



Curriculum & Syllabi Handbook

MSc International Purchasing Management



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1. Qualification Profile

Aims of the programme

This master's degree programme prepares graduates for managerial and operative/specialist positions particularly in the field of international purchasing management and related areas like procurement, supply chain management, material group management, supplier relationship management and other relevant functional interfaces like logistics, controlling, legal affairs or finance.

Degree awarded

Master of Science (MSc) 'Externenprüfung'

Duration of studies

4 semesters, part-time

Competency goals (CGs) according to AACSB

The overall competency goals and objectives of ESB degree programmes have evolved from the ESB Business School **mission** and are subject to continuous quality assurance processes.

'Within an educational environment that is truly international, we develop leaders who shape global business practice and society responsibly. '

Derived from this target, ESB Business School is committed to achieving distinct learning outcomes in individual programmes. The quality of teaching and learning is measured along these outcomes. The programme goals are rendered in English and follow the international quality standards of AACSB (Association to Advance Collegiate Schools of Business). On the basis of assessment results, curricular improvements may be deemed necessary and thus implemented to help improve learning and teaching within the degree programme and in line with the educational mission of ESB Business School.

The defined competency goals (and objectives) for all ESB programmes include:

- Language proficiency
- Intercultural competence
- Ethical behaviour
- Problem-solving competence
- Functional and methodological competence
- Digital skills in functional and/ or methodological context

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LANGUAGE PROFICIENCY	INTERCULTURAL COMPETENCE	ETHICAL BEHAVIOUR	PROBLEM SOLVING COMPETENCE	FUNCTIONAL COMPETENCE	METHODOLOGICAL COMPETENCE
COMPETENCY GOAL 1*	COMPETENCY GOAL 2	COMPETENCY GOAL 3	COMPETENCY GOAL 4	COMPETENCY GOAL 5	COMPETENCY GOAL 6
IPM graduates are proficient in at least one foreign language (admission requirement).	... are interculturally competent.	... are able to manage complex, ethical and legal issues expertly in their professional field and in wider, environmental contexts.	... are skilled problem-solvers in the domain of international purchasing.	... are able to analyse and interpret financial implications of sourcing decisions.	... are able to integrate and re-elaborate digital content.
COMPETENCY OBJECTIVE 1	COMPETENCY OBJECTIVE 2	COMPETENCY OBJECTIVE 3	COMPETENCY OBJECTIVE 4	COMPETENCY OBJECTIVE 5	COMPETENCY OBJECTIVE 6
IPM graduates communicate in spoken and written word at B2 proficiency level (admission requirement).	... reflect upon the cultural context and its complexities when making decisions in a global business environment.	... are reflexively aware of ethical and legal issues in their professional field. They are able to critically analyze these issues on the basis of normative theory or models. select and apply appropriate methods, techniques and tools to solve international business and purchasing problems responsibly.	... apply appropriate analysis to understand financial impacts of purchasing decisions and derive potential solutions.	... are able to modify, refine, improve and integrate information and content into an existing body of knowledge to create new, original and relevant content and knowledge.
	Measure embedded in M 7.2 Intercultural Management & Communication, semester 2 IES Test centrally administered	Measure embedded in M 7.1 Leadership and Organisational Development, semester 2	Measure embedded in M 11 Master Thesis, assessed by the first supervisor	Measure embedded in M.6.2 Supply Chain Financial Management, semester 3	Measure embedded in M 4.2 Purchasing Data Analytics, semester 3

* Master's level admission requirement

Additional IPM programme goals & competencies

Graduates of the programme are qualified for managerial and specialist careers with a focus on international purchasing management. They have obtained an overview on the functional interdependencies and interfaces, as well as advanced managerial skills and technical competence in international purchasing management with theoretical foundation and practical orientation. They have intercultural competence, a strong sense of responsibility and a reflective business attitude.

Qualification goals include: systematic and entrepreneurial thinking, command of relevant analytical tools and quantitative/qualitative methods, structuring of processes and information technologies/systems, organisational and project management methods.

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Participants of the programme gain and enhance their competencies in negotiation and moderation techniques and in intercultural communication.

Qualification profile of graduates

Functional/professional competencies:

- After finishing the programme, graduates are prepared for managerial and specialist positions with a focus on international purchasing.
- They have obtained an overview on the functional interdependencies and interfaces, as well as advanced managerial skills and technical competence in international purchasing management.

Technical and methodological competencies:

- Graduates have advanced command of relevant qualitative and quantitative methods e.g. in fields of data analytics/statistics, accounting/finance, supply chain and project management.
- Graduates are familiar with supply market and raw material economics and principles of commercial and contract law.
- Graduates know how to use/structure relevant information processing tools.
- Graduates are proficient in topical theoretical foundations and research techniques and able to apply them independently.

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Social competencies:

- Graduates are skilled in effectively negotiating and moderating, and are able to apply these skills in an intercultural environment and in the English language.
- Graduates are experienced in analyzing and solving intercultural issues.
- Graduates are adept in presenting their ideas convincingly and effectively.
- Graduates are able and used to reflect the consequences of their actions for the wider social and natural environment and consequently act and decide sustainably and responsibly in their duties in operate in accord with socially-accepted values.

Personal competencies:

- Graduates understand how to integrate scientific perspectives in an interdisciplinary way to tackle complex issues in the field of purchasing management.

The master's programme is designed as a part-time study programme to allow combining work and study.

The theoretical and practical content of the programme were discussed with purchasing professionals from several companies to ensure that the set of skills and competencies adequately prepare for management positions in operative or strategic purchasing functions as well as in respective consulting. The courses are offered during the first three semesters, and are taught by members of the ESB Business School faculty and other departments of Reutlingen University as well as by external experts and professionals. The fourth semester is reserved for the master's thesis.

Part-time studies combined with professional work requires an arrangement between student and employer regarding adequate leave of absence e.g. for seminars, lectures or study trips.

A module consists of face-to face seminars and self study and may consist of more than one course. The study and examination regulations (Prüfungsordnung für die Durchführung der Externenprüfung) are defined modules and their weighting within the overall grade – this curriculum and syllabi handbook describes the modules and courses regarding learning and competency objectives, content, examination, module weight etc.



The programme concept integrates theory and practise optimally:

Courses, i.e. seminars, lectures, as well projects etc. adress/simulate professional topics and problems. New ideas and applications of methodologies and knowledge taught are developed and thought processes instigated through the discourse in class. Similarly, experiences gained in professional life will add practical relevance and depth to the student's academic development.

2. Study Structure



Memo: Module M10 - Study trip substituted by seminar 'Global Supply Markets' due to Corona travel restrictions. Please see M10 description.

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3. Curriculum Overview

Curriculumsübersicht: MSc International Purchasing Management

Module	Modules and Courses	ECTS per Semester				Module ECTS	Study Workload				Language	Grading	
		1.	2.	3.	4.		Contact Days	Contact hours	Self Study	Total Workload (hours)		Assessment	Weight of grade
M1	Purchasing and Supply Chain Management - Fundamentals	6				6	6	60	120	180	E	KL, RE	6/90
M1.1	Purchasing and Procurement - Foundations	3					3	30	60	90	E		
M1.2	Supply Chain Management	3					3	30	60	90	E		
M2	Accounting and Law	7				7	7	70	140	210	E	KL+HA	7/90
M2.1	Supply Chain Costing and Controlling	3					3	30	60	90	E		
M2.2	International Commercial and Contract Law	4					4	40	80	120	E		
M3	Purchasing Personal Skills	7				7	9	90	120	210	E	MP/CA/PA	7/90
M3.1	Negotiation Techniques - Theory and Practice	3					4	40	50	90	E		
M3.2	Project Management	2					3	30	30	60	E		
M3.3	Presentation and moderation	2					2	20	40	60	E		
M4	Purchasing Data Analytics		3	3		6	6	60	120	180	E	KL+CA	6/90
M4.1	Purchasing Data Analytics and Tools I		3				3	30	60	90	E		
M4.2	Purchasing Data Analytics and Tools II			3			3	30	60	90	E		
M5	Product Development, Operations and Quality Management		6			6	5	50	130	180	E	KL	6/90
M6	Purchasing Finance & Economics		3	3		6	8	80	100	180	E	KL, HA, RE	6/90
M6.1	Supply Market & Raw Material Economics		3				4	40	50	90	E		
M6.2	Supply Chain Financial Management			3			4	40	50	90	E		
M7	Intercultural Leadership and Organisation		6			6	7	70	110	180	E	CA+HA	6/90
M7.1	Leadership and organisational development		3				4	40	50	90	E		
M7.2	Intercultural Management & Communic.		3				3	30	60	90	E		
M8	Purchasing Strategy		2	3		5	7	70	80	150	E	KL+CA	5/90
M8.1	Sustainable Supply Chain Management		2				3	30	30	60	E		
M8.2	International Purchasing Strategy			3			4	40	50	90	E		
M9	Purchasing Process and IT Mgmt.			5		5	4	40	110	150	E	KL+CA	5/90
M10	Capstone Module: Integrated Purchasing Project			6		6	6	60	120	180	E	HA+PA	6/90
	Study Trip			2			4	40	20	60	E		
	Project: International Strategic Purchasing			4			2	20	100	120	E		
M11	Master Thesis incl. Seminar "scientific research methods"				30	30	2	20	880	900	D/E	MT	30/90
M11.1	Scientific Research Methods				3		2	20	70	90	E		
M11.2	Thesis with Colloquium				27		0	0	810	810	D/E		
Summe		20	20	20	30	90	67	670	2030	2700			

Abkürzungsverzeichnis der Prüfungsleistungen:

KL – Klausur

RE – Referat

HA – Hausarbeit



MT – Master Thesis

MP – Mündliche Prüfung

PA – Projektarbeit

CA – Continuous Assessment

Memo: Module M10 - Study Trip substituted by seminar Global Supply Markets due to Corona travel restrictions. Please see M10 description.

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4. Modules and Courses

4.1. Purchasing and Supply Chain Management - Foundations

Module	M1
Semester	1
Duration of module	1 semester – contact hours: 80
Type of module	Mandatory
Courses included in the module	M1.1 Purchasing and Procurement Foundation M1.2 Supply Chain Management
How frequently is the module offered	Annually
Admission requirements	--
Level	Master
Responsible module coordinator	Prof. Dr. Matthias Freise
Total number of ECTS	6
Total workload and breakdown	180 h – thereof 60 contact hours and 120 hours self-study
Type of assessment	Written Exam 2 h, presentation/paper (KL/RE) (80 %/20%)
Weighting of grade	6/90

4.1.1. Purchasing and Procurement Foundation

Course	M 1.1
Type of course	Mandatory
Name of lecturer(s)/ contact details	Dr. Robert Freidinger
Language of instruction	English
Credits (ECTS)	3
Semester	1
Contact hrs in total	30
Learning outcomes	<p>The objective of this course is to create a common understanding of the role and importance of purchasing and procurement processes and characteristics and their added value. Basic instruments are discussed and applied. Specific topics are extended in further courses.</p> <p>Upon completion of this course, participants will have developed the following competencies:</p>

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	<p>Professional competencies: IPM graduates will obtain fundamental understanding, competencies and skills in the field of purchasing and procurement. IPM graduates will be able to identify and apply the relevant approaches and methods applied in purchasing planning, decision-making and execution. IPM graduates will understand the concept of the purchasing cycle, its stages and how working upstream is beneficial to them. They will understand the importance of using a generic, well-prepared specification within an enquiry process, where an enquiry is appropriate. IPM graduates will be able to distinguish the relative importance of the goods, works, materials and services purchased, understanding the different relationships used and sought by buyers and sellers. They will be aware of the need to purchase on a basis of total cost of ownership using appropriate KPIs and service level agreements. IPM graduates are enabled to critically discuss concepts applied in practice and acquire the ability to transfer theoretical knowledge into real-life situations.</p> <p>Methodological competencies: IPM graduates will develop and further enhance their critical thinking and problem solving skills in addition to analytical skills particularly in the fields of purchasing, supplier and internal customer relationships and management as well as costing concepts such as Total Cost of Ownership.</p> <p>Social/personal competencies: Through the interactive nature of the module elements, IPM graduates will develop their respective terminology and refine their professional communication competencies.</p>
Course-specific contributions to AoL competency goals (CG 2-6)	<p>CG 4: IPM graduates will understand and apply methods of assessing and interpreting potential purchases to draw conclusions for decision making. Theoretical concepts are discussed with a focus on understanding the impact of specifications and supplier relationship. Related methods and approaches are applied in practical environments. Students will assess and solve problems e.g. in the fields of portfolio management, demand management, treatment of internal customers as well as suppliers, process management for all kinds of procurement, costing issues, process measurement and continuous improvement.</p> <p>CG 5 introduced: IPM graduates are able to identify and interpret the financial impact of sourcing decisions according to the upstream/downstream concept of the purchasing cycle as well as in the application of the Total Cost of Ownership methodology.</p> <p>CG 6 introduced: IPM graduates are able to identify selected digital applications supporting the purchasing process as well as within sourcing decisions.</p>
Content/ indicative syllabus	<p>Overview on aspects:</p> <ul style="list-style-type: none"> - The potential of added value in purchasing processes - The importance of purchasing processes – impacts on bottom line - The concept of the purchasing cycle and its necessary steps - The importance of strategic orientation versus transactional excellence

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	<ul style="list-style-type: none"> - The nature of our requirement – the specification and their different types - The enquiry process including opportunities offered by e-purchasing - Supply positioning and supplier preferencing, market management matrix - Supplier selection and supplier relationship management - Supplier appraisal and supplier performance management - Developing Key Performance Indicators - Stakeholder management - Price & cost basics - Managing the contract <p>Ethical aspects in purchasing, environmental issues, sustainability, export regulations, hospitality and gifts, reciprocal trading, conflicts of interest, confidentiality</p> <p>Latest trends and evolutions in purchasing processes and handling purchasing organisation</p> <p>Selected case studies including role play to foster understanding and applying the concepts and methods</p>
Teaching and learning methods	Lectures and group/individual work, quantitative exercises/cases, discussion
Type of assessment	Exam (1 hour – 60%), including case study to be evaluated by students – presentation/paper (40%); total weight within module 50 %
Indicative reading list	<ul style="list-style-type: none"> ▪ Steele, P.; Court, B.: A manager's guide for improving organizational competitiveness through the skills of purchasing, McGraw-Hill, latest edition ▪ Steele, P.: It's an even better deal, McGraw-Hill, latest edition ▪ Lysons, K.; Farrington, B.: Purchasing and Supply Management, Prentice Hall, latest edition ▪ Fogg, M.: Managing purchasing and supply relationships, The Chartered Institute for Purchasing and Supply Management, CIPS Study Matters, latest edition <p>Further literature and actual articles are introduced during the course.</p>

4.1.2. Supply Chain Management

Module/ course	M 1.2
Semester	1
Type of course	Mandatory
How frequently is the module offered	Annually
Name of lecturer(s)/ contact details	Prof. Dr. Stefan Seuring Prof. Dr. Daniel Palm
Level	Master
Transferability to other programmes	n/a

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Language of instruction	English
Credits (ECTS)	3
Contact hours	3 days – 30 hours
Learning outcomes	<ul style="list-style-type: none"> • Gain an overview on the current status of supply chain management. • Understanding theoretical foundations as well as current practical developments.
Course-specific contributions to AoL competency goals (CG 2-6)	CG 4: The participants are introduced to analytical methods and tools of supply chain management.
Contents/ indicative syllabus	<ul style="list-style-type: none"> • Development of SCM • Scope of SCM • Introduction in Product-Cooperation-Matrix (PCM) • Strategic SCM • Theoretical foundation of Product-Cooperation-Matrix • Product Design (Pre-Phase) • Production, Product and Logistics return (Market phase) • Post Phase
Teaching and learning methodology	Lecture
Type of assessment	Written exam (1h) as a part of module exam (50 %)
Indicative reading list	<ul style="list-style-type: none"> ▪ Arnold, U. (1997): Beschaffungsmanagement, 2. überarb. und erw. Aufl., Stuttgart. ▪ Chopra, S., Meindl, P. (2007): Supply Chain Management: Strategy, Planning and Operation, 3. Auflage, Prentice Hall, Upper Saddle River. ▪ Cooper, M.C., Ellram, L.M. (1993): Characteristics of Supply Chain Management and the Implications for Purchasing and Logistics Strategy, in: The International Journal of Logistics Management, Vol. 4, No. 2, S. 13-24. ▪ Handfield, R.B., Nichols, E.L. (1999): Introduction to Supply Chain Management, Prentice Hall, Upper Saddle River, New Jersey. ▪ Leenders, M.E., Fearon, H.E., Flynn, A.E., Johnson, F. (2002): Purchasing and Supply Management, 12. Aufl., McGrawHill, Boston. ▪ Monczka, R., Trent, R., Handfield, R. (2002): Purchasing and Supply Management, 2. Auflage, South-Western Thomson LEARNING. ▪ Schary, P.B., Skjøtt-Larsen, T. (2001): Managing the Global Supply Chain, 2. Auflage, Copenhagen Business School Presss, Kopenhagen. ▪ Seuring, S. (2003): The product-relationship-matrix as Framework for Strategic supply Chain design based on operations theory


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4.2. Accounting and Law


Module	M 2
Semester	1
Duration of module	1 semester – contact hours: 80
Type of module	Mandatory
Courses included in the module	M2.1 Supply Chain Costing and Controlling M2.2 International Commercial and Contract Law
How frequently is the module offered	Annually
Level	Master
Responsible module coordinator	Prof. Dr. Hans-Martin Beyer
Total number of ECTS	7
Total workload and breakdown	210 h – thereof 70 contact hours and 140 hours self-study
Type of assessment	Written exam (KL 1 h) and term paper (HA) – weight 50%/50%)
Weighting of grade	7/90

4.2.1. Supply Chain Costing and Controlling

Course	M 2.1
Type of course	Mandatory
Name of lecturer(s)/ contact details	Prof. Dr. Michel Charifzadeh Building 5, Room 113, Tel.: 07121 271 3053 michel.charifzadeh@reutlingen-university.de
Language of instruction	English
Credits (ECTS)	3
Semester	1
Contact hrs in total	30
Learning outcomes	<p>The aim of this course is to deepen the student's knowledge and skills in supply chain management accounting and control. Participants of the module gain an integrated understanding of the accounting and control functions. A focus is put on how these support management decisions.</p> <ul style="list-style-type: none"> Subject-specific competencies Students gain advanced knowledge of procurement controlling, supply chain controlling and performance measurement. They will understand the role of the controller in a procurement context and in the supply chain framework. Practical examples and cases provide them with insights into supply chain costing, performance measurement and control systems in a procurement context.

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	<ul style="list-style-type: none"> • Professional competencies Upon completion of the module students will develop critical thinking and problem solving skills in addition to analytical skills. They will be able to critically discuss concepts applied in practice and acquire the ability to transfer and apply theoretical knowledge to real-life situations. In particular, students will be able to reveal strengths as well as shortcomings and weaknesses of supply chain controlling instruments, which will enable them to discuss and develop solutions to these shortcomings. • Social skills, key competencies Through the interactive nature of the module, students will refine their oral and written communication skills. In addition, students will improve their ability to work in teams under time pressure. Since the module is held in English language, students will be able to apply the acquired concepts and skills in an international business context. • Personal competencies Students will be trained in goal-oriented team work. Ultimately, students will be equipped with the necessary knowledge and competencies to resume a role in a supply chain and procurement controlling function in an internationally operating firm.
Course-specific contributions to AoL competency goals (CG 2-6)	CG 4: Course participants will develop mechanisms of problem solving to real life business cases in supply chain and procurement controlling. Concepts are discussed with a focus on understanding management control processes and interpreting performance measures. They will solve problems of performance management in the context of internationally operating supply chains. CG 5: Course participants will develop methodological understanding of measuring / controlling financial implications in a purchasing and supply chain context.
Content/ indicative syllabus	Introduction to procurement controlling Strategic importance Supply chain costing Instruments of procurement controlling Supplier risk and supplier evaluation Performance measurement in supply chains, supply chain KPIs Supply chain EVA The Balanced Scorecard in a procurement setting Supply chain reporting
Teaching and learning methods	This course will be conducted in the form of lecturing seminars, in-class assignments, case studies and homework assignments. Group projects (and case studies) will deepen the understanding. Students will prepare a presentation in a team and present their work accompanied by a discussion in class.
Type of assessment	written exam (1 hour), 50%
Miscellaneous	n.a.

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Indicative reading list	<ul style="list-style-type: none"> ▪ Anthony, R. N. / et.al.: Management Control Systems, McGraw Hill (latest edition). ▪ Brandenburg, M. /Menke, T.: Quantifizierung von Wertbeiträgen aus Änderungen von Supply Chain Kosten und Working Capital, in: ZfCM, Controlling & Management, 52. Jg. 2008, H.3, S. 168-174. ▪ Charifzadeh, M. / Taschner, A.: Management Accounting and Control, Wiley 2017. ▪ Horngren, C. T. / Bhimani, A. / Datar, S. M. / Foster, G. M.: Management and Cost Accounting, Pearson Prentice Hall (latest edition) ▪ Kaplan, R.S. / Norton, D.P.: The Balanced Scorecard – measures that drive performance, in: Harvard Business Review, Vol. 70 (1992), No. 1 (January-February), pp. 71-79 ▪ Kaplan, R. S. / Norton, D. P.: Using the Balanced Scorecard as a Strategic Management System, in: Harvard Business Review, Vol. 74 (1996), No. 1, pp. 75-85 ▪ Piontek, J.: Beschaffungscontrolling, DeGruyter (latest edition) ▪ Pohlen, T. M. / Coleman, B.J.: Evaluating Internal Operations and Supply Chain Performance Using EVA and ABC, in: SAM Advanced Management Journal, Spring 2005, Vol. 70 Issue 2, p. 45-58. ▪ Sennheiser, A. / Schnetzler, M.: Wertorientiertes Supply Chain Management, Berlin, 2008. ▪ Stölzle, W. / Hofmann, E. / Hofer, F.: Supply Chain Costing: Konzeptionelle Grundlagen und ausgewählte Instrumente, in: Brecht, U. (Hrsg.): Neue Entwicklungen im Rechnungswesen: Prozesse optimieren, Berichtswesen anpassen, Kosten senken. Wiesbaden 2005, S. 51-85. ▪ Taschner A./ Charifzadeh, M.: „Landkarte“ des Supply Chain Controllings – Überblick zu Aufgaben, Instrumenten und Herausforderungen, in: Gleich/Klein (Hrsg.): Controlling-Berater, Supply Chain-/Logistik-Controlling, Band 31, 2014, S. 21 - 38. ▪ Taschner, A. / Charifzadeh, M.: Management and Cost Accounting, Wiley 2016.
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4.2.2. International Commercial and Contract Law

Course	M 2.2
Type of course	Mandatory
Name of lecturer(s)/ contact details	Prof. Dr. Markus Conrads
Language of instruction	English
Credits (ECTS)	4
Semester	1
Contact hrs in total	40
Learning outcomes	

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	<ul style="list-style-type: none"> • Subject specific competencies After the course the student should be able to <ul style="list-style-type: none"> - identify and apply appropriate international agreements (international treaties/protocols) for the drawing up of international contracts - identify and apply the local regulations in order to develop/ manage corporations in a foreign country • Professional competencies After the course the students should be able to <ul style="list-style-type: none"> - identify potential obstacles between management decisions and the legal framework • Social skills, key competencies After the course the student should be able to <ul style="list-style-type: none"> - gain an understanding of and be able to apply ethical theories to managerial decision-making • Personal and practical competencies After the course the student should be able to <p>be open for the proposals of potential contract partners and react on them appropriately</p>
Course-specific contributions to AoL competency goals (CG 2-6)	CG 2: Students compare the content of different international legal systems (The main differences of common and civil law systems are explained.) Students compare and analyze the law-finding-process in different legal systems by solving case studies.
Content/ indicative syllabus	<p>The lecture provides an overview over international mercantile and business law, conflict of laws, international civil procedure, CISG and INCOTERMS. The lectures are combined with case studies reviewing legal perspectives of international business activities.</p> <p>Part 1: German Civil and Commercial Law – A Comparative View Structure of German Civil Code as an example for a civil law system: A comparative view.</p> <p>Part 2: CISG (International Sale of Goods) CISG as source of international unified law; Content of CISG; Legal traditions behind the CISG</p> <p>Part 3: Case Studies: Analysis of contract drafts Students are confronted with contract drafts. They have to analyse them and develop counter offers.</p>
Teaching and learning methods	Lecture, cases, group work
Type of assessment	Term paper (HA), 50 %
Miscellaneous	n/a
Indicative reading list	<ul style="list-style-type: none"> ▪ Schwenger/Hachem/Kee, Global Sales and Contract Law, Oxford 2012 ▪ Bianca/Bonell, Commentary on the International Sales Law, Mailand 1987



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4.3. Purchasing Personal Skills

Module	M3
Semester	1
Duration of module	1 semester – contact hours: 80
Type of module	Mandatory
Courses included in the module	M3.1 Negotiation M3.2 Project Management M3.3 Presentation and Moderation
How frequently is the module offered	Annually
Admission requirements	--
Level	Master
Responsible module coordinator	Prof. Dr. Matthias Freise
Total number of ECTS	7
Total workload and breakdown	210 h – thereof 90 contact hours and 120 hours self-study
Type of assessment	Oral exam / project report / continuous assessment (MP/PA /CA – 34%/29%/37%)
Weighting of grade	7/90

4.3.1. Negotiation


Course	M 3.1
Type of course	Mandatory
Name of lecturer(s)/ contact details	Dr. Robert Freidinger Prof. Dr. Matthias Freise
Language of instruction	English
Credits (ECTS)	3
Semester	1
Contact hrs in total	40
Learning outcomes	<p>Objective of this course is to gain understanding of one's own personal persuasion skills and to extend less developed skills to a postgraduate level, understand the importance of preparation and planning within the negotiation cycle, of negotiation strategy and behaviour. The 'soft skills' need to be trained in order to achieve optimum performance.</p> <p>Upon completion of this course, participants will have developed the following competencies:</p>

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	<p>Professional competencies: Students will obtain fundamental understanding, competencies and skills in the field of negotiation. Students will be able to plan, prepare and execute successful negotiations with external suppliers as well as inside their organisation.</p> <p>Students will understand the concept of the negotiation process, its stages and the importance of planning and preparation. They will identify most effective negotiation approaches and strategies required for different categories and markets from both seller and buyer perspectives.</p> <p>Students will explore how culture influences negotiation. They will complete a self perception questionnaire of current personal impact within negotiations. They will understand why we say and do things we say and do.</p> <p>They will explore a plethora of strategies to manage challenging behaviour within a negotiation and build strategies for managing conflict within negotiations. A series of tactics are applied, students will learn how to identify and to counter them effectively.</p> <p>Students will receive feedback on personal impact whilst negotiating with other participants. They will apply advanced preparation and planning templates and use them in multiple real time negotiations against tutors (role play), including video feedback and personal coaching.</p> <p>Methodological competencies: Students will develop and further enhance methods regarding their analytical and planning skills, methods for increasing their ability to investigate and to anticipate possible arguments and behaviours of counterparts in negotiations. They will apply methods how to identify strategies and patterns in negotiations, as well as methods how to address and solve conflicts. Methods for shifting power in case of insufficient power balance and influencing interest of other parties are applied.</p> <p>Social/personal competencies: Through the interactive nature of the module elements, students will develop their respective negotiation skills and refine their professional communication competencies. They will learn how to best influence other parties to move into the desired direction at minimum impact. Students will experience their own behaviour in video feedback during the role play with the tutor, benefiting from personal coaching applied.</p>
Course-specific contributions to AoL competency goals (CG 2-6)	<p>CG 2: The course addresses basic intercultural aspects in dealing with the persons in the own organisation as well as with suppliers. Students will understand how negotiation actions can affect persons of different cultures.</p> <p>CG 3: The course makes references to ethical aspects, e.g. referring to ethical behaviour, compliance, and sustainability as well as to related conflict situations. Students will understand how violating or even ignoring such concepts in negotiations can lead to severe impact for the total organisation.</p>
Content/ indicative syllabus	<p>Overview on aspects:</p> <ul style="list-style-type: none"> House of negotiation, negotiation principles, tactics and persuasion methods

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	<ul style="list-style-type: none"> • Negotiation styles and relationships in combination with different products and suppliers, negotiation approaches depending on supply positioning and supplier preferencing • Persuasion methods in negotiations • Importance of power and matching with corresponding negotiation styles • Conditioning the other party • The six phases of a negotiation process • Stakeholder management (both internal and external) in the negotiation process • Role and importance of negotiation strategy as part of the preparation and planning phase • Role and importance of negotiation variables • Information gathering, information management, active listening skills, types of questions and appropriate usage • Target setting and follow-up • How to control a negotiation • Behaviour skills for dealing with aggressive/manipulative persons whilst still maintaining their emotional balance • Tactics and ploys in negotiations and how to counter them • The various dimensions of culture and how to apply them • Negotiation dilemmas • Selected case studies in combination with role play, simulation in negotiating with specialist actors, video recording and personal feedback, including coaching. Understand the current tactics and ploys used in negotiation together with the need for creativity • Appreciate the dimensions of culture from a theoretical perspective and be able to apply it • Practice the application within a role-play environment • Have developed an understanding of how personal behaviour can critically influence the outcome of a negotiation • Have learned how to identify, classify and commission non-verbal behaviour and to use it to advantage <p>Selected case studies in combination with role play, simulation in negotiating with specialist actors, video recording and personal feedback, including coaching.</p>
Teaching and learning methods	Lectures and group/individual work, quantitative exercises/cases, discussion, assessment of own negotiation skills, role plays, interactive negotiations between participants, real time negotiation against tutors in role play, video recording, individual feedback and coaching
Type of assessment	Oral exam (80%) / continuous assessment during course (20%) Total weight within module 34% + 8% = 42%
Indicative reading list	<ul style="list-style-type: none"> ▪ Steele, P.; Court, B.: A manager's guide for improving organizational competitiveness through the skills of purchasing, McGraw-Hill, latest edition

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	<ul style="list-style-type: none"> Steele, P.: It's an even better deal, McGraw-Hill, latest edition Steele, P.; Beasor, T.: Business negotiation, a practical workbook, Gower Publishing Ltd, latest edition Lysons, K.; Farrington, B.: Purchasing and Supply Management, Prentice Hall, latest edition Ury, W.: Getting to yes: negotiation agreement without giving in, Business Books Ltd, latest edition Ury, W.: Getting past no: negotiation with difficult people, Business Books Ltd, latest edition Kahneman, D.: Thinking fast and slow, Penguin Books, latest edition <p>Further literature and actual articles are introduced during the course.</p>
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4.3.2. Project Management


Course	M3.2
Type of course	Mandatory
Name of lecturer(s)/ contact details	Prof. Dr. Jochen Brune
Language of instruction	English
Credits (ECTS)	2
Semester	1
Contact hrs in total	30 (3 days)
Learning outcomes	<p>Functional/ professional competencies</p> <p>After successful completion of the course, the students are able to describe the fundamental principles of classical and agile project management.</p> <p>Technical and methodological competencies</p> <p>The students are able to practically apply important methods and techniques of classical and agile project management to successfully plan a project. They are able to analyze a given project in detail and to optimize it regarding scope, schedule, cost and quality. They are able to control project execution and to select appropriate corrective actions in case of deviations from the plan.</p> <p>Social competencies</p> <p>Students are able to analyze the context of a project. They are able to express the result of their analysis using correct technical terms.</p> <p>Personal competencies</p> <p>The students understand why structuring and planning are prerequisites for successful execution of complex projects, especially in a product development context.</p>
Course-specific contributions to AoL	CG 4: Organized in different teams, students plan and optimize a given international project using the appropriate planning methodologies and reflect on their different perspectives.

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competency goals (CG 2-6)	
Content/ indicative syllabus	<p>Introduction to classical and agile project management methods and techniques, with the focus on structured project planning and optimisation.</p> <p><u>Fundamental principles of project management:</u> Projects, triple constraint, differences between working in projects and working in operations, project success and failure, tasks of a project manager, project organization forms, forms of project lifecycle, activities at project start, project management core processes (planning, project start, project execution, project controlling, project closing), supporting and facilitating processes.</p> <p><u>Methods of classical project management:</u></p> <p>Project proposal, Product Breakdown Structure (PBS), Work Breakdown Structure (WBS), Work Package Descriptions (WPD), Project Network Diagram (PND) (activity sequencing), Project schedule, effort and duration estimation, resources plan, resources optimization, cost structure plan, project budget plan, methods of project execution and controlling.</p> <p><u>Agile project management:</u></p> <p>History of agile project management, Agile Manifesto, Agile vs. classical PM, principles of SCRUM, roles in SCRUM, SCRUM process, SCRUM documentation.</p>
Teaching and learning methods	Lecture, combined with practical work on case studies
Type of assessment	Project report (PA), weight within module: 29%
Indicative reading list	<p><u>Compulsory reading:</u></p> <p>Lecture script</p> <p><u>Recommended readings:</u></p> <ul style="list-style-type: none"> ▪ Meredith, Jack; Mantel, Samuel: 'Project Management – A Managerial Approach', 9th ed. (International Student Version), Wiley, 2015 ▪ Kerzner, Harold: 'Project Management: A Systems Approach to Planning, Scheduling, and Controlling', John Wiley & Sons; 12th Ed. (2017) ▪ Larman, Craig: 'Agile and Iterative Development: A Manager's Guide', Addison-Wesley, 2004 ▪ Schwaber, Ken: 'Agile Project Management with SCRUM', Microsoft Press, 2004

4.3.3. Presentation and Moderation



Course	M3.3
Type of course	Mandatory

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Name of lecturer(s)/ contact details	Prof. Yoany Beldarrain, Ph.D
Language of instruction	English
Credits (ECTS)	2
Semester	1
Contact hrs in total	20 (2 days)
Learning outcomes	<p>After the successful completion of this course, participants will:</p> <p>Professional competencies: -Identify and apply different techniques of preparing and moderating effective multifunctional meetings, focus groups and workshops.</p> <p>Methodological competencies: -Assess conflicts and apply principles of problem / conflict management in multi-stakeholder scenarios, including business scenarios with different cultural perspectives.</p> <p>Social/personal competencies: -Understand the importance of effective business communication and apply principles and methods of highly effective business presentations. -Confidently and professionally speak in front of various types of audiences.</p>
Course-specific contributions to AoL competency goals (CG 2-6)	CG 2: Organized in 4 international teams, students will compare/contrast the 5 management styles for handling conflict (as per Thomas-Kilmann) and reflect on their different personal and cultural perspectives. Based on this, each individual will later solve a business scenario (as their CA) where they choose the most appropriate approach to deal with conflict during a presentation or multifunctional meeting/workshop.
Content/ indicative syllabus	<p>Key elements for highly effective presentations, meetings and workshops include:</p> <ul style="list-style-type: none"> • defining the purpose & identifying needs/goals depending on the audience (suppliers, buyers, internal project or purchasing team) • preparing and structuring the content, including visuals and time management • adjusting to the audience during the presentation/meeting/workshop • developing powerful arguments depending on the purpose (inform, share, persuade, get feedback, etc.) • using good rhetoric and language, including non-verbal • chairing the discussion/moderation techniques • conflict resolution techniques across different cultural contexts


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Teaching and learning methods	<p>This is a workshop-style course, where great importance is attached to practical training. After in-class discussions about the key principles, methods and techniques, participants will engage in hands-on and role-playing activities to practice the concepts learned.</p>
Type of assessment	<p>Continuous assessment (CA)</p> <p>Students will solve, in the form of a written essay, a given scenario where they choose the most appropriate approach to manage conflict during a presentation or multi-functional meeting/workshop.</p> <p>weight within module: 29%</p>
Miscellaneous	<p>Participants may choose to have their presentations or roleplay recorded for individual coaching.</p>
Indicative reading list	<p>References and support materials are provided during lectures.</p> <p>Supplemental reading:</p> <ul style="list-style-type: none"> ▪ Johlke, M. (2006). Sales presentation skills and salesperson job performance. The Journal of Business and Industrial Marketing. 21. 311-319. 10.1108/08858620610681614. ▪ Nguyen, T. N.; Ricci, F.; Delic, A.; Bridge, D. (2019). Conflict resolution in group decision making: insights from a simulation study. User Modeling & User-Adapted Interaction. Nov2019, Vol. 29 Issue 5, p895-941. 47p. DOI: 10.1007/s11257-019-09240-9. ▪ Munoz, L. & Mallin, M. (2019). Unethical sales behavior neutralization: the impact of salesperson role variables and moderating effects of role relationship orientation, Journal of Business & Industrial Marketing, Vol. 34 No. 1, pp. 62-79. https://doi.org/10.1108/JBIM-10-2017-0243 ▪ Reynolds G. (2010). Presentation Zen Design. Simple Design Principles and Techniques to Enhance Your Presentations. New Riders. http://search.ebscohost.com/login.aspx?direct=true&db=cat00207a&AN=reu.609430750&lang=de&site=eds-live.

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4.4. Purchasing Data Analytics



Module	M4
Semester	2+3
Duration of module	2 semesters - 6 days
Type of module	Mandatory
Courses included in the module	M4.1 Purchasing Data Analytics and Tools I M4.2 Purchasing Data Analytics and Tools II
How frequently is the module offered	Annually
Admission requirements	Basic knowledge in statistics and Data Structure
Level	Master
Transferability to other programmes	n.a.
Responsible module coordinator	Prof. Dr. Clemens van Dinther
Total number of ECTS	6
Total workload and breakdown	180 h, 60 contact hours, 120 h self study
Learning outcomes	<p>The objective of this module is to build the excellence in getting, using and interpreting data, creating useful information and knowledge governing purchasing processes and organisation. Participants should be enabled to use the subject tools, understand the data and information provided, and to take appropriate action.</p> <p>Upon completion of this module, participants will have developed the following competencies:</p> <p>Professional competencies: Students will obtain fundamental understanding, competencies and skills in the field of data source identification, data analysis, and data treatment. They will be enabled to assess data quality and usability for decision making processes within purchasing.</p> <p>Students will learn how to obtain reliable data from various sources for all domains within purchasing, such as market, product, services, process, supplier, performance, classification and other data, used as a basis for analysis, decision making, organisation building and/or adjustments, action planning and strategic decisions.</p> <p>Students will apply mathematical and statistical methods for data treatment and analysis. They will learn how to use appropriate tools in order to get maximum value out of data available, and how to deal with gaps and inappropriate information.</p> <p>Methodological competencies: Students will develop and further enhance their knowledge and skills in applying analytical and data management methods</p>

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	<p>and tools, their ability to investigate and to extract important information out of raw data.</p> <p>Students will apply tools and methods for data treatment, find out possibilities and limitations, this being able to justify the quality of the data available.</p> <p>Social/personal competencies: Through the interactive nature of the module elements, students will develop their respective data analytics and management skills and refine their professional evaluation and assessment competencies. They will learn how to extract appropriate information out of raw data and how to use this for decision making and strategy evaluation.</p> <p>Students are enabled to critically discuss methods applied in practice and acquire the ability to transfer theoretical knowledge into real-life situations.</p>
Type of assessment	Exam, continuous assessment (KL 2 hrs - 80% / CA - 20%)
Weighting of grade	6/90

4.4.1. Purchasing Data Analytics and Tools I


Course	M4.1
Type of course	Mandatory
Name of lecturer(s)/ contact details	Prof. Dr. Clemens van Dinther in co-operation with Dr. Robert Freidinger for practical applications
Language of instruction	English
Credits (ECTS)	3
Semester	2
Contact hrs in total	30
Learning outcomes	For the general description see 'Learning outcomes of the module'. In this section students will learn basic knowledge in data analysis, data source types and IT infrastructure. Students will be able to apply the techniques to real data and to solve case studies on data analysis. Students learn the different stages of data mining, starting with data preparation, data analysis (e.g. mining, pattern recognition, trend discovery, sentiment analysis) and reporting.
Course-specific contributions to AoL competency goals (CG 2-6)	CG 4: Students will understand and apply methods for data analytics and treatment with all kinds of different data and referentials. Theoretical concepts are discussed with a focus on mathematics and statistics, as well as using appropriate programming languages and applying them to the raw data available. Students will assess the various data sources, analyse them with various tools, extract important information, and use this for organisational, operational, and strategic decision making.
Content/ indicative syllabus	<p>Overview on aspects:</p> <ul style="list-style-type: none"> • Data structures in purchasing and supply chain • The importance of data for purchasing decision making and operational excellence • Data classifications in purchasing • Data sources for information within purchasing and supply chain

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	<ul style="list-style-type: none"> • How to access relevant data (i.e. spend data) inside and outside the organisation • How to enhance poor data quality, data cleansing, validation and classification capabilities • Mathematical and statistical methods to be applied • How to audit and to enhance existing spend data management capabilities • How to perform spend analysis and other investigations • How to classify spend at a detailed level • Usage of appropriate IT tools and programming languages • Appropriate tools, systems and methods for data analytics • How to source appropriate reports, and how to enhance their usage <p>Selected case studies and exercises.</p>
Teaching and learning methods	Lectures and group/individual work, quantitative exercises/cases, discussion
Type of assessment	written exam 1 hrs with 80% weight and continuous assessment (evaluation of team works with specific cases during the session) with weight 20%
Indicative reading list	<ul style="list-style-type: none"> ▪ Russel, M.A. (2013): Mining the social web, 2nd edition, O'Reilly Media Co-operation ▪ Munzert, S., C. Rubba, P. Meißner and D. Nyhuis (2015): Automated Data Collection with R – a practical guide to Web Scraping and Text Mining, John Wiley & Sons Ltd. ▪ Kimbrough, S.O. and H.C. Lau (2016): Business Analytics for Decision Making, CRC Press, Taylors & Francis Group ▪ Han, J. M. Kamber and J. Pei (2012): Data Mining – concepts and techniques, 3rd edition, Morgan Kaufman Publishers, Elsevier Inc. ▪ Further literature and actual articles are introduced during the course.

4.4.2. Purchasing Data Analytics and Tools II

Course	M4.2
Type of course	Mandatory
Name of lecturer(s)/ contact details	Prof. Dr. Clemens van Dinther in cooperation with Dr. Robert Freidinger for practical applications
Language of instruction	English
Credits (ECTS)	3
Semester	3
Contact hrs in total	30
Learning outcomes	<p>For the general description of the module see 'Learning outcomes of the module'.</p> <p>In this section students learn to work with data in interconnected and inter-working supply chain and purchasing processes. This includes integration and</p>

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	system interconnectivity, e-procurement process and solution as well as e-sourcing. A special focus will be on auction theory and the application of auction procedures.
Course-specific contributions to AoL competency goals (CG 2-6)	<p>CG 2: The course addresses basic intercultural aspects in distinguishing between extracting pure data and information in terms of facts and figures and their interpretation. Students will learn how cultural aspects are important in developing decisions and strategies out of pure data and facts.</p> <p>CG 3: The course makes references to ethical aspects, e.g. identifying breeches against current procedures or even legal constraints, such as maverick buying or others. Students will learn how to identify such breeches and how to take appropriate action.</p> <p>CG 6: IPM graduates are able to modify, refine, improve and integrate information and content into an existing body of knowledge to create new, original and relevant content and knowledge.</p>
Content/indicative syllabus	<p>Overview on aspects:</p> <ul style="list-style-type: none"> • Data base management • Statistical methods advanced approaches • Data mining and how to focus on relevant information • Appropriate tools, systems and methods for data analytics • Cognitive computing approaches and their usage • How to come to appropriate reports, and how to enhance their usage • Utilize advanced reporting and decision support tools • Tools and data management solutions to boost strategic decisions • Supply chain and supplier performance management • How to support operative excellence based on process performance data • Usage of business intelligence • Big Data approaches and their potential in purchasing and supply chain environment • Possibilities of IoT/Industry 4.0, current status and further evolution • Strategies and scenarios for IoT implementation or elements of IoT – how to detect the best solution and the best point of time to move along <p>Selected case studies and exercises</p>
Teaching and learning methods	Lectures and group/individual work, quantitative exercises/cases, discussion
Type of assessment	written exam 1 hour with 80% weight and continuous assessment (evaluation of team works with specific cases during the session) with weight 20% (KL, CA)
Indicative reading list	<ul style="list-style-type: none"> ▪ Krishna, V. (2009): Auction Theory, 2nd edition, Elsevier Ltd, Oxford ▪ Klemperer, P. (2004): Auction: Theory and Practice, University Press Group Ltd ▪ Milgrom, P. (2010): Putting Auction Theory to Work, Cambridge University Press

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	Further literature and actual articles are introduced during the course.
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4.5. Product Development, Operations and Quality Management

Module/ course	M 5
Semester	2
Type of course	Mandatory
How frequently is the module offered	Annually
Responsible module coordinator / lecturer	Prof. Dr. Stephan Höfer
Level	Master
Language of instruction	English
Credits (ECTS)	6
Contact hrs in total	50
Learning outcomes	<ul style="list-style-type: none"> Subject specific competencies After successfully attending this lecture, the participants should have the knowledge and understanding of concepts and tools to control product development from idea to serial production readiness. In addition, they reflect on how new approaches of designing flexible and synchronized value streams in operations within global supply chains can be implemented. They acquire deep knowledge about tools and techniques in quality- and lean management to install a Kaizen organization in operations. Professional and methodological competencies Key success factors in product development and operations management are to translate the voice of the customer into the voice of the product within a short time to market, to stabilize the operation and to continuously improve it. Therefore, the participants learn to <ul style="list-style-type: none"> - apply design thinking methodologies to create a value adding product and service, - to apply agile project management tools in simultaneous engineering to reduce the time to market - to apply pull strategies to synchronize the elements within the chain - to apply quality management and lean management tools to stabilize operations and to identify potentials for improvements, to develop new solutions and to implement them in teams. The participants are able to understand how individual goals of different departments will differ, which kind of conflicts this can create and how these can be addressed., e.g. the need for product variations in marketing and product rationalization in logistics, the need for individualization in sales and the need for levelling and economy of scales in production. Social skills, key competencies Based on their trained skills the participants are competent partners for specialists in product development, production and logistics. They are able

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	<p>to quickly gain an overview about the coherent elements within an operation, and are enabled to identify success factors by applying structuring and analytical methods for complex problems. They are able to motivate their employees towards changes</p> <ul style="list-style-type: none"> • Personal competencies Based on case studies the participants learn to apply tools and techniques to optimize operations processes. Based on a KanBan simulation they experience the potential of pull systems versus push systems and learn how to design the change process towards a synchronized operation.
Course-specific contributions to AoL competency goals (CG 2-6)	CG 4: Students will apply cross-functional methods and tools used in product development as well as project and quality management to enhance their understanding of and enable them to appropriately represent the purchasing function in cross-functional teams (i.e. product development /manufacturing).
Content/ indicative syllabus	Content of this course: <ul style="list-style-type: none"> - Product development - Production and logistics - Quality management - Lean management - Business simulation: From push to pull
Teaching and learning methods	<p>Mix between lectures, case studies, simulations and self-learning phases. Case studies and discussion topics will be prepared by the students for the next session(s).</p> <p>Particular focus will be given on the applicability of tools. The final exam will either contain little case studies with a number of assignment questions or questions which have to be answered according to practical examples or application of tools having been discussed during the course.</p>
Type of assessment	Exam (2 hours - 100% within module)
Miscellaneous	n/a
Indicative reading list	<ul style="list-style-type: none"> ▪ Robert Jacobs, Richard Chase: Operations and Supply Chain Management. McGraw-Hill Higher Education New York, 14 th. edition, 2013.

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4.6. Purchasing Finance and Economics

Module	M1
Semester	2+3
Duration of module	1 semester
Type of module	Mandatory
Courses included in the module	M 6.1 Supply Market & Raw Material Economics M 6.2 Supply Chain Financial Management
How frequently is the module offered	Annually
Level	Master
Responsible module coordinator	Prof. Dr. Hans-Martin Beyer
Total number of ECTS	6
Total workload and breakdown	180 h – thereof 80 contact hours and 100 hours self-study
Type of assessment	Written exam (2 hours), term paper and presentation (KL/HA/RE – 60%/20%/20%)
Weighting of grade	6/90

4.6.1. Supply Market & Raw Material Economics



Course	M 6.1
Type of course	Mandatory
Name of lecturer(s)/ contact details	Prof. Dr. Anna Goeddeke
Language of instruction	English
Credits (ECTS)	3
Semester	2
Contact hrs in total	40
Learning outcomes	To gain a general understanding on the economics of input markets, in particular if the input markets are raw material markets
Course-specific contributions to AoL competency goals (CG 2-6)	CG 4: Students analyse and discuss mechanisms and issues of supply markets & raw material economics.
Content/ indicative syllabus	<ul style="list-style-type: none"> Sharpen the competencies in market economics like international raw material and manufactured goods markets - understand drivers for globalisation, supply market research and evaluation Develop a theoretical foundation of market types and related price mechanisms (incl. impacts of regulations) and assessment criteria. Especially

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	<p>different forms of markets like vertically connected markets, oligopolies and markets with strategic interactions.</p> <ul style="list-style-type: none"> Obtain insights into selected supply markets, structures and dynamics through cases/examples (e.g. BRIC vs. US/EU). In particular also covering trade models and regulations for a set of different of supply markets Get an understanding of EU competition policy concerning supply markets and vertical structures. Especially, getting an understanding of the limits to contracts with upstream and downstream markets.
Teaching and learning methods	Seminaristic approach incl. a mix of lecturing, small group projects with discussion
Type of assessment	Written exam (1 hrs) Exam + Paper (KI/HA – 60%/40%)
Indicative reading list	<ul style="list-style-type: none"> Martin: Industrial Organization in context Belleflame & Peitz: Industrial Organization Motta: European Competition Policy Krugman & Obstfeld: International economics <p>Please always use the latest edition.</p>

4.6.2. Supply Chain Financial Management

Course	M 6.2
Type of course	Mandatory
Name of lecturer(s)/ contact details	Prof. Dr. Hans-Martin Beyer
Language of instruction	English
Credits (ECTS)	3
Semester	3
Contact hrs in total	40
Learning outcomes	<p>The aim for participants is to gain deeper understanding and skills in relevant techniques and methods of analysing and managing financial risks and problems particularly from a supply chain perspective.</p> <p>After the successful completion of this course the students will have gained the following knowledge and developed the following competencies:</p> <p>Professional competencies</p> <ul style="list-style-type: none"> Analyse impacts of exogenous and endogenous factors on the financial flows and risks within an international supply chain, e.g. country/economic risks i.e. exchange rate risks, credit worthiness Determine adequate conventional and new instruments and concepts to manage different finance-related problem situations in supplier-customer relationship e.g. regarding working capital and financial risks

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	<p>from international trade transactions, including risks from exchange rate volatilities,</p> <ul style="list-style-type: none"> Identify financial/non-financial indicators of distress in the supply chain and identify/apply measures to prevent/minimize adverse effects <p>Methodological competencies:</p> <ul style="list-style-type: none"> The student can apply qualitative and quantitative methods to measure / quantify risks and related management measures
Course-specific contributions to AoL competency goals (CG 2-6)	<p>CG 4: Students will analyse and understand purchasing related financial risks and related techniques and tools to manage these risks and improve the financial performance for and across supply chain partners.</p> <p>CG 5: Students will analyse and interpret financial implications of sourcing decisions e.g. on the financial statements and apply appropriate analysis to assess potential solutions in the context of purchasing decisions.</p>
Content/ indicative syllabus	<ol style="list-style-type: none"> Introduction <ul style="list-style-type: none"> Intra- and intercompany financial goals and conflicts Financial flows and risks in the supply chain Supply chain financial assessments <ul style="list-style-type: none"> Supplier financial assessment Supply chain cost of capital Working capital and cash flow Supply chain investment decisions International Trade Financing and Currency Risk Management <ul style="list-style-type: none"> Risk and exposure in international trade Key instruments in international trade Hedging of raw material and exchange rate risks Selected additional / complementary subjects and projects
Teaching and learning methods	Lectures, group work, projects, cases
Type of assessment	Exam (1 hour) + Presentation (KL/Re – 60%/40%)
Indicative reading list	<ul style="list-style-type: none"> Higgins, Robert C. (2018): Analysis for Financial Management, 12th ed. McGraw-Hill Madura, Jeff/Fox, Roland (2017): International Financial Management, London, 4th ed. Sagner, James S. (2012): Working Capital Management, Wiley Templar, S./Hofmann, E./Findlay, C. (2016): Financing the end-to-end supply chain, KoganPage <p>Other sources are introduced in class.</p>



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4.7. Intercultural Leadership and Organisation



Module	M7
Semester	1
Duration of module	1 semester – contact hours: 80
Type of module	Mandatory
Courses included in the module	M7.1 Leadership and organisational development M7.2 Intercultural management and communication
How frequently is the module offered	Annually
Level	Master
Responsible module coordinator	Prof. Dr. Hans-Martin Beyer
Total number of ECTS	6
Total workload and breakdown	180 h – thereof 70 contact hours and 110 hours self-study
Type of assessment	Continuous assesement and Term Paper (CA/ HA) weight 50%/50%
Weighting of grade	6/90

4.7.1. Leadership and organisational development

Course	M 7.1
Type of course	Mandatory
Name of lecturer(s)/ contact details	Prof. Dr Arjan Kozica
Language of instruction	English
Credits (ECTS)	3
Semester	2
Contact hrs in total	40
Learning outcomes	<p>After the successful completion of the module the students should have developed the following competencies:</p> <ul style="list-style-type: none"> • Professional competencies: familiar with theories and best practices about organizational design, leadership/management and change management. • Methodological competencies: tackling management challenges by developing appropriate organizational design and change plans and using methods and tools ('best practices') • Social competencies: improve social influence tactics (motivation, communication), enhance ability to cope with managerial challenges of designing, leading and changing organisations. • Personal competencies: presentation skills, improve reflexive capacity


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Course-specific contributions to AoL competency goals (CG 2-6)	<p>CG 3 (Ethical behaviour): Students reflect upon the impact of organisational design on (un-)ethical behaviour of organizational members and reflect their own leadership ethics. They develop respective organisational solutions taking e.g. international social context into consideration. Embedded assesement of AoL 3.</p> <p>CG 4: Students discuss integration and differentiation of organisational structures and reflect on consequences for organizational behaviour and consequences for organisational solutions.</p>
Content/ indicative syllabus	<p>Resulting from evermore dynamic and complex environments, researchers and practitioners see organizational design, a modern view on management/leadership and the continuous change of organizations as an important factor for achieving sustainable competitive advantages. Planning and managing organizational design and change is hence crucial for organizations to survive. This also applies to the purchasing function. Following an individual, group and organizational level of analysis, this course elaborates upon fundamentals of how organizations are designed, managed and changed. The seminar discusses interdependencies between organizational structuring and leadership in the context of purchasing function of organisations. The difference between leadership and management is elaborated. During the seminar, students derive and apply practical approaches for leading cross-functional, international teams and organisations.</p>
Teaching and learning methods	<p>Interactive lectures, group discussions, case studies, student presentations</p>
Type of assessment	<p>Continuous assessment (50% of module grade)</p>
Indicative reading list	<ul style="list-style-type: none"> ▪ Buron, R.M., Obel, B., SeSanctis, G. (2015). Organizational Design: A Step-by-Step Approach, 3rd edition, Cambridge University Press ▪ Hayes, J. (2014). The Theory and Practice of Change Management, 4th Edition, Palgrave MacMillian, New York. ▪ Kotter, John P. (2011). Leading Change. Harvard University Press.



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4.7.2. Intercultural management and communication

Course	M 7.2
Type of course	Mandatory
Name of lecturer(s)/ contact details	Prof. Dr. Julia Hormuth
Language of instruction	English
Credits (ECTS)	3
Semester	2
Contact hrs in total	30
Learning outcomes	<p>After successful completion of this course the students should have gained the following knowledge and developed the following competencies:</p> <ul style="list-style-type: none"> • Subject-specific competencies Students gain knowledge of state-of-the-art intercultural management concepts and approaches and develop the competence to analyze the influence and the consequences of cultural differences in international business settings, especially in international purchasing management. • Professional competencies Students develop competencies in interacting successfully in an intercultural business environment. They develop skills for solving intercultural problems and making use of synergies in international business situations. • Social competencies Students develop competencies for interacting with others in diverse working contexts. Besides, through a broad variety of exercises and simulations, they refine their teamworking and communication skills. • Personal competencies Students gain an awareness of their own cultural profile and their individual strength and weaknesses in intercultural business situations.
Course-specific contributions to AoL competency goals (CG 2-6)	<p>CG 2: Students work on a broad variety of intercultural case studies from different countries and different settings. They acquire and apply a framework for understanding intercultural challenges worldwide. They assess and reflect their own intercultural competencies. They discuss and train strategies for solving specific intercultural business dilemmas. And they apply all acquired knowledge to advanced intercultural business cases. Embedded assessment by central IES test (Intercultural Effectiveness Scale).</p> <p>CG 3: Ethical aspects of diversity are discussed as part of the intercultural management challenges.</p> <p>CG 4: Case studies from different international business situations are discussed; a special focus is on challenges in international purchasing management.</p>
Content/ indicative syllabus	<ol style="list-style-type: none"> 1. An advanced understanding of Intercultural Management <ul style="list-style-type: none"> ▪ The role of culture and cultural differences in purchasing management

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	<ul style="list-style-type: none"> ▪ The interplay of national culture, organizational culture, functional culture etc. ▪ Dimensions of intercultural competence/cultural intelligence ▪ Strategies for dealing with intercultural challenges (adaptation, reconciliation) ▪ Culture shock and cultural adaptation when working abroad <p>2. Dealing with cultural differences and intercultural challenges in international purchasing management</p> <ul style="list-style-type: none"> ▪ Dimensions of cultural difference relevant for purchasing and procurement (e.g. relationship orientation, time orientation, uncertainty avoidance) ▪ A cultural framework for understanding different regions of the world ▪ Examples of culture specific values, attitudes and behaviours (e.g. the role of “stratagems” in China; “jeitinho” in Brazil) ▪ A critical assessment of intercultural management research ▪ Self-assessment: My own cultural profile and my individual intercultural challenges <p>3. Advanced discussion of practical challenges</p> <ul style="list-style-type: none"> ▪ Leading negotiations with international suppliers ▪ Building trust in international supplier relationship management ▪ Effectively leading people through the entire supply chain management process ▪ Managing communication in the international supply chain ▪ Managing cross-functional differences and cross-functional cooperation (e.g. purchasing, procurement, production, finance)
Teaching and learning methods	The following teaching methods are used throughout the course: lectures with discussions, critical incident method and discussion of case studies, analysis and discussion of film extracts, self-inventories, practical exercises and simulations, moderated reflection of individual experiences
Type of assessment	Term paper (HA) – 100% of course grade, 50% of module grade
Indicative reading list	<ul style="list-style-type: none"> ▪ Adler, Nancy J. (2008): International Dimensions of Organizational Behavior. 5th Edition. Stanford: Cengage LEARNING Services. ▪ Brodbeck, F.C. / Kirchler, E. (2015): Internationale Führung. Das GLOBE-Brevier in der Praxis. Berlin, Heidelberg: Springer. ▪ Browaeys, Marie-Joëlle; Price, Roger (2011): Understanding Cross-Cultural Management. Second Edition. Essex: Pearson. ▪ Chhokar, J.S.; Brodbeck, F.C.; House, R.J. (Eds.) (2008): Culture and Leadership Across the World: The GLOBE Book of In-Depth Studies of 25 Societies. New York: Lawrence Erlbaum. ▪ Gesteland, R.R. (2012): Cross-Cultural Business Behavior. 5th Edition. Copenhagen Business School Press. Universitetsforlaget.

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	<ul style="list-style-type: none"> ▪ House, R. et al. (Hg.) (2004): Culture, Leadership, and Organizations: The GLOBE Study of 62 Societies. Thousand Oaks: Sage. ▪ Münscher, R.; Hormuth, J. (2013): Vertrauensfallen im internationalen Management. Hintergründe – Beispiele – Strategien. Wiesbaden: SpringerGabler. ▪ Schein, Edgar H. (2010): Organizational Culture and Leadership. 4th Edition. San Francisco: Jossey-Bass. ▪ Steers, Richard M.; Nardon, Luciara; Sanchez-Runde, Carlos J. (2013): Management Across Cultures. Developing Global Competencies. Cambridge: University Press. ▪ Thomas, Alexander; Kammhuber, Stefan; Schroll-Machl, Sylvia (Ed.) (2010): Handbook of Intercultural Communication and Cooperation. Basics and Areas of Application. Göttingen: Vandenhoeck & Ruprecht.
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4.8. Purchasing Strategy

Module	M8
Semester	2 + 3
Duration of module	1 semester – contact hours: 80
Type of module	Mandatory
Courses included in the module	M8.1 Sustainable Supply Chain Management M8.2 International Purchasing Strategy
How frequently is the module offered	Annually
Level	Master
Transferability to other programmes	n.a.
Responsible module coordinator	Prof. Dr. Matthias Freise
Total number of ECTS	5
Total workload and breakdown	150 h – thereof 70 contact hours and 80 hours self-study
Type of assessment	Written Exam (2 hours)/ continuous assessment (KL/CA) 80%, 20%
Weighting of grade	5/90

4.8.1. Sustainable Supply Chain Management



Course	M8.1
Type of course	Mandatory
Name of lecturer(s)/ contact details	Prof. Dr. Martin Müller
Language of instruction	English

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Credits (ECTS)	2
Semester	2
Contact hrs in total	30
Learning outcomes	<p>After completion of this course students will</p> <ul style="list-style-type: none"> - understand the importance of sustainability for organizations - be able to identify sustainability issues and challenges in supply chains - be able to apply management principles in order to organize focal companies supply chain more sustainable
Course-specific contributions to AoL competency goals (CG 2-6)	<p>CG 3: Students will be able to identify and analyse ethical conflicts and management issues linked to environmental and social challenges</p> <p>CG 4: Students will be able to identify challenges for environmental and social issues within supply chains and to apply methods to manage more sustainable supply chains.</p>
Content/ indicative syllabus	<p>Overview on aspects:</p> <ul style="list-style-type: none"> • Environmental and social challenges for mankind • Knowledge on elements of sustainability, their benefits and risks • Typical issues within supply chains • Key aspects of sustainable supply chain management as a further development of traditional approaches • Management principles of sustainable action <p>Practical tools to improve companies and supply chains sustainability index</p>
Teaching and learning methods	Lectures and group work, case studies, discussion
Type of assessment	Continuous assessment (Presentation of the actual situation in the field of Sustainable Supply Chain Management (SSCM) in your own company at the beginning of the event - approx. 10 minutes) At the end of the course presentation and discussion of a selected topic in SSCM, if possible with reference to your own company (approx. 30 minutes).
Indicative reading list	<ul style="list-style-type: none"> ▪ Cetinkaya, B., Cuthbertson, R., Ewer, G., Klaas-Wissing, T., Piotrowicz, W., Tyssen, C., : Sustainable Supply Chain Management (2011), Springer-Verlag Berlin Heidelberg ▪ Bouchery, Y., Corbett, C.J., Fransoo, J.C., Tan, T. (Eds.): Sustainable Supply Chains (2017), Springer International Publishing ▪ Kotzab, H., Seuring, S., Müller, M., Reiner, G. (eds.) (2005): Research Methodologies in Supply Chain Management, Physica Verlag, Heidelberg,

4.8.2. International Purchasing Strategy

Module/ course	M8.2
Semester	3
Type of course	Mandatory

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How frequently is the module offered	Annually
Name of lecturer(s)/ contact details	Dr. Robert Freidinger
Level	Master
Language of instruction	English
Credits (ECTS)	3
Contact hours	40
Learning outcomes	<p>Objective of this course is to generate a deep understanding of the importance of strategic orientation and guidance in the purchasing domain, especially in an international environment. Participants should be enabled to derive the purchasing strategy from business vision and overall strategy of the organization, define appropriate actions and targets for their domain and execute this successfully within the organisation and within the global supply base.</p> <p>Upon completion of this course, participants will have developed the following competencies:</p> <p>Professional competencies: Students will obtain fundamental understanding, competencies and skills for creating and managing Supply Chain and Purchasing strategies in an international environment.</p> <p>Students will learn and apply theoretical approaches for strategy building and formulation in an international environment, as well as practical execution challenges. They will experience the benefit and impact of strategies for the organisation, and the supply markets.</p> <p>The course addresses various supply markets, their characteristics and dynamics, providing insight into appropriate approaches to draw maximum benefit at minimum risk for the organisation.</p> <p>Students will evaluate and experience the benefits and risks of strategic supplier partnerships and cooperation along the supply chain. They will elaborate possible integration scenarios and their life-cycle management.</p> <p>Methodological competencies: Students will develop and further enhance their knowledge and skills in strategy building, managing strategic and tactical approaches, methods and tools. They will sharpen their skills in applying methods for evaluation and execution of strategies. Students will learn implementation and execution methods for strategies based on the overall business vision of the organisation.</p> <p>Course will generate in-depth knowledge of strategy elements, formulation methods, and tactics, focussing on input and output factors, short and long term orientation, based on success factors for the organisation.</p> <p>Social/personal competencies: Students will learn how to derive a functional strategy from the overall strategic approach of the organisation. They will detect the importance of co-operation with other parties within strategy formulation and execution.</p> <p>They will interact with suppliers in order to leverage performance and benefit</p>

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	<p>for the organisation. Students will identify and experience advanced applications to create and to support purchasing strategies, in order to achieve predefined objectives and business excellence.</p> <p>Students will be sensitized for identification of strategic approaches of internal customers and suppliers, with regard to supply market characteristics.</p> <p>Students are enabled to critically discuss concepts applied in practice and acquire the ability to transfer theoretical knowledge into real-life situations.</p>
Course-specific contributions to AoL competency goals (CG 2-6)	<p>CG 3: The course makes references to ethical, sustainable and environmental aspects in strategy building and execution in international environment. Students will learn how to identify problem areas in different cultures and how to address them. They will experience how important appropriate behaviour is, and identify possible severe impact to the organisation in case of violation or even neglecting such aspects.</p> <p>CG 4: IPM graduates will understand and apply methods for strategy building and execution, with specific focus on global supply markets and international environment both inside the organisation, as well as outside in the supply base. They will identify the importance of synchronisation functional strategies with the overall business vision and strategy of the organisation. IPM graduates will elaborate the essentials of a good purchasing strategy, how to implement it, and how to draw maximum benefit at minimum exposure and risk for the organisation.</p> <p>CG 5: IPM graduates are able to apply appropriate analysis on a strategic level and will understand the financial impact of strategic purchasing decisions within the supply chain, for customers and the entire organisation. They are enabled to develop and to drive possible solutions.</p> <p>CG 6: IPM graduates are able to identify, analyse, modify and improve as well as integrate information and content into an existing body of knowledge in order to drive strategic decisions in the purchasing domain. They will be enabled to create new, original and relevant content and knowledge on the strategic level within purchasing.</p>



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Contents/ indicative syllabus	<p>Overview on aspects:</p> <ul style="list-style-type: none"> • Strategy, tactics, and operational excellence • Strategies and strategy tree, strategy layers • Supplies relationship and strategic approaches • Theoretical approaches for strategy building and execution • Strategy formulation, models and approaches • Various types of strategy, Mintzberg 5P & 7S • How to derive the purchasing strategy from the overall strategy • Strategic instruments (P5F, PESTLE, SWOT,...) • Supporting instruments (Ansoff, PLC, BCG,...) • Strategic purchasing processes (Monckza) and enabler • Category management: <ul style="list-style-type: none"> ○ Category Strategy Formulation ○ Collaborative strategies in category approach ○ Deriving implications from analysis and answering key questions ○ Identifying potential strategies and go-to-market approaches ○ Evaluating strategies against their ability to meet business needs ○ Detailed SWOT, risk and financial analysis of leading options ○ Defining short, medium and long term actions ○ Producing the business case • How to interact with specific supply markets in a global environment, their characteristics, possible benefits and risks • Make of Buy; Business Process Outsourcing • Strategic integration of supplier into the supply chain • Strategic partnership approach within various cultures • Strategic cost and execution management • Purchasing plan
Teaching and learning methodology	Lectures and group/individual work, quantitative exercise, case studies, discussion
Examination/ type of assessment	Exam / continuous assessment- exam 1 hour (80%) + CA (20%)
Indicative reading list	<p>Monckza, R. et al: Purchasing and Supply Chain Management, latest edition</p> <p>O'Brian, J.: Category Management in Purchasing: A Strategic Approach to Maximize Business Profitability, latest edition</p> <p>Semanik, J., Sollish, F.: Procurement and Supply Manager's Desk Reference, latest edition</p> <p>Weele, A. J. van: Purchasing and Supply Chain Management: Analysis, Strategy, Planning and Practice , latest edition</p> <p>Lunney, S. R.; Dominik, Ch.: Procurement Game Plan: Winning Strategies and Techniques for Supply Management Professionals, latest edition</p> <p>Further literature and actual articles are introduced during the course.</p>


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4.9. Purchasing Process and IT Management



Module/ course	M 9
Semester	2
Type of course	Mandatory
How frequently is the module offered	Annually
Module Coordinator	Prof. Dr. Clemens van Dinther
Name of lecturer(s)/ contact details	Dr. Robert Freidinger Prof. Dr. Clemens van Dinther
Level	Master
Transferability to other programmes	n.a.
Language of instruction	English
Credits (ECTS)	5
Contact hours	40
Learning outcomes	<p>The objective of this course is to generate a deep knowledge of current and upcoming purchasing and supply chain processes in connection with appropriate IT solutions, especially with focus on e-Procurement and IoT/Industry 4.0. Participants should understand current processes and their interaction with systems, how systems can support the role of purchasing and supply chain, and upcoming challenges related to new evolutions.</p> <p>Upon completion of this course, participants will have developed the following competencies:</p> <p>Professional competencies: IPM graduates will obtain fundamental understanding, competencies and skills for understanding and managing supply chain and purchasing processes and systems, as well as how they are interconnected and are interworking.</p> <p>Course will generate in-depth knowledge of current and upcoming purchasing and supply chain processes in connection with appropriate IT solutions (i.e. e-Procurement, IoT/Industry 4.0).</p> <p>IPM graduates will learn how advanced solution such as electronic tendering, electronic auctions or electronic procurement processes can support the purchasing organisation, thus either delivering value for money; or reducing effort; or both. Real life cases will display possibilities and limitations.</p> <p>IPM graduates will be able to assess benefits (i.e. business case) and challenges in implementing e-solutions/strategies, based on theoretical/technological foundation.</p> <p>IPM graduates will learn which theoretical approaches are driving such solutions, thus creating a better understanding of their optimized usage and outcome, as well as possible problem areas.</p>

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	<p>Methodological competencies: IPM graduates will develop and further enhance their knowledge and skills in process management methods, IT-system support, electronic means and methods, appropriate tools and applications. They will sharpen their skills using methods for evaluating benefits and effort/cost; as well as possible problem areas. IPM graduates will learn implementation methods for advanced process support means, tools and applications.</p> <p>IPM graduates will learn which methods can be used to evaluate supplier performance, to integrate communication and interaction with suppliers into the own organisation, and appropriate methods how to develop suppliers.</p> <p>IPM graduates will apply methods how to prepare, establish and execute advanced purchasing and negotiation methods like electronic auctions (and others); and using methods to determine and evaluate the outcome.</p> <p>Social/personal competencies: IPM graduates will learn how to interwork in the process and system environment of Purchasing and the Supply Chain. They will interact with suppliers in order to measure and to leverage performance, up to supplier development. IPM graduates will identify and experience advanced applications to support purchasing and negotiation such as electronic auctions and catalogues or purchasing cards, easing the life of buyers.</p> <p>IPM graduates are enabled to critically discuss concepts applied in practice and acquire the ability to transfer theoretical knowledge into real-life situations.</p> <p>IPM graduates will be sensitized for possibilities of IoT and further developments, especially for purchasing aspects.</p>
Course-specific contributions to AoL competency objectives (CG 2-6)	<p>CG 4: IPM graduates will understand and apply methods for process management, with specific focus on electronic support, automation and solutions/applications/tools. They will learn how process management and system requirements must be synchronized in order to provide optimum solutions for the entire organisation.</p> <p>They will apply specific methods for supplier performance measurement and improvement, as well as for process and system integration means.</p> <p>IPM graduates will experience complementary negotiation methods such as electronic auctions, but as well solutions and possibilities to channel specific spend into appropriate processes.</p> <p>CG 6: IPM graduates obtain an understanding of digital applications in purchasing including e-sourcing and e-auction as well as IoT/Industry 4.0 solutions.</p>

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Contents/ indicative syllabus	<p>Overview on aspects:</p> <ul style="list-style-type: none"> • Interconnectivity and interworking of supply chain and purchasing processes and systems • Maturity levels of purchasing processes and supply chain systems • Purchasing processes management and optimization • Approaches to strengthen purchasing processes effectivity and efficiency within the organisation • Challenges to promote advanced purchasing processes within an organisation • Supplier integration, process and system connectivity • Supplier performance management (process & system focus) • Supplier development (process & system focus) • Electronic solutions supporting purchasing & supply chain processes • E-procurement processes and solutions • E-sourcing (e-RFPs, dynamic sourcing) processes and solutions • Advanced optimization methods • E-auctions complementing negotiations, various types • Auction theory and options • Excuse to game theory and their usability for e-auctions and negotiations • Supplier portals, market places, other solutions • Purchasing cards and other solutions for C-class items • Benefits and challenges in implementation of e-solutions, business case, technical solutions, implementation strategies for successful realization of e-solutions • Possibilities of IoT/Industry 4.0, current status and further evolution • Strategies /scenarios for IoT implementation or elements of IoT – how to detect the best solution and the best point of time to move • Selected case studies and exercises.
Teaching and learning methodology	Lectures and group/individual work, quantitative exercise, case studies, life e-auction, applied advanced optimization, discussion
Examination/ type of assessment	Exam (2 hours – 80%), complemented by continuous assessment during the course on specific situations and elaboration of possible solutions (weight 20%)
Indicative reading list	Further literature and actual articles are introduced during the course.



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4.10. Capstone Module: Integrated Purchasing Project

Module	M10
Semester	1
Duration of module	1 semester – 6 days
Type of module	Mandatory
Courses included in the module	M10.1 Global Supply Markets M10.2 Project International Strategic Purchasing
How frequently is the module offered	Annually
Level	Master
Transferability to other programmes	n.a.
Responsible module coordinator	Prof. Dr. Matthias Freise
Total number of ECTS	6
Total workload and breakdown	180 h – thereof 60 contact hours and 120 hours self study
Type of assessment	Term paper (30%) / Project report (70%)
Weighting of grade	6/90

4.10.1 Global Supply Markets



10	M 10.1
Type of course	Mandatory
Name of lecturer(s)/ contact details	Prof. Dr. Matthias Freise
Language of instruction	English
Credits (ECTS)	2
Semester	3
Contact hrs in total	30
Learning outcomes	Students will understand different practical approaches to global supply markets and will be able to apply theoretical learning to analyse complex corporate structures. Organizational structures will be understood as well as their cultural impact and vice versa.
Course-specific contributions to AoL competency goals (CG 2-6)	CG 2: The course addresses basic intercultural aspects in dealing with the supply base, suppliers and within large global acting organizations.

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	CG 3: The course makes references to ethical aspects, e.g. referring to ethical behaviour, compliance, environmental topics and sustainability as well as to related conflict situations within supply networks.
Content/ indicative syllabus	<ul style="list-style-type: none"> • Theory of globalisation • Assessment and access to supply markets • Delineating the capability profile of different sourcing markets • Insight into selected supply markets • How to approach different procurement markets
Teaching and learning methods	Lectures and group/individual work, discussion
Type of assessment	Term paper (weight 30% within module)
Miscellaneous	
Indicative reading list	Grant R. M. (2015): Contemporary Strategy Analysis; Wiley & Sons Inc; Auflage: 9 Revised edition Halldórsson Á., Arlbjörn J.S. (2005): Research Methodologies in Supply Chain Management – What Do We Know?. In: Kotzab H., Seuring S., Müller M., Reiner G. (eds) Research Methodologies in Supply Chain Management. Physica-Verlag HD Puranam, P. (2016): Corporate Strategy: Tools for Analysis and Decision-Making; Cambridge University Press Additional literature will be introduced within the course

4.10.2 Project International Strategic Purchasing



Course	M 10.2
Type of course	Mandatory
Name of lecturer(s)/ contact details	Prof. Dr. Matthias Freise
Language of instruction	English
Credits (ECTS)	4
Semester	3
Contact hrs in total	30
Learning outcomes	Students will be able to plan their own purchasing project independently and to define executable project targets and approaches. <ul style="list-style-type: none"> - understand strategical approach and tactics - generate a general overview on issues and state of the art approaches - analyse market approaches and organizational impact - be able to define purchasing processes tailored to the procurement market

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Course-specific contributions to AoL competency goals (CG 2-6)	CG 3: The course makes references to ethical aspects, e.g. referring to ethical behaviour, compliance, environmental topics and sustainability as well as to related conflict situations within supply networks. CG 4: Application of analytical methods, techniques and tools to resolve the respective project assignments / challenges
Content/indicative syllabus	Develop an approach for a discrete purchasing initiatives as part of a global purchasing organisation.
Teaching and learning methods	case study
Type of assessment	Project report (weight: 70% within module)
Indicative reading list	Reference to global supply market literature More detailed literature depends on specific topic of the project



4.11. Master Thesis

Module	M 11
Semester	4
Duration of module	1 semester – contact hours: 20
Type of module	Mandatory
Courses included in the module	M 11.1 Scientific Methods M 11.2 Master Thesis
How frequently is the module offered	Annually
Admission requirements	--
Level	Master's
Transferability to other programmes	n.a.
Responsible module coordinator	Prof. Dr. Hans-Martin Beyer/Prof. Dr. Matthias Freise
Total number of ECTS	30
Total workload and breakdown	900 h – thereof 20 contact hours and 880 hours thesis project
Type of assessment	Thesis
Weighting of grade	30/90

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4.11.1. Scientific Research Methods



Course	M 11.1
Type of course	Compulsory
Name(s) of lecturer(s)	Prof. Dr. Marlene Ferencz building 5, room 110, Tel.: 07121 271 6030 marlene.ferencz@reutlingen-university.de
Language of instruction	English
Credits (ECTS)	3
Total contact hours	20 h
Learning outcomes of the course	<p>The purpose of this course is to refresh fundamental key qualifications in the area of scientific work. The knowledge and skills imparted in this course constitute the basis for scientific papers to be prepared in all other modules, in particular for the Master's thesis.</p> <ul style="list-style-type: none"> ▪ Subject-specific competencies: Participants are capable of independently authoring a scientific paper. ▪ Professional competencies: Participants learn to use modern information sources and data bases for research and analysis. ▪ Social skills, key competencies: Acquisition of competences for problem-solving and decision-making capacity, for self-management and autonomy. ▪ Personal competencies: Participants should be capable of presenting and documenting scientific results to a professional audience in a competent manner.
Course-specific contribution to AoL competency objectives (CG 2-6)	CO 4: Problem-solving competencies are introduced. In their following master's thesis the students have to select and apply appropriate research methods to solve specific business problems.
Content/ indicative syllabus	Structure and development of a scientific publication Structure of a scientific presentation Citation method Source materials/bibliography Literature research Research method selection Selected specific aspects
Teaching and learning methodology	Course in seminar style
Examination/ Type of assessment	ungraded
Miscellaneous	Guide through library, database training

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Indicative reading list	<ul style="list-style-type: none"> ▪ Collis, Jill; Hussey, Roger (2014): Business research. A practical guide for undergraduate & postgraduate students. 4. ed. Basingstoke: Palgrave Macmillan. ▪ Cooper, D. & Schindler, P. (2014). Business Research Methods (12th ed.). NY, USA: McGraw-Hill Irwin ▪ Saunders, M. & Lewis, P. & Thornhill, A. (2016). Research Methods for Business Students (7th ed.). New Jersey, USA: FT Prentice Hall ▪ Quinlan, C., Babin, B., Carr, J., Griffin, M. & Zikmund, W. (2015). Business Research Methods. Boston, USA: Cengage. ▪ Zikmund, William G./Babin, Barry J./Carr, Jon C. (2013): Business Research Methods, 9th ed., Mason.
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4.11.2. Master Thesis

Course	M 11.2
Type of course	Compulsory
Names of lecturers	All professors/lecturers of the study programme
Language of instruction	English or German
Credits (ECTS)	27
Total contact hours	Contact hours (supervision/coaching) on agreement/demand
Course-specific contribution to AoL competency goals (CG 2-6)	CG 4: The thesis project is usually conducted on basis of a practical / professional project in cooperation with the participant's employer. Problem-solving competencies have to be applied by selecting and applying appropriate business research methods to solve project-related business problems in the domain of international purchasing.
Content/ indicative syllabus	<ul style="list-style-type: none"> ▪ Autonomous elaboration of scientific subject/project and preparation of a thesis paper ▪ Content varies according to thesis project/subject
Teaching and learning methodology	Project
Examination/ type of assessment	Master Thesis (2/3) with 25.000 – 30.000 words Colloquium: 45-minutes defense of thesis (1/3)
Miscellaneous	
Indicative reading list	<ul style="list-style-type: none"> ▪ Research methods – see course 'Scientific Methods' ▪ Project – depends on thesis subject
Language of thesis	German or English
Weighting of grade	30/90

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4.12. Option: Research project, practical or professional experience

Module	M 12
Semester	1-2
Duration of module	2 semester
Type of module	Mandatory, if undergraduate degree is based on 180 credits only
Courses included in the module	No course
Total contact hours	N/A - contact hours (coaching) on agreement/demand
How frequently is the module offered	Once in study cycle
Level	Master
Responsible module coordinator	Prof. Dr. Hans-Martin Beyer/Prof. Dr. Matthias Freise
Qualification goal	Reaching a qualification / know-how / skills level of a 210 ECTS degree
Teaching and learning methodology	Individual coaching
Total number of ECTS	30
Total workload and breakdown	900 h
Type of assessment	Thesis / term paper based on individual research project, practical or professional experience
Weighting of grade	Ungraded (passed/ not passed)