated from case studies across different industry verticals</li> </ul>	<ul style="list-style-type: none"> <li>Comprehensive Examination</li> <li>Case Analysis</li> <li>Class Participation (CP)</li> <li>Group Project</li> <li>Comprehensive Examination</li> </ul>
2.	<b>Analytical and Critical Thinking Ability</b>	<ul style="list-style-type: none"> <li>Ability to choose the right supply chain configuration based on the product vertical</li> <li>Ability to understand the full implications of using technology in retail supply chains</li> <li>Ability to predict the various challenges involved in creating financially, socially and environmentally sustainable retail supply chains</li> </ul>	<ul style="list-style-type: none"> <li>Case Analysis</li> <li>Group Project</li> <li>Class Participation (CP)</li> <li>Comprehensive Examination</li> </ul>
3.	<b>Communication Skills</b>	<ul style="list-style-type: none"> <li>Ability to articulate the decisions involving retail supply chain design</li> <li>Present effective business cases</li> </ul>	<ul style="list-style-type: none"> <li>Class Participation (CP)</li> <li>Group Project</li> </ul>
4.	<b>Leadership and Interpersonal Skills</b>	<ul style="list-style-type: none"> <li>Develop competencies needed to function well in teams</li> </ul>	<ul style="list-style-type: none"> <li>Group project</li> <li>Written Assignment</li> <li>Class Participation (CP)</li> </ul>
5	<b>Ethical and</b>	<ul style="list-style-type: none"> <li>Expose to ethical issues in Managing</li> </ul>	<ul style="list-style-type: none"> <li>Class Participation</li> </ul>

	<b>Global Perspective</b>	Retail Supply Chain Management	(CP) • Case Analysis
<b>6</b>	<b>Creativity and Innovation Skills</b>	• Appreciate and learn innovations in retailing.	• Group project • Case Analysis

#### 4. Text Book

- Chopra S. and Meindl. P., Supply Chain Management: Strategy, Planning, and Operations, 5th Edition, Pearson Prentice Hall, 2013

#### 5. Reference Books:

- Satish Ailawadi, Rakesh Singh, "Logistics Management", PHI Learning Private limited, Second edition
- Simchi-Levi David, Kaminsky Philip, Simchi-Levi Edith, Shankar Ravi, "Designing and Managing the Supply Chain: Concepts, Strategies and Cases", Tata McGraw Hill, 3Ed.
- Retail Supply Chain Management by James B. Ayers, and Mary Ann Odegaard, Publisher: Auerback
- Essentials of Supply Chain Management by NJ Hugos, Publisher: John Wiley and Sons
- Retailing Management by Michael Levy and Weitz Barton A, Publisher: John Wiley and Sons

#### 6. Course Prerequisites

Students should have completed the following courses before enrolling for this course.

- OPM 404: Logistics and Supply Chain Management

#### 7. Pedagogy

Keeping in mind the specific scope of the course and the previous exposure of the students to the theoretical aspects of supply chain management, the course has been designed to be entirely case based. Almost all sessions would deal with case studies that would be dealt through class room discussions, spreadsheet modeling, Role plays and simulated games. In order to expose the students to real world perspective of Retail Supply Chain Management, few of the modules of the course will be delivered by industry professionals.

## 8. Course Content and Session Plan

S. No.	Date	Topic	Readings/ Cases/ Additional Reference Resources / Videos
1		Class/Course introduction Course outline overview	Class discussion of the following topics <ul style="list-style-type: none"> <li>• Scope of RSCM</li> <li>• RSCM specific challenges</li> <li>• Key Performance metrics</li> <li>• Latest trends in RSCM</li> </ul>
2		Introduction to Retail Supply Chain Management	<b>HBR Reading:</b> <a href="https://hbr.org/2015/06/shutting-down-stores-doesnt-have-to-be-bad-for-business">https://hbr.org/2015/06/shutting-down-stores-doesnt-have-to-be-bad-for-business</a>
3		Aligning Value Propositions and RSCM activities	<b>HBS Case:</b> Domino's Pizza
4			Class discussion with in-class readings <b>HBS Reading:</b> Aligning supply chain strategies with product uncertainties
5			<b>HBS Case:</b> Unilever: Combatting Global Food Waste
6		Retail Supply Chain Network Design for Grocery delivery businesses	<b>HBS Reading:</b> Surviving Disruption <b>HBS Case:</b> AmazonFresh: Rekindling the Online Grocery Market
7			<b>HBS Case:</b> Mission Impossible? Yummy77 Delivers delivers groceries within the Hour
8		Retail Supply Chain Network Design – Role of Technology	<b>HBS Case:</b> Zara: IT for fast fashion <b>HBS Reading:</b> Rapidfire fulfillment Online Articles: <a href="https://www.mckinsey.com/industries/retail/our-insights/faster-fashion-how-to-shorten-the-apparel-calendar">https://www.mckinsey.com/industries/retail/our-insights/faster-fashion-how-to-shorten-the-apparel-calendar</a> <a href="https://www.mckinsey.com/business-functions/operations/our-insights/long-tail-big-savings-digital-unlocks-hidden-value-in-procurement">https://www.mckinsey.com/business-functions/operations/our-insights/long-tail-big-savings-digital-unlocks-hidden-value-in-procurement</a>
9			<b>HBS Case:</b> RFID at Metro <b>HBR Reading:</b> <a href="https://hbr.org/2015/06/firms-need-a-blueprint-for-building-their-it-systems">https://hbr.org/2015/06/firms-need-a-blueprint-for-building-their-it-systems</a> Class discussion on leading edge technologies in RSCM
10		Management of demand uncertainties in Retail Supply Chains	<b>HBS Case:</b> Henkel Iberica (A)
11			Class discussion <b>HBR Reading:</b> Inventory Management in the age

			of Big data <a href="https://hbr.org/2015/06/inventory-management-in-the-age-of-big-data">https://hbr.org/2015/06/inventory-management-in-the-age-of-big-data</a>
12		Sourcing Challenges in Retail Supply Chains	<b>HBS Case:</b> IKEA's Global Sourcing Challenge: Indian Rugs and Child Labor <b>HBS Case:</b> Levi Strauss & Co.: Global Sourcing (A) Online Article: <a href="https://sloanreview.mit.edu/article/sustainable-procurement-requires-perseverance/">https://sloanreview.mit.edu/article/sustainable-procurement-requires-perseverance/</a>
13			Practitioner Session
14			Practitioner Session
15			Practitioner Session
16		Fulfillment challenges in Retail Supply Chains	<b>HBS Case:</b> Amazon.com's European Distribution Strategy Online article: <a href="https://www.mckinsey.com/business-functions/operations/our-insights/deliver-on-time-or-pay-the-fine-speed-and-precision-as-the-new-supply-chain-drivers">https://www.mckinsey.com/business-functions/operations/our-insights/deliver-on-time-or-pay-the-fine-speed-and-precision-as-the-new-supply-chain-drivers</a>
17		Facilities Planning – Managing Demand	<b>Class Activity:</b> Retail Wars game – Managing the supply side
18		Facilities Planning – Managing Supply	<b>HBS Case:</b> Mattson Foods, Inc.: The Bardolini Division
19		Retail Store Facility Layout	Class Discussion covering <ul style="list-style-type: none"> <li>• Factors impacting store layout success</li> <li>• Formulation of the retail facility layout problem</li> <li>• Solution methodologies for layout problems</li> </ul>
20		Project Presentations	

## 9. Practitioner Details

TBD

## 10. Assessment Scheme:

The course will follow a continuous assessment and feedback mechanism so that the students gain opportunities to test themselves intermittently and make improvement in the areas of weakness. The assessments would be done through a combination of case analysis reports, participation in classroom discussions and a term project.

EC No.	Evaluation Component	Weightage (%)	Date & Time
1	Class participation Round 1 Round II	10 10	1-5 weeks 6- 10 weeks
2	Mid Term Written Exam	20	End of Week 5
3	Case Analysis	20	Every Week
4	Term Project	20	End of Week 9
5	Comprehensive Exam	30	TBD

### Details about the assessment components and guidelines

#### Class Participation

The students will be expected to make thorough preparation about the case study and concepts for each session. The students will be given opportunities to put forward their ideas and opinions and also critique the opinions of others. The grading will be based on the quality of discussion generated by the students which will be a direct reflection of their preparedness. The following rubrics will be used while assessing the students. The students are expected to read the assigned reading material and the case (if any) thoroughly.

	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
<b>Preparation (20%)</b>	Is well prepared for class with assigned reading material	Is usually prepared for class with assigned reading material	Is rarely prepared for the class	Is almost never prepared for the class
<b>Quality of Input in Discussion (30%)</b>	Voluntarily & frequently offers creative or original responses/ interpretations/ observations; Is consistently able to connect theory to the case; Is consistently able to relate concepts across cases & to other related disciplines	Offers consistently appropriate responses and occasionally creative or original responses; Is frequently able to connect theory to the case; Is occasionally able to relate concepts across cases & to other related disciplines	Occasionally offers responses, nothing that really challenges the class to think beyond the obvious; Is weakly able to connect theory to the case; Is unable to relate concepts across cases & to other related disciplines	Offers limited or no responses, or single word responses; Is unable to connect theory to the case; Is unable to relate concepts across cases & to other related disciplines
<b>Level of Engagement in Class (30%)</b>	Involves others in class discussions by asking questions and seeking others' responses; Offers follow up responses, builds on other ideas; Enhances class learning by consolidating ideas expressed at different points of time during the discussion	Responds to others' questions but does not raise any pertinent questions; Offers matter of fact responses and seldom builds on others' ideas; Merely paraphrases ideas already expressed	Rarely raises any questions; Is neither able to build on others' ideas nor able to comprehend or consolidate content discussed thus far	Never raises any questions; Shows no interest in class discussion and appears distracted
<b>Behavior (20%)</b>	Demonstrates leadership by being able to bring the class back on track during wayward discussions; Possesses the ability to diffuse conflicting situations	Can assist the leader in streamlining the class discussion once initiated by the leader and also assists the leader in diffusing conflicts	Is a mere spectator to a wayward point and keeps away from conflict situations	Goes back to an issue after it is already been discussed and settled; Raises unrelated points and disrupts the flow of the class; Does not give enough opportunity to assess class participation

### **Case Analysis:**

The students in a team will be required to submit the written analysis of the case study discussed in the previous session. Students can exchange ideas but the write-up should be in their own words. Case-Team allocations can be found in session plan.

### **Group Project Guidelines**

Teams of students are required to form teams to deeply analyze the supply chain of a retail product of their choice.

### **Mid Semester Exam:**

Mid semester examination will be conducted in the middle of the course.

### **End Semester Exam:**

End semester examination will be conducted at the end of the course and will be comprehensive in nature covering the whole course.

### **11. Plagiarism Policy**

Copying of the language, structure, ideas, or thoughts of another and representing the same as one's own original work amounts to plagiarism. Examples of plagiarism include: failing to use quotation marks when directly quoting from a source; failing to document distinctive ideas from a source; fabricating or inventing sources; and copying information from books and the internet.

Students found guilty of plagiarism will not be evaluated. Instructor shall decide to give warning or grade cut or refer such students to the disciplinary committee for further action.

### **12. Consultation Hours: TBD**

**Note:** Make-up may be given **only** on genuine grounds. Prior permission **has** to be obtained.