

**SCM 4212 Strategic Sourcing  
Lutgert College of Business  
Department of ISOM  
Florida Gulf Coast University  
Spring 2020- CRN 13355 – 3 credit hours**

**Instructor:** Dr. Laura M. Birou  
**E-mail:** [LBirou@fgcu.edu](mailto:LBirou@fgcu.edu)  
**Office:** Lutgert Hall 3363  
**Hours:** Monday 3:00–5:00 pm; Tuesday & Thursday 7:00–9:00 am  
**Phone:** Office: 239-745-4251  
**Class:** Tuesday & Thursday 9:00 am to 10:15 am, Lutgert 1203

Text Books:

***Supply Market Intelligence: A Managerial Handbook for Building Sourcing Strategies***, by Robert Handfield.

***The Category Management Handbook***, by Andrea Cordell and Ian Thompson.

***The Culture Map: Breaking Through the Invisible Boundaries of Global Business***, by Erin Meyer.

***Financial Intelligence: A Manager's Guide to Knowing What the Numbers Really Mean***, by Karen Berman, Joe Knight and John Case, Harvard Business Review Press, 2013.

COURSE DESCRIPTION, OBJECTIVES, AND FORMAT:

This course is designed to be a second course in sourcing in the major in supply chain management. The course is designed to explore the strategic sourcing strategy in the industrial-institutional purchasing cycle for operating supplies, raw materials, components and capital equipment within the context of the sourcing function of the organization. Strategic Sourcing is an organizational strategy that recognizes the organization functions within a supply chain and that strategic sourcing is focused on optimizing the sustainable competitive position in the supply chain. Category Management is a focused, technical, tool-driven supply chain activity occurring within strategic sourcing. Specifically, the course covers:

- A. The strategic role of procurement and the procurement cycle.
- B. Supplier relationship management and global sourcing.
- C. Strategic cost management, value creation, and risk management.
- D. Role of IT, impact of sustainability, and emerging trends.

## **Objectives and Learning Outcomes:**

Upon successful completion of this course, students will know the elements of strategic sourcing and be able to:

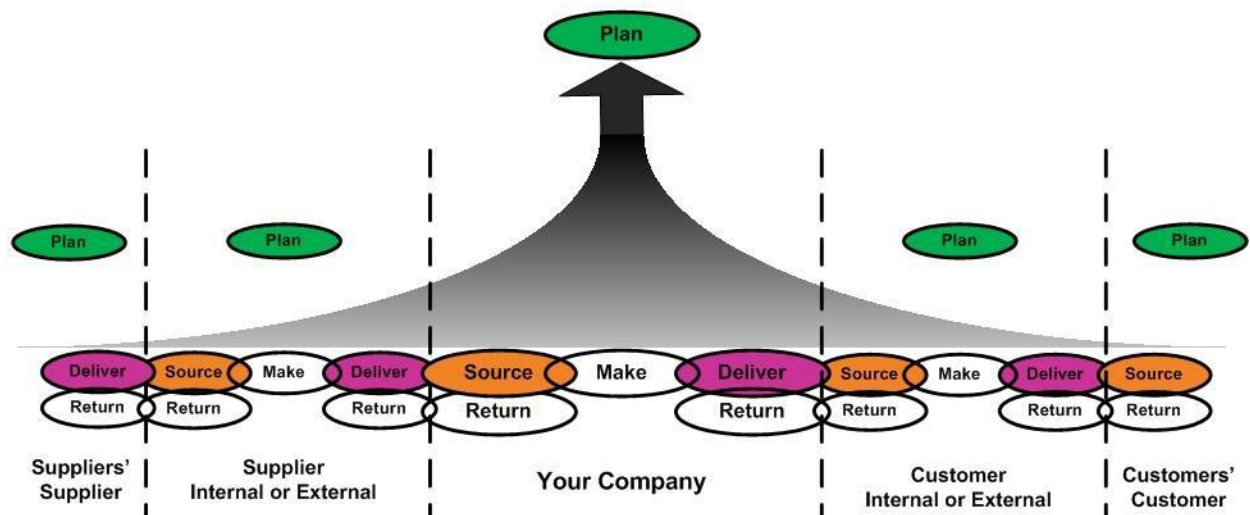
- Develop the sourcing strategy
- Identify and evaluate suppliers
- Negotiate and award the contracts
- Monitor supplier performance

## **Course Content**

- Framework of the Course is the Supply Chain Operations Reference Model (SCOR)
- The SCOR model defines supply chain and operations management as integrated processes including Plan, Source, Make, Deliver and Return. These processes link supply chain, to supply chain, in the value-added process delivering customer satisfaction, see Figure below. The SCOR framework is widely adopted throughout the world and is utilized to establish Key Performance Indicators for processes and provide benchmarking capabilities. This course is focused on the Source focus of the field of SCM.

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### **Supply Chain Operations Reference Model**



**Graded Assignments:**

<b>ASSIGNMENT</b>	<b>PERCENT OF GRADE</b>	<b>DUE DATE</b>
<b>Verification of Attendance Assignment</b>	<b>0%</b>	<b>January 12<sup>th</sup> at 11:59 pm</b>
<b>Topic Team Presentations</b>	<b>15%</b>	<b>TBD</b>
<b>Tesla Case Study and Presentation (Group Assignment)</b>	<b>15%</b>	<b>2/11/20 at 9:00 am</b>
<b>Chipotle Case Study and Presentation (Individual Assignment)</b>	<b>20%</b>	<b>3/10/20 at 9:00 am</b>
<b>Midterm</b>	<b>15%</b>	<b>3/17/20 at 9:00 am</b>
<b>Kiwi Case Study and Presentation (Group Assignment)</b>	<b>15%</b>	<b>4/21/20 at 9:00 am</b>
<b>Cumulative Final</b>	<b>20%</b>	<b>4/30/20 from 7:30-9:45 am</b>

Letter grades will be assigned based on the following criteria as a percentage of total points:

92 and above: A

90 to less than 92: A-

87 to less than 90: B+

82 to less than 87: B

80 to less than 82: B-

75 to less than 80: C+

70 to less than 75: C

65 to less than 70: D+

60 to less than 65: D

Below 60: F

**TENTATIVE COURSE OUTLINE AND DAILY ASSIGNMENTS—Dates Subject To Change**

<b>Module</b>	<b>TOPIC</b>	<b>ASSIGNED READINGS</b>
<b>1</b>	<b>Business Intelligence:</b> 1. Strategy 2. Goals and Objectives 3. Business Needs Analysis 4. Financial Analysis	<b>Supply Market Intelligence 1, 2, Appendix D Culture Map 1, 2 Financial Intelligence (Pages 125-239)</b>
<b>2</b>	<b>Supply Market Analysis:</b> 1. Industry Analysis (Porters 5 Forces) 2. Portfolio Analysis (Krajlic Model) 3. Supplier Identification and Positioning	<b>Supply Market Intelligence 3 Culture Map 3, 4</b>
<b>3</b>	<b>Aggregate Planning:</b> 1. Make-Buy and Breakeven 2. Core Competencies 3. Spend Analysis 4. Total Cost 5. Benchmarking	<b>Supply Market Intelligence 4, 12 Culture Map 5, 6</b>
<b>4</b>	<b>Category Management:</b> 1. Cross Functional Coordination	<b>Supply Market Intelligence 6, 10 Category Management Handbook Stage 1-5</b>

	<b>2. Risk Management</b> <b>3. Supplier Relationship Mapping</b> <b>4. Supplier Financial Intelligence</b> <b>5. Relationship Management</b>	<b>Culture Map 7, 8</b>
<b>5</b>	<b>Strategic Sourcing Process:</b> <b>1. Sourcing Strategy</b> <b>2. Forecasting</b> <b>3. Value Measurement</b>	<b>Supply Market Intelligence 5, 8</b>
<b>6</b>	<b>Problem/Opportunity Analysis:</b> <b>1. Fishbone Diagram</b> <b>2. Financial Ratio Analysis</b> <b>3. Total Cost Analysis</b> <b>4. Opportunity Matrix</b> <b>5. Cost-Benefit Analysis</b>	
<b>7</b>	<b>Supplier Identification and Qualification:</b> <b>1. KPIs</b> <b>2. Financial Risk Assessment</b> <b>3. SRM</b> <b>4. Social Responsibility</b>	<b>Supply Market Intelligence 7</b>
<b>8</b>	<b>Strategy Execution and Negotiations:</b> <b>1. Target Cost/Should Cost</b> <b>2. Contract Development</b> <b>3. Legal Issues</b>	<b>Supply Market Intelligence 9</b>
<b>9</b>	<b>Supplier Development:</b> <b>1. Collaborations</b> <b>2. Joint Ventures</b>	<b>Supply Market Intelligence Appendix B</b>

### **Midterm and Final Exam**

The midterm and the final exam are closed book, closed notes. Please bring a non-cell phone calculator. You must develop your own formula sheet for the exams.

- Midterm and the Final Exam consists of some combination of conceptual questions, quantitative models, and problem solving. The material could be based on anything covered in the lecture, text, class and case discussions, assigned homework, other assigned readings, videos, or guest presentations. All electronic devices of any kind must be turned off during the exam.
- A Scantron sheet is used to record your answers for exams/quizzes your answer on the Scantron sheet is the only valid answer (answers on the test itself will not be considered so check your Scantron answers several times). **You must bring your own Scantron to exams.**
- You must use your own calculator – No sharing of calculators.
- You are responsible on the exams for all questions and problems we work and discuss in class so take good class notes.
- NO make-up, late or early exams are given. On the very rare occasion that there is an emergency situation the day of the exam, AND IF you are excused from the exam by your professor, a comprehensive make-up exam is given at the end of the semester covering all course materials. Business-related absences are not excused. Students should make advance arrangements to avoid time conflicts.

## Case Requirements:

### CASE FORMAT FOR ALL SUBMITTALS/GRADING FORM

- Utilize the Lutgert College of Business Writing Guidelines.
- Detailed table of contents--with page numbers.
- Complete Reference List—APA format
- In-Text Citations utilizing APA format. Example: (Brown 1989, pg. 27), (Smith and Brown 1989, pg. 27), (Smith et. Al. 1989, pg. 27) and for the SMH (Birou edited by Cavinato et. Al. 2006, pg. 289).

**NOTE**-It is **expected** that the report is error free, well written, and grammatically correct! In order to accomplish this objective, you are encouraged to utilize each other as a resource for editing, software packages which may help you, or the use of an editorial service.

#### I. Executive Summary (10 points)

*State Key Facts/Do not retell the case and cite sources.*

*State concisely the opportunity and/or problem supported with facts, citing sources..*

*State the solution and state how this will directly impact the opportunity/problem.*

*Support your case with how this will impact the bottom-line! You need to state how this will impact the financial position of the company.*

#### II. Situational Analysis (30 points):

**Students should not spend time retelling the case;** identify the important facts supporting your analysis regarding the:

1. Corporate Strategy, using model provided by Dr. Birou, supported with facts, citing sources.
2. Business Mission, citing sources.
3. Business Strategy, using Porter's Model supported with facts, citing sources, you must include a summary of your analysis.
4. Business Goal/Objectives, citing sources
5. North American Standard Industrial Classification Code (NASIC) with Financial Ratios over a 5 year period, and a Comparison of Industry Average Ratios, citing sources. You must provide a summary of the financial position.
6. A break-even analysis should be conducted to identify at what sales volume the firm under analysis breaks-even, citing sources.
7. A **formal SWOT**, supported with facts, including financial ratios, citing sources, you must provide a summary of the SWOT analysis.
8. **5-Force Model**, Porter's model supported with facts, citing sources. You must provide a summary of your analysis.
9. **Portfolio Analysis**, Krajlic model supported with facts, citing sources. You must provide a summary of your analysis.

**\*\*\*\*\*The section must conclude with a written analysis of your interpretation of this analysis. Is the organization in alignment?**

### **III. Major Problem Identified with Supporting Analysis (30 points)**

#### **A. Problem/Opportunity Statement(s) (5 points)**

State here the major root problem (long-term) or opportunity as you see it using one sentence. In analyzing the case, a student will identify numerous problems some that are symptoms of the central or root problem. The key here is to keep asking **WHY** a problem is occurring until you get to the root issue and its cause. In addition to the root problem, there may also be a secondary (short-term) problem requiring an action by the supply manager. You need to state that problem also.

#### **B. Supporting Analysis (25 points)**

Here you want to discuss and analyze the issues and facts in the case to support the selected major root and secondary problems. There may be issues about the organization, about people, about leadership deficiencies, about the environment, or secondary issues evolving from the root cause. Remember, case analysis is identifying the problem or opportunity and developing a solution. **The question that needs to be answered by the student is why, of all the issues found in the case, is this one the most important problem or opportunity to be resolved? This analysis must include:**

- 1. The analysis should include a fishbone diagram with the root cause analysis.**
- 2. There must be an analysis of the total cost of this problem for the buying company.**
- 3. Financial ratios should be provided that support that this problem is even impacting the position of the supplying firm under analysis.**
- 4. A 5-Why analysis, which demonstrates how you identified the root cause of the problem.**

**\*\*\*\*\*This section must have a summary of the analysis provided.**

### **IV. Major Assumptions (5 points)**

Identify the key assumption(s) supporting your case analysis and recommended solution.

1. Macro-Economic Assumptions including, but not limited to, Environmental, Political, Regulatory, Industry Structure/Composition, etc., citing sources.
2. Micro-Economic Assumptions including, but not limited to, Organizational Strategy, Organizational Structure, Financial Position, Leadership, etc., citing sources.

### **V. Possible Solutions (15 points)**

List here the possible solutions to the major problem/opportunity. Let your imagination come up with alternative ways. Do not limit yourself to only one or two possible solutions. These solutions should be distinct from each other. Only in this manner will your subsequent choice be definitive.

1. Note detailed advantages and disadvantages of each possible solution. Advantages and disadvantages **should be in bullet format**
2. The total cost of implementing each solution must be provided.

### **VI. Choice and Rationale (15 points)**

State your choice of the available solutions, the **detailed reasons and analysis for your choice**, and discuss the reasons for not choosing the other alternative solutions. **Again, the depth of your supporting analysis will determine your grade. This must include the financial justification**

**of how this solution will directly impact the bottom-line of the buying firm. In addition, it should include how this will financial improve the position of the supplying firm.**

**VII. Metrics (10 points)**

Identify at least **three** Key Success Factors for the project. For each KSF, identify **three** objective measurements that can be used to determine the success or failure of your implemented solution (For a total of 9 minimum). These should be linked to the goals and objectives of the business. For example, to evaluate the success of an improved inventory system, the project team would measure inventory turns before and after the solution was implemented.

**VIII. Project Plan (15 points)**

1. Project Goals
2. Project Deliverables
3. Identification of Resources needed and cost of these resources.
4. Identification of Task Requirements and sequence of activities.
5. Provide Formal Project Plan (MS Project, Gantt Charts, Pert Charts, etc.).
6. Provide Cost-Benefit Analysis. Provide a summary of the total implementation of this project.

**IX. Conclusion (10 points)**

You need to provide an overall conclusion to your analysis.

1. Restate the problem and the total cost of the problem.
2. Restate the solution, cost of implementing the solution, duration of time needed to execute.
3. Benefits of solution to company.
4. What were the keys to success?
5. How does this solution improve the strategic alignment of the firm including—
  - Corporate and/or Business Strategy
  - Financial Ratios
  - SWOT analysis
  - Business Goals and Objectives
6. What are the plans for sustaining this form of continuous improvement?

**Kiwi Medical Devices--Is Right Shoring the Right Response (Group Project):**

The Kiwi Medical Devices case can be complete in **teams of no more than 4 individuals**. Clarity and good organization are very important. Evaluation will be based on creative generation of alternatives as well as careful analysis (quantitative and qualitative). Additional research will be required to fulfill the case requirements. Case requirements detailed below.

**CASE FORMAT FOR ALL SUBMITTALS/GRADING FORM**

**WRITTEN REPORT REQUIREMENTS (1-10 scale)**

- \* Utilize the Lutgert College of Business Writing Guidelines
- \* Cover page with Title and Date
- \* Concisely written
- \* Professional caliber presentation--**QUALITY COUNTS.**
- \* Neatly Typed--10 or 12 point font, Courier or Times Roman.
- \* Double Spaced.

- \* 1 inch margins.
- \* Appropriate **Headings** and **Subheadings** prior to each section
- \* Pages Numbered, center bottom, beginning with the body of the text
- \* Detailed table of contents--with page numbers.
- \* Complete Reference List, APA style.
- \* Citations utilizing APA style for In-Text Citations. Example: (Brown 1989, pg. 27), (Smith and Brown 1989, pg. 27), (Smith et. Al. 1989, pg. 27).

**NOTE-**It is **expected** that the report is error free, well written, and grammatically correct! In order to accomplish this objective, you are encouraged to utilize each other as a resource for editing, software packages which may help you, or the use of an editorial service.

### **I. Executive Summary (10 points), appropriate citations required**

*State Key Facts/Do not retell the case.*

*State concisely the opportunity and/or problem supported with facts.*

*State the solution and state how this will directly impact the opportunity/problem.*

*Support your case with how this will impact the bottom-line!*

### **II. Situational Analysis (20 points), appropriate citations required**

**Students should not spend time retelling the case;** identify the important facts supporting your analysis regarding the:

- 10. What are the key facts?**
- 11. What are the key issues?**
- 12. Who is the decision maker?**
- 13. What is the Business Strategy?**
- 14. What are the Business Goals and Objectives?**
- 15. Develop a formal SWOT, supported with facts and citing sources.**
- 16. Summary of the Situational Analysis**

### **III. Major Problem Identified with Supporting Analysis (10 points), appropriate citations required**

#### **Problem/Opportunity Statement(s)**

State here the major root problem (long-term) or opportunity as you see it using one sentence. In analyzing the case, a student will identify numerous problems some that are symptoms of the central or root problem. The key here is to keep asking **WHY** a problem is occurring until you get to the root issue and its cause. In addition to the root problem, there may also be a secondary (short-term) problem requiring an action by the supply manager. You need to state that problem also.

1. Construct a 5-Why Analysis
2. Construct a Fishbone Diagram

### **IV. Major Assumptions (5 points), appropriate citations required**

Identify the key assumption(s) supporting your case analysis and recommended solution.



1. Macro-Economic Assumptions including, but not limited to, Environmental, Political, Regulatory, Industry Structure/Composition, etc.
2. Micro-Economic Assumptions including, but not limited to, Organizational Strategy, Organizational Structure, Financial Position, Leadership, etc.

**V. Possible Alternatives (10 points), appropriate citations required**

List here the possible solutions to the major problem/opportunity.

3. Note advantages and disadvantages of each possible solution.

**VI. Evaluation of Alternatives (30 points), appropriate citations required**

Provide a quantitative and qualitative analysis of each solution. The minimum requirements are listed below however, you may include other relevant analysis to support your case.

**Qualitative Analysis**

1) Political environment analysis:

- a) Political system and structure
- b) Stability of government
- c) Future political risks, if any
- d) Bribery and corruption risk

2) Economic and business environment analysis:

- a) Major exports and trading partners
- b) Business environment: Government attitude to foreign investment and trends, ease of doing business, trade regulations
- c) Financial Risk, Inflation levels, currency exchange rate; risks of devaluation versus the dollar
- d) Legal system: Protection of intellectual property rights, enforcement of contracts

3) Cultural dimensions of doing business in the country:

- a) Major religions, ethnic makeup and languages
- c) Major differences in beliefs, values, customs and behaviors, role of family
- d) Unique business customs, etiquette and practices one should be aware of when doing business in that country (time and decision--making, meetings, negotiations, business relationships, dress code, status, gift--giving, etc.)
- e) Unique aspects of written, oral and non--verbal communications
- f) You must provide a Cultural Map for New Zealand with each alternative, and discuss the implications.

**Quantitative Analysis**

1) Multi Criteria Decision Analysis Model

- a) Detailed discussion of the criteria selection
- b) Detailed discussion of determining the weights
- c) Detailed discussion of the scoring of each option
- d) Detailed discussion of the option selected

### **IX. Recommendation and Conclusion (10 points)**

State your choice of the available solutions, the **detailed reasons and analysis for your choice**, and discuss the reasons for not choosing the other alternative solutions. **Again, the depth of your supporting analysis will determine your grade. In addition, it should include how this will financial improve the position of the supplying firm.**

**You should not discuss your case analysis or share your work with other groups.**

#### **General:**

##### **Academic Misconduct**

Any material submitted for course credit must be your own work if it is an individual-based assignment or the work of your team if it is a group-based assignment. Students are not permitted to discuss, read, etc. the work, thoughts, and ideas regarding the case or exams with other students (or another team for case work). If outside references are used, they must be properly referenced. Also, with the case work, it is recommended that you take action to protect your work, such as collecting your materials from the lab printers and disposing of rough drafts at home. Case write-ups that are similar to current or past case write-ups or similar to on-line materials may initiate serious disciplinary action, so please do your own work as an individual or, when required, as a team. Suspected cases of academic misconduct will be reported to the appropriate university departments. Typical penalties include an F in the course, disciplinary probation and/or possible dismissal from the university. *Academic misconduct is a serious threat to the integrity and value of your degree and all that we do. Employers expect you to know the body of knowledge that is documented in your academic transcripts.* The FGCU Student Code of Conduct documents (pp. 11, 18-24) the policies related to academic misconduct and honesty so please read these materials. The FGCU Student Guidebook is available online at:

<http://studentservices.fgcu.edu/judicialaffairs/new.html>

##### **Academic Behavior Standards and Academic Dishonesty**

All students are expected to demonstrate honesty in their academic pursuits. The university policies regarding issues of honesty can be found in the FGCU Student Guidebook under **the Student Code of Conduct and Policies and Procedures** sections. All students are expected to study this document which outlines their responsibilities and consequences for violations of the policy. The FGCU Student

Guidebook is available online at <http://studentservices.fgcu.edu/judicialaffairs/new.html>

##### **University Nondiscrimination Statement**

Florida Gulf Coast University is committed to ensuring equity and fairness for all University employees, students, visitors, vendors, contractors and other third parties. As such, the University prohibits discrimination on the bases of race, color, national origin, ethnicity, religion, age, disability, sex (including sexual harassment/assault), gender identity/expression, marital status, sexual orientation, veteran status or genetic predisposition with regard to admissions, employment, programs or other activities operated by the University. This prohibition extends to enforcement of **Title IX** of the Education Amendments of 1972. Questions or complaints should be directed to the Office of Institutional Equity and Compliance (OIEC). The OIEC's phone number is (239)745-4366; the OIEC email address is OIEC@fgcu.edu.

**Counseling and Psychological Services (CAPS)** provides free counseling and therapy services (including psychiatry) to all FGCU students. Please walk in to the second floor Howard Hall office any week day between 8:30 and 4:30 to schedule an initial contact appointment. Visit the CAPS website at [www.fgcu.edu/caps](http://www.fgcu.edu/caps) for more information. CAPS offers a 24/7 Helpline at (239) 745-3277 (EARS).

### **Disability Accommodations Services**

Florida Gulf Coast University, in accordance with the Americans with Disabilities Act and the university's guiding principles, will provide classroom and academic accommodations to students with documented disabilities. If you need to request an accommodation in this class due to a disability, or you suspect that your academic performance is affected by a disability, please see me or contact the Office of Adaptive Services. The Office of Adaptive Services is located in the Wellness Building. The phone number is 239-590-7956 or Video Phone (VP) 239-243-9453. In addition to classroom and campus accommodations, individuals with disabilities are encouraged to create their personal emergency evacuation plan and FGCU is committed to providing information on emergency notification procedures. You can find information on the emergency exits and Areas of Rescue Assistance for each building, as well as other emergency preparedness materials on the Environmental Health and Safety and University Police Department websites. If you will need assistance in the event of an emergency due to a disability, please contact Adaptive Services for available services and information.

### **Student Observance of Religious Holidays**

All students at Florida Gulf Coast University have a right to expect that the University will reasonably accommodate their religious observances, practices, and beliefs. Students, upon prior notification to their instructors, shall be excused from class or other scheduled academic activity to observe a religious holy day of their faith. Students shall be permitted a reasonable amount of time to make up the material or activities covered in their absence. Students shall not be penalized due to absence from class or other scheduled academic activity because of religious observances. Where practicable, major examinations, major assignments, and University ceremonies will not be scheduled on a major religious holy day. A student who is to be excused from class for a religious observance is not required to provide a second party certification of the reason for the absence.

### **Resources for Faculty General Education**

Information on General Education program requirements is available online at [http://www.fgcu.edu/General\\_Education/index.html](http://www.fgcu.edu/General_Education/index.html)

### **Service-Learning**

Information on integrating service-learning into the course and course syllabus is available online at

<http://www.fgcu.edu/Connect/>

### **Distance-Learning**

Information on distance learning courses is available online at <http://itech.fgcu.edu/distance/>

### **Online Tutorials**

Information on online tutorials to assist students is available online at <http://www.fgcu.edu/support/Approved>

**Canvas Learning Management System and Demonstration Site** Information on Canvas is available online at <http://canvas.fgcu.edu/> and <https://fgcu.instructure.com/courses/7692>

### **Library Resources**

Main page: <http://library.fgcu.edu/>

Tutorials & Handouts: <http://library.fgcu.edu/RSD/Instruction/tutorials.htm>

Research Guides: <http://fgcu.libguides.com/>

Faculty Support: [http://library.fgcu.edu/faculty\\_index.html](http://library.fgcu.edu/faculty_index.html)

### **Respondus Monitor – Remote, Online Exam Monitoring**

In order to protect the integrity of online assessments that are delivered to students off site in a non-proctored location, this course may employ *Respondus Monitor* technology that will allow for the web-enabled monitoring of exams and quizzes. Students must own a computer device and an associated webcam that meet the minimum requirements of the University's standard remote monitoring system. Additional information:

☞ *Respondus Monitor* overview: <http://respondus.com/products/monitor/>

☞ *Respondus Monitor* Faculty Training and Workshops: TBA

### **Respondus LockDown Browser – Classroom and/or Remote Online Exams**

In order to protect the integrity of classroom *or* remote online exams, this course may employ *Respondus LockDown Browser* technology that will allow for the student's temporary restriction to a designated online testing website, disabling the ability to print, copy, access other applications or move to any other URL for the duration of the assessment. This technology may be used on campus in University computer classrooms *or* for remote delivery of quizzes and exams. [For online classes only: students must own a computer that meets the minimum requirements of the University's standard lock down browser application.] Additional information:

☞ *Respondus LockDown Browser* overview: <http://respondus.com/products/lockdown-browser/>

☞ *Respondus LockDown Browser* Faculty Training and Workshops: TBA

### **Lecture Capture Technology/FGCU Capture – Classroom Recording**

This course may employ technology that will allow for audio and/or video recording of live classroom sessions. This lecture capture technology is utilized for the sole purpose of enhancing student learning. It may provide for supplemental student instruction via secure links to recorded session(s), the live stream of courses, presentations of off-site guest speakers and/or the delivery of course instruction utilizing "flipped classroom" methodologies. Student questions and/or comments may be included as a part of any session being recorded. See FGCU-CAPTURE for additional details and training <http://aets.fgcu.edu/fgcucapture.asp>

### **Library Resources**

Main page: <http://library.fgcu.edu/>

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