



## SCM20003 Assignment 2

### Group Assignment:

As a team of supply chain managers for a company supplying products to Rebel Sport, your task is to develop a forecast and distribution plan for supplying one **real** product (of your choice) to Rebel Sport outlets throughout Australia, to satisfy market demand for the period January 2020-December 2020. A report, based upon a combination of facts you can learn about the companies involved and your *own opinions*, should describe:

- The background to the organisation you have chosen, your chosen product, and where your product is manufactured etc.,
- Who Rebel Sport are, what markets they operate in, their network design, their online presence, and how many retail stores they currently have around Australia (break down state by state),
- Where your product fits within the Rebel Sport's range and who your customer segment is.

**The report should establish links between the key points you have learned in the classroom, from academic literature, and from your own research.** Particular issues that should be addressed include:

#### Estimating Demand

- What is a forecast and how is one developed?
- Briefly explain one of the forecasting methods which you think is suitable for the chosen product. Justify your suggestion.
- Discuss seasonal patterns, business cycles and trends, and comment on how they affect your chosen product (choose a product that experiences significant demand fluctuations)

#### Sourcing suppliers

- Make a basic bill of materials (BOM) for your product (approx. 4-5 items) obtaining as much real information as possible through secondary sources and making valid assumptions if actual data is not available.
- Develop a supply chain diagram for your product, including basic information about 1<sup>st</sup> and 2<sup>nd</sup> tier suppliers, downstream customers (including DCs etc.), and all flows.

## Information

- What information is necessary to ensure Place, Time and Quantity Utility related to the chosen product?
- What mechanisms might you adopt to measure the performance of your supply chain?

### **The distribution of your product from manufacturing site to store shelf**

- Develop a map that shows distribution route(s), DC locations, and transports modes used throughout
- What is the estimated time for delivery?
- Will you use your own transport fleet or contract 3PLs? Why?
- Will you be using Private or Contract Warehouses? Why?

## Submission details:

Please submit an electronic copy of your report on to Canvas (via the Turnitin link provided), including an Assessment Cover Sheet signed by all group members, by the **deadline (check Turnitin in Canvas for exact time and date)**. The report is limited to 4000-4500 words (excluding references), a word count should be provided at the end, and it **should follow an acceptable academic structure for case study reports** (e.g. Executive Summary, Index, Introduction, Background, Discussion, Conclusions, References, etc.)

Academic references should be included to link your findings about company practice to established theory, and all referencing should be in the ***Swinburne Harvard style*** – this applies to the citations in the main body of the text as well as the reference section at the end of your report.

**All groups must select their product and submit their 1-2 page project plan with a brief description of the selected product & company, and the allocation of tasks for each member of your team, to their tutor for approval (Email your 1-2 page word document to tutor before 23.59AEST on 07/04/2020 for approval).**

*Assessment cover sheet:*

[http://www.swinburne.edu.au/student-administration/docs/student/Cover sheet for submission of work for assessment.pdf](http://www.swinburne.edu.au/student-administration/docs/student/Cover%20sheet%20for%20submission%20of%20work%20for%20assessment.pdf)



**SCM20003 Global Logistics and Supply Chain Management Group Assignment Marking Rubrics (25%)**

| <div> <div>CRITERIA</div> <div> <div>Performance</div> <div>Indicators</div> </div> </div> | EXCEEDS STANDARD                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                        | MEETS STANDARD                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                      | YET TO ACHIEVE<br>MINIMUM STANDARD                                                                                                 |
|--------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                            | High Distinction (HD)/80-100<br>Excellent/exemplary/exceeding high standard                                                                                                                                                                                                  | Distinction (D)/ 70-79<br>Very good/ exceeds expectations                                                                                                                                                                              | Credit (C)/60-69<br>Good/Well done                                                                                                                                                                                                                                                                                 | Pass (P)/ 50-59<br>Acceptable/Satisfactory/ Proficient                                                                                                                                                                               | Fail (N) /0-49<br>Poor/unacceptable/Not attempted/requires further development/needs improvement                                   |
|                                                                                            | Outstanding, insightful work. Goes beyond requirements of the task to develop a response, which is thoughtful, reflective, and considers alternative views and makes connections among ideas and information from different sources or from different aspects of the course. | Very good work. Purposefully and logically developed. Thoroughly addresses all aspects of the task. Synthesis of details and concepts from various sources or topics shows evidence of sound understanding and thoughtful examination. | Good work. Generally clear, accurate and relevant. Adequately addresses all requirements of the task. Demonstrates understanding of course concepts, with evidence of some thoughtful examination and reflection. Development is generally logical, facts generally correct. Tends to focus on one interpretation. | Satisfactory work. Shows basic understanding of concepts with minimal evidence of reflection or thoughtful analysis. Complies with the basic requirements, relies on limited sources of information, little integration of concepts. | Unsatisfactory work. Fails to address the topic in a meaningful way. May be extremely brief, inaccurate, illogical or undeveloped. |
| <b>Detailed Project Plan 10%</b>                                                           | Uses appropriate, relevant, and compelling content to illustrate mastery of the assignment topic, conveying the writer's understanding, and shaping the whole assignment                                                                                                     | Uses appropriate, relevant, and compelling discipline related content to explore ideas and shape the content of the assignment                                                                                                         | Uses appropriate and relevant content to develop and explore ideas through the assignment                                                                                                                                                                                                                          | Uses appropriate and relevant content to develop simple ideas throughout the assignment                                                                                                                                              | Uses inappropriate and/or irrelevant content to develop ideas in the assignment                                                    |
| <b>Coverage of Key issues 20%</b>                                                          | Uses appropriate, relevant, and compelling content to illustrate mastery of the assignment topic, conveying the writer's understanding, and shaping the whole assignment                                                                                                     | Uses appropriate, relevant, and compelling discipline related content to explore ideas and shape the content of the assignment                                                                                                         | Uses appropriate and relevant content to develop and explore ideas through the assignment                                                                                                                                                                                                                          | Uses appropriate and relevant content to develop simple ideas throughout the assignment                                                                                                                                              | Uses inappropriate and/or irrelevant content to develop ideas in the assignment                                                    |
| <b>Supply Chain Diagrams and Distribution Maps 20%</b>                                     | Uses appropriate, relevant, and compelling content to illustrate mastery of the assignment topic, conveying the writer's understanding, and shaping the whole assignment                                                                                                     | Uses appropriate, relevant, and compelling discipline related content to explore ideas and shape the content of the assignment                                                                                                         | Uses appropriate and relevant content to develop and explore ideas through the assignment                                                                                                                                                                                                                          | Uses appropriate and relevant content to develop simple ideas throughout the assignment                                                                                                                                              | Uses inappropriate and/or irrelevant content to develop ideas in the assignment                                                    |

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| <b>Application of theoretical concepts 20%</b>                                                                         | Uses appropriate, relevant, and compelling content to illustrate mastery of the assignment topic, conveying the writer's understanding, and shaping the whole assignment                            | Uses appropriate, relevant, and compelling discipline related content to explore ideas and shape the content of the assignment                                         | Uses appropriate and relevant content to develop and explore ideas through the assignment                                                         | Uses appropriate and relevant content to develop simple ideas throughout the assignment                                                                    | Uses inappropriate and/or irrelevant content to develop ideas in the assignment                                                                                                     |
| <b>Sources and evidence:<br/>Use of 10 academic evidence to support your decision<br/>Harvard Swin Ref Style (15%)</b> | Demonstrates skilful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing                                              | Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.                           | Demonstrates effective use of appropriate and relevant sources to support ideas that are situated within the discipline and genre of the writing. | Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.         | Demonstrates little attempt to use sources to support ideas in the writing                                                                                                          |
| <b>Grammar and expression ( 05%)</b>                                                                                   | Uses sophisticated, expressive and appropriate business language that skilfully communicates meaning to readers eloquently and is grammatically error free                                          | Uses expressive and appropriate business language that competently communicates meaning to readers with clarity and fluency and is grammatically correct               | Uses language that generally conveys meaning to readers with clarity. Attention to detail is evident.                                             | Uses straightforward language that generally conveys meaning to readers. The language is understandable but there may be room for grammatical improvement. | Uses language that sometimes impedes meaning because of errors in usage.                                                                                                            |
| <b>Overall Quality of the report( 10%)</b>                                                                             | Demonstrates a thorough understanding of context, audience, and purpose of the assignment. Submission is responsive to the assigned task(s) and comprehensively and competently covers all elements | Demonstrates an understanding of context, audience, and purpose of the assignment. Submission is responsive to the assigned task(s) and covering all expected elements | Demonstrates awareness of context, audience, and purpose of the assignment. Submission covers all required elements.                              | Demonstrates consideration of context, audience, and purpose. Submission covers the majority of the required elements                                      | Demonstrates minimal or no attention to context, audience, purpose, and/or to the assigned tasks(s) (e.g., expectation of instructor). Some expected elements may have been omitted |