

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

Course Code.: OPM 505Course Title: Retail Supply Chain ManagementNo. of Sessions: 20Duration of session: 90 MinInstructor(s): Prof. Vinay Kumar KalakbandiEmail: <u>vinayk@imthyderabad.edu.in</u>

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.	Functional Proficiency & Integration	 <u>Knowledge</u> Understand the factors that impact choice of design in retail supply chains Technologies that help improve supply chain performance and technology implementation issues Environmental and Social sustainability challenges of Retail supply chains <u>Skills</u> Ability to use insights generated from case studies across different industry verticals 	 Comprehensive Examination Case Analysis Class Participation (CP) Group Project Comprehensive Examination 	
2.	Analytical and Critical Thinking Ability	 Ability to choose the right supply chain configuration based on the product vertical Ability to understand the full implications of using technology in retail supply chains Ability to predict the various challenges involved in creating financially, socially and environmentally sustainable retail supply chains 	 Case Analysis Group Project Class Participation (CP) Comprehensive Examination 	
3.	Communication Skills	 Ability to articulate the decisions involving retail supply chain design Present effective business cases 	 Class Participation (CP) Group Project 	
4.	Leadership and Interpersonal Skills	 Develop competencies needed to function well in teams 	 Group project Written Assignment Class Participation (CP) 	
5	Ethical and	Expose to ethical issues in Managing	Class Participation	



	Global Perspective	Retail Supply Chain Management	(CP)Case Analysis
6	Creativity and Innovation Skills	 Appreciate and learn innovations in retailing. 	Group projectCase Analysis

4. Text Book

- Chopra S. and Meindl. P., Supply Chain Management: Strategy, Planning, and Operations, 5thEdition, 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

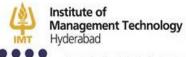
7. Pedagogy

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	Торіс	Readings/ Cases/ Additional Reference Resources / Videos	
1		Class/Course introduction Course outline overview	Class discussion of the following topics Scope of RSCM RSCM specific challenges Key Performance metrics Latest trends in RSCM HBR Reading: <u>https://hbr.org/2015/06/shutting</u> down-stores-doesnt-have-to-be-bad-for-busines	
2		Introduction to Retail Supply Chain Management		
3			HBS Case: Domino's Pizza	
4		Aligning Value Propositions and RSCM activities	Class discussion with in-class readings HBS Reading: Aligning supply chain strategies with product uncertainties	
5			HBS Case: Unilever: Combatting Global Food Waste	
6		Retail Supply Chain Network Design for Grocery delivery	HBS Reading: Surviving Disruption HBS Case: AmazonFresh: Rekindling the Online Grocery Market	
7		businesses	HBS Case: Mission Impossible? Yummy77 Delivers delivers groceries within the Hour	
8		Retail Supply Chain Network Design – Role of Technology	HBS Case: Zara: IT for fast fashion HBS Reading: Rapidfire fulfillment Online Articles: <u>https://www.mckinsey.com/industries/retail/our</u> -insights/faster-fashion-how-to-shorten-the- <u>apparel-calendar</u> <u>https://www.mckinsey.com/business-</u> <u>functions/operations/our-insights/long-tail-big-</u> <u>savings-digital-unlocks-hidden-value-in-</u> <u>procurement</u>	
9			HBS Case: RFID at Metro HBR Reading: <u>https://hbr.org/2015/06/firms-</u> <u>need-a-blueprint-for-building-their-it-systems</u> Class discussion on leading edge technologies in RSCM	
10		Management of demand	HBS Case: Henkel Iberica (A)	
11		uncertainties in Retail Supply Chains	Class discussion HBR Reading: Inventory Management in the age	



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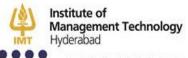
		of Big data https://hbr.org/2015/06/inventory-	
		management-in-the-age-of-big-data	
12	Sourcing Challenges in Retail Supply Chains	HBS Case: IKEA's Global Sourcing Challenge:Indian Rugs and Child LaborHBS Case: Levi Strauss & Co.: Global Sourcing (A)Online Article:https://sloanreview.mit.edu/article/sustainable-procurement-requires-perseverance/Practitioner Session	
15			
14		Practitioner Session	
15		Practitioner Session	
16	Fulfillment challenges in Retail Supply Chains	HBS Case: Amazon.com's European Distribution Strategy Online article: <u>https://www.mckinsey.com/business-</u> <u>functions/operations/our-insights/deliver-on-</u> <u>time-or-pay-the-fine-speed-and-precision-as-the-</u> <u>new-supply-chain-drivers</u>	
17	Facilities Planning – Managing Demand	Class Activity: Retail Wars game – Managing the supply side	
18	Facilities Planning – Managing Supply	HBS Case: Mattson Foods, Inc.: The Bardolini Division	
19	Retail Store Facility Layout	 Class Discussion covering Factors impacting store layout success Formulation of the retail facility layout problem Solution methodologies for layout problems 	
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.



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EC	Evaluation	Weightage	Date & Time
No.	Component	(%)	
1	Class participation		
	Round 1	10	1-5 weeks
	Round II	10	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.



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	Α	В	С	D
(20%)	ls well prepared for class with assigned reading material	class with assigned reading material		Is almost never prepared for the class
Input in Discussion (30%)	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
in Class (30%)	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	builds on others' ideas;	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
(20%)		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 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.