





# Master of Science International Purchasing Management Curriculum & Syllabi Handbook

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# 1. Qualification Profile

## Aims of the programme

This Master degree program 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

## Learning Goals and Objectives

Degree programmes at ESB Business School pursue four different learning goals as part of assurance of learning. Learning objectives specify and operationalize the learning goals.

LANGUAGE PROFICIENCY	INTERCULTURAL COMPETENCE	ETHICAL BEHAVIOR	DOMAIN-SPECIFIC PROBLEM SOLVING COMPETENCIES
LEARNING GOAL 1*	LEARNING GOAL 2	LEARNING GOAL 3	LEARNING GOAL 4
ESB 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
LEARNING OBJECTIVE 1*	LEARNING OBJECTIVE 2	LEARNING OBJECTIVE 3	LEARNING OBJECTIVE 4
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.	IPM graduates select and apply appropriate methods, techniques and tools to solve international business and purchasing problems responsibly

\* Master level admission requirement

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LANGUAGE PROFICIENCY	INTERCULTURAL COMPETENCE	ETHICAL BEHAVIOR	DOMAIN-SPECIFIC PROBLEM SOLVING COMPETENCIES
LEARNING GOAL 1*	LEARNING GOAL 2	LEARNING GOAL 3	LEARNING GOAL 4
Reinforced by courses taught in English language	Assessment embedded in M 7.2, assessed by Online IES-test (intercultural efficiency scale)	Assessment embedded in M 7.1.	Assessed by Thesis supervisors

### Additional IPM Program Goals & Competencies

Graduates of the program 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, have intercultural competence and a strong sense of responsibility and a reflected 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.

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

### Qualification Profile of Graduates

Functional/Professional Competence:



- After finishing the program, 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 Competence:

- 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.

Social Competence:

- Graduates are skilled in effectively negotiating and moderating, and are able to apply these skills in an intercultural environment and in 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 societally accepted values.

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**Personal Competence:**

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

The master programme is designed as a part-time study program 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 faculty of ESB Business School and other departments of Reutlingen University as well as by external experts and professionals. The fourth semester is reserved for the master 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 and study trip.



A module consists of face-to face seminars and self study and may consist of more than one course. The 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 objectives, content, examination, module weight etc.

The program concept integrates theory and practise optimally:

Courses, i.e. seminars, lectures, as well projects etc. are addressing/simulating professional topics and problems. New ideas and applications of methodologies and knowledge taught are being developed and thought processes instigated through the discourse in class. And vice versa, experiences gained in professional life will add practical relevance and depth to the academic development.

## 2. Course of Study

Semester 1	Semester 2	Semester 3	Sem. 4
<b>Purchasing Fundamentals</b> (13 ECTS)	<b>Adv. Purchasing Know How</b> (14 ECTS)	<b>Adv. Purchasing Know How</b> (14 ECTS)	
M1 Purchasing and Procurement (Foundation) 3 ECTS	M4 Purchasing Data Analytics I 3 ECTS	M4 Purchasing Data Analytics II 3 ECTS	
M1 Supply Chain Management 3 ECTS	M5 Product Development, Operations and Quality Management 6 ECTS	M9 Purchasing Process and IT Managemt. 5 ECTS	
M2 Supply chain costing and controlling 3 ECTS	M6 Supply Market and Raw Material Economics 3 ECTS	M6 Supply Chain Financial Management 3 ECTS	M11
M2 International commercial and contract law 4 ECTS	M8 Sustainable Supply Chain Management 2 ECTS	M8 International Purchasing Strategy 3 ECTS	<b>Master Thesis</b>
<b>Purchasing Personal Skills</b> (7 ECTS)	<b>Advanced Skills</b> (6 ECTS)	<b>Capstone Module</b> (6 ECTS)	(incl. Module „scientific methods“)
M3 Negotiation Techniques Theory and practice 3 ECTS	M7 Leadership and Organisation 3 ECTS	M10 Study Trip 2 ECTS	
M3 Project Management 2 ECTS	M7 Intercultural Management & Communic. 3 ECTS	M10 Project: International Strategic Purchasing 4 ECTS	
M3 Presentation and moderation 2 ECTS			
<b>20 ECTS</b>	<b>20 ECTS</b>	<b>20 ECTS</b>	<b>30 ECTS</b>

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### 3. Curriculum Overview

Module	Modules and Courses	ECTS per Semester				Module ECTS	Study Workload				Language	Grading	
		1.	2.	3.	4.		Total	Contact Days	Contact hours	Self Study		Total Workload (hours)	Assessment
<b>M1</b>	<b>Purchasing and Supply Chain Management - Fundamentals</b>	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		
<b>M2</b>	<b>Accounting and Law</b>	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		
<b>M3</b>	<b>Purchasing Personal Skills</b>	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		
<b>M4</b>	<b>Purchasing Data Analytics</b>		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		
<b>M5</b>	<b>Product Development, Operations and Quality Management</b>		6			6	5	50	130	180	E	KL	6/90
M6	<b>Purchasing Finance &amp; Economics</b>		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		
<b>M7</b>	<b>Intercultural Leadership and Organisation</b>		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		
<b>M8</b>	<b>Purchasing Strategy</b>		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		
<b>M9</b>	<b>Purchasing Process and IT Mgmt.</b>			5		5	4	40	110	150	E	KL+CA	5/90
<b>M10</b>	<b>Capstone Module: Integrated Purchasing Project</b>			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		
<b>M11</b>	<b>Master Thesis incl. Seminar "scientific research methods"</b>				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  
**MP** – Mündliche Prüfung

**RE** – Referat  
**PA** – Projektarbeit

**HA** – Hausarbeit  
**CA** – Continuous Assessment

**MT** – Master Thesis

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## 4. Modules and Courses



### 4.1. Purchasing and Supply Chain Management - Foundations

Module No.	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
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	Written Exam 2 h, presentation/paper (KL/RE) (80 %/20%)
Weighting of Grade	6/90



#### 4.1.1. Purchasing and Procurement Foundation

<b>Course No./ Code</b>	M 1.1
<b>Type of course</b>	Mandatory
<b>Lecturers name; contact details</b>	Dr. Robert Freidinger
<b>Teaching language</b>	English
<b>Credits (ECTS)</b>	3
<b>Semester</b>	1
<b>Contact hrs in total</b>	30
<b>Learning outcomes</b>	<p>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><b>Professional competencies:</b> Students will obtain fundamental understanding, competencies and skills in the field of Purchasing and Procurement. Students will be able to identify and apply the relevant approaches and methods applied in Purchasing planning, decision making and execution. Students 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. Students 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. Students are enabled to critically discuss concepts applied in practice and acquire the ability to transfer theoretical knowledge into real-life situations.</p> <p><b>Methodological competencies:</b> Students 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><b>Social/personal competencies:</b> Through the interactive nature of the module elements, students will develop their respective terminology and refine their professional communication competencies.</p>
<b>Course-specific contribution to AoL learning objectives (LO 2-4)</b>	LO 4: Students 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 environment. 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.
<b>Content/ Indicative syllabus</b>	Overview on aspects: <ul style="list-style-type: none"> <li>- The potential of added value in Purchasing processes</li> <li>- The importance of Purchasing processes – impacts on bottom line</li> <li>- The concept of the purchasing cycle and its necessary steps</li> <li>- The importance of strategic orientation versus transactional excellence</li> <li>- The nature of our requirement – the specification and their different types</li> <li>- The enquiry process including opportunities offered by e-purchasing</li> <li>- Supply positioning and supplier preferencing, market management matrix</li> <li>- Supplier selection and supplier relationship management</li> <li>- Supplier appraisal and supplier performance management</li> <li>- Developing Key Performance Indicators</li> </ul>

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	<ul style="list-style-type: none"> <li>- Stakeholder management</li> <li>- Price &amp; cost basics</li> <li>- Managing the contract</li> </ul> <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</p> <p>Purchasing organisation</p> <p>Selected case studies including role play to foster understanding and applying the concepts and methods</p>
<b>Teaching and learning methods</b>	Lectures and group/individual work, quantitative exercises/cases, discussion
<b>Type of assessment</b>	Exam (1 hour – 60%), including case study to be evaluated by students – presentation/paper (40%); total weight within module 50 %
<b>Miscellaneous</b>	n/a
<b>Indicative reading list</b>	<ul style="list-style-type: none"> <li>• Steele, P.; Court, B.: A manager’s guide for improving organizational competitiveness through the skills of purchasing, McGraw-Hill, latest edition</li> <li>• Steele, P.: It’s an even better deal, McGraw-Hill, latest edition</li> <li>• Lysons, K.; Farrington, B.: Purchasing and Supply Management, Prentice Hall, latest edition</li> <li>• Fogg, M.: Managing purchasing and supply relationships, The Chartered Institute for Purchasing and Supply Management, CIPS Study Matters, latest edition</li> </ul> <p>Further literature and actual articles are introduced during the course.</p>

#### 4.1.2. Supply Chain Management

<b>Module/Course No./ Code</b>	M 1.2
<b>Semester</b>	1
<b>Type of course</b>	Mandatory
<b>How frequently is the module offered</b>	Annually
<b>Lecturers name; contact details</b>	Prof. Dr. Stefan Seuring Prof. Dr. Daniel Palm
<b>Admission requirements</b>	n/a
<b>Level</b>	Master
<b>Transferability to other programmes</b>	n/a
<b>Teaching language</b>	English



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<b>Credits (ECTS)</b>	3
<b>Contact hours</b>	3 days – 30 hours
<b>Learning outcomes</b>	<ul style="list-style-type: none"> <li>• Gain an overview on current status of supply chain management.</li> <li>• Understanding theoretical foundations as well as current practical developments.</li> </ul>
<b>Course-specific contribution to AoL learning objectives (LO 2-4)</b>	LO 4: The participants are introduced to analytical methods and tools of supply chain management.
<b>Contents/ Indicative syllabus</b>	<ul style="list-style-type: none"> <li>• Development of SCM</li> <li>• Scope of SCM</li> <li>• Introduction in Product-Cooperation-Matrix (PCM)</li> <li>• Strategic SCM</li> <li>• Theoretical foundation of Product-Cooperation-Matrix</li> <li>• Product Design (Pre-Phase)</li> <li>• Production, Product and Logistics return (Market phase)</li> <li>• Post Phase</li> </ul>
<b>Teaching and learning methodology</b>	Lecture
<b>Type of assessment</b>	written exam (1h) as a part of module exam (50 %)
<b>Miscellaneous</b>	
<b>Indicative reading list</b>	<ul style="list-style-type: none"> <li>• Arnold, U. (1997): Beschaffungsmanagement, 2. überarb. und erw. Aufl., Stuttgart.</li> <li>• Chopra, S., Meindl, P. (2007): Supply Chain Management: Strategy, Planning and Operation, 3. Auflage, Prentice Hall, Upper Saddle River.</li> <li>• 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.</li> <li>• Handfield, R.B., Nichols, E.L. (1999): Introduction to Supply Chain Management, Prentice Hall, Upper Saddle River, New Jersey.</li> <li>• Leenders, M.E., Fearon, H.E., Flynn, A.E., Johnson, F. (2002): Purchasing and Supply Management, 12. Aufl., McGrawHill, Boston.</li> <li>• Monczka, R., Trent, R., Handfield, R. (2002): Purchasing and Supply Management, 2. Auflage, South-Western Thomson Learning.</li> <li>• Schary, P.B., Skjøtt-Larsen, T. (2001): Managing the Global Supply Chain, 2. Auflage, Copenhagen Business School Presss, Kopenhagen.</li> <li>• Seuring, S. (2003): The product-relationship-matrix as Framework for Strategic supply Chain design based on operations theory</li> </ul>

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#### 4.2. Accounting and Law

<b>Module No.</b>	M 2
<b>Semester</b>	1
<b>Duration of module</b>	1 semester – contact hours: 80
<b>Type of module</b>	Mandatory
<b>Courses included in the module</b>	M2.1 Supply Chain Costing and Controlling M2.2 International Commercial and Contract Law
<b>How frequently is the module offered</b>	Annually
<b>Admission requirements</b>	--
<b>Level</b>	Master
<b>Transferability to other programmes</b>	n.a.
<b>Responsible Module coordinator</b>	Prof. Dr. Hans-Martin Beyer
<b>Total number of ECTS</b>	7
<b>Total workload and breakdown</b>	210 h – thereof 70 contact hours and 140 hours self-study
<b>Type of assessment</b>	Written exam (KL 1 h) and term paper (HA) – weight 50%/50%
<b>Weighting of Grade</b>	7/90



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#### 4.2.1. Supply Chain Costing and Controlling

<b>Course No./ Code</b>	M 2.1
<b>Type of course</b>	Mandatory
<b>Lecturers name; contact details</b>	Prof. Dr. Michel Charifzadeh Building 5, Room 113, Tel.: 07121 271 3053 <a href="mailto:michel.charifzadeh@reutlingen-university.de">michel.charifzadeh@reutlingen-university.de</a>
<b>Teaching language</b>	English
<b>Credits (ECTS)</b>	3
<b>Semester</b>	1
<b>Contact hrs in total</b>	30
<b>Learning outcomes</b>	<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"> <li>• <b>Subject-specific competences</b>  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.</li> <li>• <b>Professional competences</b>  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.</li> <li>• <b>Social skills, key competences</b>  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.</li> <li>• <b>Personal competences</b>  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.</li> </ul>
<b>Course-specific contribution to AoL</b>	LO 4: Students will develop mechanisms of problem solving to real life business cases in supply chain and procurement controlling. Concepts are dis-

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<b>learning objectives (LO 2-4)</b>	cussed 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.
<b>Content/ Indicative syllabus</b>	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
<b>Teaching and learning methods</b>	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.
<b>Type of assessment</b>	written exam (1 hour), 50%
<b>Miscellaneous</b>	n.a.
<b>Indicative reading list</b>	<ul style="list-style-type: none"> <li>▪ Anthony, R. N. / et.al.: Management Control Systems, McGraw Hill (latest edition).</li> <li>▪ Brandenburg, M. /Menke, T.: Quantifizierung von Wertbeiträgen aus Änderungen von Supply Chain Kosten und Working Capital, in: ZfCM, Controlling &amp; Management, 52. Jg. 2008, H.3, S. 168-174.</li> <li>▪ Charifzadeh, M. / Taschner, A.: Management Accounting and Control, Wiley 2017.</li> <li>▪ Horngren, C. T. / Bhimani, A. / Datar, S. M. / Foster, G. M.: Management and Cost Accounting, Pearson Prentice Hall (latest edition)</li> <li>▪ 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</li> <li>▪ 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</li> <li>▪ Piontek, J.: Beschaffungscontrolling, DeGruyter (latest edition)</li> <li>▪ 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.</li> <li>▪ Sennheiser, A. / Schnetzler, M.: Wertorientiertes Supply Chain Management, Berlin, 2008.</li> </ul>

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	<ul style="list-style-type: none"> <li>▪ 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.</li> <li>▪ 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.</li> <li>▪ Taschner, A. / Charifzadeh, M.: Management and Cost Accounting, Wiley 2016.</li> </ul>
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#### 4.2.2. International Commercial and Contract Law

<b>Course No./ Code</b>	M 2.2
<b>Type of course</b>	Mandatory
<b>Lecturers name; contact details</b>	Prof. Dr. Markus Conrads
<b>Teaching language</b>	English
<b>Credits (ECTS)</b>	4
<b>Semester</b>	1
<b>Contact hrs in total</b>	40
<b>Learning outcomes</b>	<ul style="list-style-type: none"> <li>• <b>Subject specific competences</b>            After the course the student should be able to           <ul style="list-style-type: none"> <li>- identify and apply appropriate international agreements (international treaties/protocols) for the drawing up of international contracts</li> <li>- identify and apply the local regulations in order to develop/ manage corporations in a foreign country</li> </ul> </li> <li>• <b>Professional, interdisciplinary competences Methodological competences:</b>            After the course the students should be able to           <ul style="list-style-type: none"> <li>- identify potential obstacles between management decisions and the legal framework</li> </ul> </li> <li>• <b>Social skills, key competences</b>            After the course the student should be able to           <ul style="list-style-type: none"> <li>- gain an understanding of and be able to apply ethical theories to managerial decision-making</li> </ul> </li> <li>• <b>Personal and practical competences:</b>            After the course the student should be able to             be open for the proposals of potential contract partners and react on them appropriately         </li> </ul>
<b>Course-specific contribution to AoL learning objectives (LO 2-4)</b>	LG 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.

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<b>Content/ Indicative syllabus</b>	<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><b>Part 1: German Civil and Commercial Law – A Comparative View</b>  Structure of German Civil Code as an example for a civil law system: A comparative view.</p> <p><b>Part 2: CISG (International Sale of Goods)</b>  CISG as source of international unified law; Content of CISG; Legal traditions behind the CISG</p> <p><b>Part 3: Case Studies: Analysis of contract drafts</b>  Students are confronted with contract drafts. They have to analyse them and develop counter-offers.</p>
<b>Teaching and learning methods</b>	Lecture, cases, group work
<b>Type of assessment</b>	Term paper (HA), 50 %
<b>Miscellaneous</b>	n/a
<b>Indicative reading list</b>	Schwenzer/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



<b>Module No.</b>	M3
<b>Semester</b>	1
<b>Duration of module</b>	1 semester – contact hours: 80
<b>Type of module</b>	Mandatory
<b>Courses included in the module</b>	M3.1 Negotiation M3.2 Project Management M3.3 Presentation and Moderation
<b>How frequently is the module offered</b>	Annually
<b>Admission requirements</b>	--
<b>Level</b>	Master
<b>Transferability to other programmes</b>	n.a.
<b>Responsible Module coordinator</b>	Prof. Dr. Matthias Freise
<b>Total number of ECTS</b>	7
<b>Total workload and breakdown</b>	210 h – thereof 90 contact hours and 120 hours self-study
<b>Type of assessment</b>	Oral exam / project report / continuous assessment (MP/PA/CA – 34%/29%/37%)
<b>Weighting of Grade</b>	7/90

#### 4.3.1. Negotiation



<b>Course No./ Code</b>	M 3.1
<b>Type of course</b>	Mandatory
<b>Lecturers name; contact details</b>	Dr. Robert Freidinger Prof. Dr. Matthias Freise
<b>Teaching language</b>	English
<b>Credits (ECTS)</b>	3
<b>Semester</b>	1
<b>Contact hrs in total</b>	40
<b>Learning outcomes</b>	<p>Objective of this course is to gain understanding of the own personal persuasion skills and to extend less developed skills to a master 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><b>Professional competencies:</b> 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 a 1½ day real negotiation against tutors (role play), including video feedback and personal coaching.</p> <p><b>Methodological competencies:</b> 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><b>Social/personal competencies:</b> 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>
<b>Course-specific contribution to AoL learning objectives (LO 2-4)</b>	<p>LO 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>LO 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>
<b>Content/ Indicative syllabus</b>	<p>Overview on aspects:</p> <ul style="list-style-type: none"> <li>• House of negotiation, negotiation principles, tactics and persuasion methods</li> </ul>

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	<ul style="list-style-type: none"> <li>• Negotiation styles and relationships in combination with different products and suppliers, negotiation approaches depending on supply positioning and supplier preferencing</li> <li>• Persuasion methods in negotiations</li> <li>• Importance of power and matching with corresponding negotiation styles</li> <li>• Conditioning the other party</li> <li>• The six phases of a negotiation process</li> <li>• Stakeholder management (both internal and external) in the negotiation process</li> <li>• Role and importance of negotiation strategy as part of the preparation and planning phase</li> <li>• Role and importance of negotiation variables</li> <li>• Information gathering, information management, active listening skills, types of questions and appropriate usage</li> <li>• Target setting and follow-up</li> <li>• How to control a negotiation</li> <li>• Behaviour skills for dealing with aggressive/manipulative persons whilst still maintaining their emotional balance</li> <li>• Tactics and ploys in negotiations and how to counter them</li> <li>• The various dimensions of culture and how to apply them</li> <li>• Negotiation dilemmas</li> <li>• 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</li> <li>• Appreciate the dimensions of culture from a theoretical perspective and be able to apply it</li> <li>• Practice the application within a role-play environment</li> <li>• Have developed an understanding of how personal behaviour can critically influence the outcome of a negotiation</li> <li>• Have learned how to identify, classify and commission non-verbal behaviour and to use it to advantage</li> </ul> <p>Selected case studies in combination with role play, simulation in negotiating with specialist actors, video recording and personal feedback, including coaching.</p>
<b>Teaching and learning methods</b>	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
<b>Type of assessment</b>	Oral exam (80%) / continuous assessment during course (20%) Total weight within module 34% + 8% = 42%
<b>Miscellaneous</b>	n/a

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

<b>Course No./ Code</b>	M3.2
<b>Type of course</b>	Mandatory
<b>Lecturers name; contact details</b>	Prof. Dr. Jochen Brune
<b>Teaching language</b>	English
<b>Credits (ECTS)</b>	2
<b>Semester</b>	1
<b>Contact hrs in total</b>	30 (3 days)
<b>Learning outcomes</b>	<p><b>Functional/Professional competences</b>          After successful completion of the course, the students are able to describe the fundamental principles of classical and agile project management.</p> <p><b>Technical and Methodological Competences</b>          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><b>Social competences</b>          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><b>Personal competences</b>          The students understand why structuring and planning are prerequisites for successful execution of complex projects, especially in a product development context.</p>



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<b>Course-specific contribution to AoL learning objectives (LO 2-4)</b>	LO 4: Organized in different teams, students plan and optimize a given international project using the appropriate planning methodologies and reflect on their different perspectives.
<b>Content/ Indicative syllabus</b>	<p>Introduction to classical and agile project management methods and techniques, with the focus on structured project planning and optimization.</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>
<b>Teaching and learning methods</b>	Lecture, combined with practical work on case studies
<b>Type of assessment</b>	Project report (PA), weight within module: 29%
<b>Miscellaneous</b>	---
<b>Indicative reading list</b>	<p><u>Compulsory reading:</u></p> <p>Lecture script</p> <p><u>Recommended readings:</u></p> <ul style="list-style-type: none"> <li>▪ Meredith, Jack; Mantel, Samuel: 'Project Management – A Managerial Approach', 7th ed. (International Student Version), Wiley, 2010</li> <li>▪ Kerzner, Harold: 'Project Management: A Systems Approach to Planning, Scheduling, and Controlling', John Wiley &amp; Sons; 10th Ed. (2009)</li> <li>▪ Larman, Craig: 'Agile and Iterative Development: A Manager's Guide', Addison-Wesley, 2004</li> <li>▪ Schwaber, Ken: 'Agile Project Management with SCRUM', Microsoft Press, 2004</li> </ul>

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### 4.3.3. Presentation and Moderation



<b>Course No./ Code</b>	M3.3
<b>Type of course</b>	Mandatory
<b>Lecturers name; contact details</b>	Prof. Yoany Beldarrain, Ph.D
<b>Teaching language</b>	English
<b>Credits (ECTS)</b>	2
<b>Semester</b>	1
<b>Contact hrs in total</b>	20 (2 days)
<b>Learning outcomes</b>	<p>After the successful completion of this course will:</p> <ul style="list-style-type: none"> <li>• Understand the importance of effective business communication and apply principles and methods of successful presentations</li> <li>• Identify and apply different techniques of preparing and moderating effective multi-functional meetings and workshops</li> <li>• Be able to assess conflicts and apply principles of problem / conflict management in multi-stakeholder scenarios, including business scenarios with different cultural perspectives</li> </ul>
<b>Course-specific contribution to AoL learning objectives (LO 2-4)</b>	<p>LO 2.1: 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 multi-functional meeting/workshop.</p>
<b>Content/ Indicative syllabus</b>	<p>Key elements for highly effective presentations, meetings and workshops include:</p> <ul style="list-style-type: none"> <li>• defining the purpose &amp; identifying needs/goals</li> <li>• preparing and structuring the content, including visuallytime management</li> <li>• adjusting to the audience during the presentation/meeting/workshop</li> <li>• developing powerful arguments depending on the purpose (inform, share, persuade, get feedback, etc.)</li> <li>• using good rhetoric and language , including non-verbal</li> <li>• chairing the discussion/moderation techniques</li> <li>• conflict resolution techniques across different cultural contexts</li> </ul>
<b>Teaching and learning methods</b>	<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>

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<b>Type of assessment</b>	Continuous Assessment (CA)  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.  weight within module: 29%
<b>Miscellaneous</b>	Participants may choose to have their presentations recorded for individual coaching.
<b>Indicative reading list</b>	References, supplemental readings and support materials are provided during lectures.

#### 4.4. Purchasing Data Analytics

<b>Module No.</b>	M4
<b>Semester</b>	2+3
<b>Duration of module</b>	2 semesters - 6 days
<b>Type of module</b>	Mandatory
<b>Courses included in the module</b>	M4.1 Purchasing Data Analytics and Tools I M4.2 Purchasing Data Analytics and Tools II
<b>How frequently is the module offered</b>	Annually
<b>Admission requirements</b>	Basic knowledge in statistics and Data Structure
<b>Level</b>	Master
<b>Transferability to other programmes</b>	n.a.
<b>Responsible Module coordinator</b>	Prof. Dr. Clemens van Dinther
<b>Total number of ECTS</b>	6
<b>Total workload and breakdown</b>	180 h, 60 contact hours, 120 h self study
<b>Learning outcomes</b>	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.  Upon completion of this module, participants will have developed the following competencies:



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	<p><b>Professional competencies:</b> 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 und 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><b>Methodological competencies:</b> Students will develop and further enhance their knowledge and skills in applying analytical and data management methods 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><b>Social/personal competencies:</b> 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>
<b>Type of assessment</b>	Exam, continuous assessment (KL 2 hrs - 80% / CA - 20%)
<b>Weighting of Grade</b>	6/90



#### 4.4.1. Purchasing Data Analytics and Tools I

<b>Course No./ Code</b>	M4.1
<b>Type of course</b>	Mandatory
<b>Lecturers name; contact details</b>	Prof. Dr. Clemens van Dinther in co-operation with Dr. Robert Freidinger for practical applications
<b>Teaching language</b>	English
<b>Credits (ECTS)</b>	3
<b>Semester</b>	2
<b>Contact hrs in total</b>	30
<b>Learning outcomes</b>	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



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	of data mining, starting with data preparation, data analysis (e.g. mining, pattern recognition, trend discovery, sentiment analysis) and reporting.
<b>Course-specific contribution to AoL learning objectives (LO 2-4)</b>	LO 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.
<b>Content/ Indicative syllabus</b>	<p>Overview on aspects:</p> <ul style="list-style-type: none"> <li>• Data structures in Purchasing and supply chain</li> <li>• Data classifications in Purchasing</li> <li>• Data sources for information within Purchasing and supply chain</li> <li>• How to access relevant data (i.e. spend data) inside and outside the organisation</li> <li>• How to enhance poor data quality, data cleansing, validation and classification capabilities</li> <li>• Mathematical and statistical methods to be applied</li> <li>• How to audit and to enhance existing spend data management capabilities</li> <li>• How to perform spend analysis and other investigations</li> <li>• How to classify spend at a detailed level</li> <li>• Usage of appropriate IT tools and programming languages</li> <li>• Usage of business intelligence</li> <li>• Cognitive computing approaches and their usage</li> <li>• Appropriate tools, systems and methods for data analytics</li> <li>• How to come to appropriate reports, and how to enhance their usage</li> <li>• Utilize advanced reporting and decision support tools</li> <li>• Data base management</li> <li>• Statistical methods basics and advanced approaches</li> <li>• Data mining and how to focus on relevant information</li> </ul> <p>Selected case studies and exercises.</p>
<b>Teaching and learning methods</b>	Lectures and group/individual work, quantitative exercises/cases, discussion
<b>Miscellaneous</b>	n/a
<b>Type of assessment</b>	written exam 1 hrs with 80% weight and continuous assessment (evaluation of team works with specific cases during the session) with weight 20%
<b>Indicative reading list</b>	<ul style="list-style-type: none"> <li>▪ Russel, M.A. (2013): Mining the social web, 2nd edition, O'Reilly Media Co-operation</li> <li>▪ 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 &amp; Sons Ltd.</li> </ul>

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	<ul style="list-style-type: none"> <li>▪ Kimbrough, S.O. and H.C. Lau (2016): Business Analytics for Decision Making, CRC Press, Taylors &amp; Francis Group</li> <li>▪ Han, J. M. Kamber and J. Pei (2012): Data Mining – concepts and techniques, 3rd edition, Morgan Kaufman Publishers, Elsevier Inc.</li> <li>▪ Further literature and actual articles are introduced during the course.</li> </ul>
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#### 4.4.2. Purchasing Data Analytics and Tools II

<b>Course No./ Code</b>	M4.2
<b>Type of course</b>	Mandatory
<b>Lecturers name; contact details</b>	Prof. Dr. Clemens van Dinther in co-operation with Dr. Robert Freidinger for practical applications
<b>Teaching language</b>	English
<b>Credits (ECTS)</b>	3
<b>Semester</b>	3
<b>Contact hrs in total</b>	30
<b>Learning outcomes</b>	For the general description of the module see learning outcome of the module. In this section students learn to work with data in interconnected and interworking supply chain and purchasing processes. This includes integration and 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.
<b>Course-specific contribution to AoL learning objectives (LO 2-4)</b>	LO 2: The course addresses basic intercultural aspects in distinguishing between extracting pure data and information in terms of facts and figures; and the interpretation. Students will learn how cultural aspects are important in developing decisions and strategies out of pure data and facts.  LO 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.
<b>Content/ Indicative syllabus</b>	Overview on aspects: <ul style="list-style-type: none"> <li>• Interconnectivity and interworking of Supply Chain and Purchasing processes and systems</li> <li>• Supplier integration, process and system connectivity</li> <li>• Supplier performance management</li> <li>• Electronic process support within the Supply Chain</li> <li>• Electronic solutions supporting Purchasing processes</li> <li>• E-Procurement processes and solutions</li> <li>• E-Sourcing (e-RFPs, dynamic sourcing) processes and solutions</li> <li>• E-Auctions complementing negotiations</li> <li>• Purchasing Cards and other solutions</li> </ul>



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	<ul style="list-style-type: none"> <li>• Benefits and challenges in implementation of e-solutions, business case, technical solutions, implementation strategies for successful realization of e-solutions</li> <li>• Possibilities of IoT/Industry 4.0, current status and further evolution</li> <li>• 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</li> </ul> <p>Selected case studies and exercises.</p>
<b>Teaching and learning methods</b>	Lectures and group/individual work, quantitative exercises/cases, discussion
<b>Miscellaneous</b>	n/a
<b>Type of assessment</b>	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)
<b>Indicative reading list</b>	<ul style="list-style-type: none"> <li>▪ Krishna, V. (2009): Auction Theory, 2nd edition, Elsevier Ltd, Oxford</li> <li>▪ Klemperer, P. (2004): Auction: Theory and Practice, University Press Group Ltd</li> <li>▪ Milgrom, P. (2010): Putting Auction Theory to Work, Cambridge University Press</li> </ul> <p>Further literature and actual articles are introduced during the course.</p>



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#### 4.5. Product Development, Operations and Quality Management

<b>Module/Course No./ Code</b>	M 5
<b>Semester</b>	2
<b>Type of course</b>	Mandatory
<b>How frequently is the module offered</b>	Annually
<b>Responsible Module coordinator / Lecturer</b>	Prof. Dr. Stephan Höfer
<b>Admission requirements</b>	n/a
<b>Level</b>	Master
<b>Transferability to other programmes</b>	n.a.
<b>Teaching language</b>	English
<b>Credits (ECTS)</b>	6
<b>Contact hrs in total</b>	50
<b>Learning outcomes</b>	<ul style="list-style-type: none"> <li>• <b>Subject specific competences</b>            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 about 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.</li> <li>• <b>Professional and methodological competences</b>            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"> <li>- apply design thinking methodologies to create a value adding product and service,</li> <li>- to apply agile project management tools in simultaneous engineering to reduce the time to market</li> <li>- to apply pull strategies to synchronize the elements within the chain</li> <li>- and 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.</li> </ul>           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         </li> </ul>

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	<p>and product rationalization in logistics, the need for individualization in sales and the need for levelling and economy of scales in production.</p> <ul style="list-style-type: none"> <li>• <b>Social skills, key competences</b> Based on their trained skills the participants are competent partners for specialists in product development, production and logistics. They are able 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</li> <li>• <b>Personal competences</b> Based on case studies the participants learn to apply tools and techniques to optimizes 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.</li> </ul>
<b>Course-specific contribution to AoL learning objectives (LO 2-4)</b>	LO 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).
<b>Content/ Indicative syllabus</b>	Content of this course: <ul style="list-style-type: none"> <li>- Product development</li> <li>- Production and logistics</li> <li>- Quality management</li> <li>- Lean Management</li> <li>- Business Simulation: From push to pull</li> </ul>
<b>Teaching and learning methods</b>	<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>
<b>Type of assessment</b>	Exam (2 hours - 100% within module)
<b>Miscellaneous</b>	n/a
<b>Indicative reading list</b>	<ul style="list-style-type: none"> <li>▪ Robert Jacobs, Richard Chase: Operations and Supply Chain Management. McGraw-Hill Higher Education New York, 14 th. edition, 2013.</li> </ul>



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#### 4.6. Purchasing Finance and Economics



<b>Module No.</b>	M1
<b>Semester</b>	2+3
<b>Duration of module</b>	1 semester
<b>Type of module</b>	Mandatory
<b>Courses included in the module</b>	M 6.1 Supply Market & Raw Material Economics M 6.2 Supply Chain Financial Management
<b>How frequently is the module offered</b>	Annually
<b>Admission requirements</b>	--
<b>Level</b>	Master
<b>Transferability to other programmes</b>	n.a.
<b>Responsible Module coordinator</b>	Prof. Dr. Hans-Martin Beyer
<b>Total number of ECTS</b>	6
<b>Total workload and breakdown</b>	180 h – thereof 80 contact hours and 100 hours self-study
<b>Type of assessment</b>	Written exam (2 hours), term paper and presentation (KL/HA/RE – 60%/20%/20%)
<b>Weighting of Grade</b>	6/90

##### 4.6.1. Supply Market & Raw Material Economics

<b>Course No./ Code</b>	M 6.1
<b>Type of course</b>	Mandatory
<b>Lecturers name; contact details</b>	Prof. Dr. Anna Goeddeke
<b>Teaching language</b>	English
<b>Credits (ECTS)</b>	3
<b>Semester</b>	2
<b>Contact hrs in total</b>	40
<b>Learning outcomes</b>	To gain a general understanding on the economics of input markets, in particular if the input markets are raw material markets
<b>Course-specific contribution to AoL learning objectives (LO 2-4)</b>	LO 4: Students analyse and discuss mechanisms and issues of supply markets & raw material economics.

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<b>Content/ Indicative syllabus</b>	<ul style="list-style-type: none"> <li>• Sharpen the competencies in market economics like international raw material and manufactured goods markets - understand drivers for globalisation, supply market research and evaluation</li> <li>• Develop a theoretical foundation of market types and related price mechanisms (incl. impacts of regulations) and assessment criteria. Especially different forms of markets like vertically connected markets, oligopolies and markets with strategic interactions.</li> <li>• 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</li> <li>• 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.</li> </ul>
<b>Teaching and learning methods</b>	seminaristic approach incl. a mix of lecturing, small group projects with discussion
<b>Type of assessment</b>	written exam (1 hrs) Exam + Presentation / Paper (KI/HA - 60%/40%)
<b>Miscellaneous</b>	n/a
<b>Indicative reading list</b>	Martin: Industrial Organization in context Belleflame & Peitz: Industrial Organization Motta: European Competition Policy Krugman & Obstfeld: International economics Please always use the latest edition.

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#### 4.6.2. Supply Chain Financial Management

<b>Course No./ Code</b>	M 6.2
<b>Type of course</b>	Mandatory
<b>Lecturers name; contact details</b>	Prof. Dr. Hans-Martin Beyer
<b>Teaching language</b>	English
<b>Credits (ECTS)</b>	3
<b>Semester</b>	3
<b>Contact hrs in total</b>	40
<b>Learning outcomes</b>	<p>The aim for participants is to gain deeper understanding and skills in relevant techniques and methods of analysing and managing the supply chain financial risks and problems.</p> <p>After the successful completion of this course the students have gained the following knowledge and developed the following competencies:</p> <p><b>Professional competencies:</b></p> <ul style="list-style-type: none"> <li>• 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, creditworthiness</li> <li>• 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 from international trade transactions, including risks from exchange rate volatilities,</li> <li>• identify financial/non-financial indicators of distress in the supply chain and identify/apply measures to prevent/minimize adverse effects</li> </ul> <p><b>Methodological competencies:</b></p> <ul style="list-style-type: none"> <li>• The student can apply qualitative and quantitative methods to measure / quantify risks and related management measures</li> </ul>
<b>Course-specific contribution to AoL learning objectives (LO 2-4)</b>	LO 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.
<b>Content/ Indicative syllabus</b>	<ol style="list-style-type: none"> <li>1. Introduction into Supply Chain Finance           <ul style="list-style-type: none"> <li>• Financial flows and risks in the supply chain</li> <li>• Intra- and intercompany goals and conflicts</li> <li>• Categorization of SC finance instruments</li> </ul> </li> <li>2. Working capital and Cash flow management</li> </ol>



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	<ul style="list-style-type: none"> <li>• Conventional measures of working capital / Cash Flow management</li> <li>• Financial implications in the Supply Chain</li> <li>• Collaborative Supply chain finance instruments</li> </ul> 3. International Trade Financing and Risks Management <ul style="list-style-type: none"> <li>• Risk and Exposure in international trade</li> <li>• Key instruments in international trade</li> <li>• Hedging of exchange rate risks</li> </ul> 4. Financial Distress in the supply chain <ul style="list-style-type: none"> <li>• Indicators</li> <li>• Potential consequences</li> <li>• Measures to prevent</li> <li>• Measures to manage</li> </ul> 5. Selected additional / complementary subjects – group projects
<b>Teaching and learning methods</b>	Lectures, group work/projects, cases
<b>Type of assessment</b>	Exam (1 hour) + Project Presentation (KL/HA – 60%/40%)
<b>Miscellaneous</b>	n/a
<b>Indicative reading list</b>	<ol style="list-style-type: none"> <li>1. Euro Banking Association (2014): Supply Chain Finance – EBA European Market Guide, Version 2, June 2014</li> <li>2. Hofmann, E./Belin, O., Supply Chain Finance Solutions: Relevance – Propositions – Market Value, Berlin, Heidelberg 2011</li> <li>3. Madura, Jeff/Fox, Roland: International Financial Management, London, latest ed.</li> <li>4. Preve, Lorenzo A./Sarria-Allende, Virginia (2010): Working Capital Management, Oxford University Press</li> <li>5. Sagner, James S. (2012): Working Capital Management, Wiley</li> <li>6. Seifert, Ralf W./ Seifert, Daniel (2011): Financing the Chain, in: ICR (2011) Vol. 10 No 1, p 32–44 – DOI 10.1007/s12146-011-0065-0, Published online: 8 March 2011</li> </ol>



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#### 4.7. Intercultural Leadership and Organisation



<b>Module No.</b>	M7
<b>Semester</b>	1
<b>Duration of module</b>	1 semester – contact hours: 80
<b>Type of module</b>	Mandatory
<b>Courses included in the module</b>	M7.1 Leadership and organisational development M7.2 Intercultural management and communication
<b>How frequently is the module offered</b>	Annually
<b>Admission requirements</b>	--
<b>Level</b>	Master
<b>Transferability to other programmes</b>	n.a.
<b>Responsible Module coordinator</b>	Prof. Dr. Hans-Martin Beyer
<b>Total number of ECTS</b>	6
<b>Total workload and breakdown</b>	180 h – thereof 70 contact hours and 110 hours self-study
<b>Type of assessment</b>	Continuous assesement and Term Paper (CA/ HA) weight 50%/50%
<b>Weighting of Grade</b>	6/90

##### 4.7.1. Leadership and organisational development

<b>Course No./ Code</b>	M 7.1
<b>Type of course</b>	Mandatory
<b>Lecturers name; contact details</b>	Prof. Dr Arjan Kozica
<b>Teaching language</b>	English
<b>Credits (ECTS)</b>	3
<b>Semester</b>	2
<b>Contact hrs in total</b>	4
<b>Learning outcomes</b>	<p>After the successful completion of the module the students should have developed the following competences:</p> <ul style="list-style-type: none"> <li>• Professional competences: familiar with theories and best practices about organizational design, leadership/management and change management.</li> <li>• Methodological competences: tackling management challenges by developing appropriate organizational design and change plans and using methods and tools (“best practices”)</li> </ul>



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	<ul style="list-style-type: none"> <li>• Social competences: improve social influence tactics (motivation, communication), enhance ability to cope with managerial challenges of designing, leading and changing organisations.</li> <li>• Personal competences: presentation skills, improve reflexive capacity</li> </ul>
<b>Course-specific contribution to AoL learning objectives (LO 2-4)</b>	<p>LO 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 assessment of AOL3.</p> <p>LO 4: Students discuss integration and differentiation of organisational structures and reflect on consequences for organizational behaviour and consequences for organisational solutions.</p>
<b>Content/ Indicative syllabus</b>	<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>
<b>Teaching and learning methods</b>	Interactive lectures, group discussions, case studies, student presentations
<b>Type of assessment</b>	Continuous assessment (50% of module grade)
<b>Miscellaneous</b>	n/a
<b>Indicative reading list</b>	<ul style="list-style-type: none"> <li>▪ Buron, R.M., Obel, B., SeSanctis, G. (2015). <i>Organizational Design: A Step-by-Step Approach</i>, 3rd edition, Cambridge University Press</li> <li>▪ Hayes, J. (2014). <i>The Theory and Practice of Change Management</i>, 4th Edition, Palgrave MacMillian, New York.</li> <li>▪ Kotter, John P. (2011). <i>Leading Change</i>. Harvard University Press.</li> </ul>



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#### 4.7.2. Intercultural management and communication



<b>Course No./ Code</b>	M 7.2
<b>Type of course</b>	Mandatory
<b>Lecturers name; contact details</b>	Prof. Dr. Julia Hormuth
<b>Teaching language</b>	English
<b>Credits (ECTS)</b>	3
<b>Semester</b>	2
<b>Contact hrs in total</b>	30
<b>Learning outcomes</b>	<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"> <li>• <b>Subject-specific competencies</b> Students get a 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.</li> <li>• <b>Professional competencies</b> 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.</li> <li>• <b>Social competencies</b> 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.</li> <li>• <b>Personal competencies</b> Students gain an awareness of their own cultural profile and their individual strength and weaknesses in intercultural business situations.</li> </ul>
<b>Course-specific contribution to AoL learning objectives (LO 2-4)</b>	<p>LO 2.1: 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 IES-Test (Intercultural effectiveness scale).</p> <p>LO 3: Ethical aspects of diversity are discussed as part of the intercultural management challenges.</p> <p>LO 4.1: Case studies from different international business situations are discussed; a special focus is on challenges in international purchasing management.</p>
<b>Content/ Indicative syllabus</b>	<p><b>1. An advanced understanding of Intercultural Management</b></p> <ul style="list-style-type: none"> <li>▪ The role of culture and cultural differences in purchasing management</li> </ul>

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	<ul style="list-style-type: none"> <li>▪ The interplay of national culture, organizational culture, functional culture etc.</li> <li>▪ Dimensions of intercultural competence/cultural intelligence</li> <li>▪ Strategies for dealing with intercultural challenges (adaptation, reconciliation)</li> <li>▪ Culture shock and cultural adaptation when working abroad</li> </ul> <p><b>2. Dealing with cultural differences and intercultural challenges in international purchasing management</b></p> <ul style="list-style-type: none"> <li>▪ Dimensions of cultural difference relevant for purchasing and procurement (e.g. relationship orientation, time orientation, uncertainty avoidance)</li> <li>▪ A cultural framework for understanding different regions of the world</li> <li>▪ Examples of culture specific values, attitudes and behaviours (e.g. the role of “stratagems” in China; “jeitinho” in Brazil)</li> <li>▪ A critical assessment of intercultural management research</li> <li>▪ Self-assessment: My own cultural profile and my individual intercultural challenges</li> </ul> <p><b>3. Advanced discussion of practical challenges</b></p> <ul style="list-style-type: none"> <li>▪ Leading negotiations with international suppliers</li> <li>▪ Building trust in international supplier relationship management</li> <li>▪ Effectively leading people through the entire supply chain management process</li> <li>▪ Managing communication in the international supply chain</li> <li>▪ Managing cross-functional differences and cross-functional cooperation (e.g. purchasing, procurement, production, finance)</li> </ul>
<b>Teaching and learning methods</b>	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
<b>Type of assessment</b>	Term paper (HA) – 100% of course grade, 50% of module grade
<b>Miscellaneous</b>	n/a
<b>Indicative reading list</b>	<ul style="list-style-type: none"> <li>– Adler, Nancy J. (2008): International Dimensions of Organizational Behavior. 5th Edition. Stanford: Cengage Learning Services.</li> <li>– Brodbeck, F.C. / Kirchler, E. (2015): Internationale Führung. Das GLOBE-Brevier in der Praxis. Berlin, Heidelberg: Springer.</li> <li>– Browaeyns, Marie-Joëlle; Price, Roger (2011): Understanding Cross-Cultural Management. Second Edition. Essex: Pearson.</li> <li>– 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.</li> </ul>

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- Gesteland, R.R. (2012): Cross-Cultural Business Behavior. 5th Edition. Copenhagen Business School Press. Universitetsforlaget.
- 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, Luciana; 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

<b>Module No.</b>	M8
<b>Semester</b>	2 + 3
<b>Duration of module</b>	1 semester – contact hours: 80
<b>Type of module</b>	Mandatory
<b>Courses included in the module</b>	M8.1 Sustainable Supply Chain Management M8.2 International Purchasing Strategy
<b>How frequently is the module offered</b>	Annually
<b>Admission requirements</b>	–
<b>Level</b>	Master
<b>Transferability to other programmes</b>	n.a.
<b>Responsible Module coordinator</b>	Prof. Dr. Matthias Freise
<b>Total number of ECTS</b>	5
<b>Total workload and breakdown</b>	150 h – thereof 70 contact hours and 80 hours self-study
<b>Type of assessment</b>	Written Exam (2 hours)/ continuous assessment (KL/CA) 80%, 20%
<b>Weighting of Grade</b>	5/90

##### 4.8.1. Sustainable Supply Chain Management

<b>Course No./ Code</b>	M8.1
<b>Type of course</b>	Mandatory
<b>Lecturers name; contact details</b>	Prof. Dr. Martin Müller
<b>Teaching language</b>	English
<b>Credits (ECTS)</b>	2
<b>Semester</b>	2
<b>Contact hrs in total</b>	30
<b>Learning outcomes</b>	After completion of this course students will <ul style="list-style-type: none"> <li>- understand the importance of sustainability for organizations</li> <li>- be able to identify sustainability issues and challenges in supply chains</li> <li>- be able to apply management principles in order to organize focal companies supply chain more sustainable</li> </ul>
<b>Course-specific contribution to AoL</b>	LG 3: Students will be able to identify and analyse ethical conflicts and management issues linked to environmental and social challenges



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<b>learning objectives (LO 2-4)</b>	LO 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.
<b>Content/ Indicative syllabus</b>	Overview on aspects: <ul style="list-style-type: none"> <li>• Environmental and social challenges for mankind</li> <li>• Knowledge on elements of sustainability, their benefits and risks</li> <li>• Typical issues within supply chains</li> <li>• Key aspects of sustainable supply chain management as a further development of traditional approaches</li> <li>• Management principles of sustainable action</li> </ul> Practical tools to improve companies and supply chains sustainability index
<b>Teaching and learning methods</b>	Lectures and group work, case studies, discussion
<b>Type of assessment</b>	Written Exam (1 h), Weight within module: 80%
<b>Miscellaneous</b>	n/a
<b>Indicative reading list</b>	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

<b>Module/Course No./ Code</b>	M9
<b>Semester</b>	3
<b>Type of course</b>	Mandatory
<b>How frequently is the module offered</b>	Annually
<b>Lecturers name; contact details</b>	Dr. Robert Freidinger
<b>Admission requirements</b>	n/a
<b>Level</b>	Master
<b>Transferability to other programmes</b>	n/a
<b>Teaching language</b>	English
<b>Credits (ECTS)</b>	3
<b>Contact hours</b>	40



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### Learning outcomes

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.

Upon completion of this course, participants will have developed the following competencies:

**Professional competencies:** Students will obtain fundamental understanding, competencies and skills for creating and managing Supply Chain and Purchasing strategies in an international environment.

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.

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.

Students will evaluate and experience the benefits and risks of strategic supplier partnerships and co-operation along the Supply Chain. They will elaborate possible integration scenarios and their life-cycle management.

**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.



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.

**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.



They will interact with suppliers in order to leverage performance and benefit for the organisation. Students will identify and experience advanced applications to create and to support Purchasing strategies, in order to achieve pre-defined objectives and business excellence.

Students will be sensitized for identification of strategic approaches of internal customers and suppliers, with regard to supply market characteristics.

Students are enabled to critically discuss concepts applied in practice and acquire the ability to transfer theoretical knowledge into real-life situations.

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<b>Course-specific contribution to AoL learning objectives (LO 2-4)</b>	<p>LO 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>LO 4: Students 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. Students 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>
<b>Contents/ Indicative syllabus</b>	<p>Overview on aspects:</p> <ul style="list-style-type: none"> <li>• Strategy, tactics, and operational excellence</li> <li>• Strategies and strategy tree, strategy layers</li> <li>• Supplies relationship and strategic approaches</li> <li>• Theoretical approaches for strategy building and execution</li> <li>• Strategy formulation, models and approaches</li> <li>• Various types of strategy, Mintzberg 5P &amp; 7S</li> <li>• How to derive the Purchasing strategy from the overall strategy</li> <li>• Strategic instruments (P5F, PESTLE, SWOT,...)</li> <li>• Supporting instruments (Ansoff, PLC, BCG,...)</li> <li>• Strategic Purchasing processes (Monckza) and enabler</li> <li>• Category Management: <ul style="list-style-type: none"> <li>○ Category Strategy Formulation</li> <li>○ Collaborative strategies in category approach</li> <li>○ Deriving implications from analysis and answering key questions</li> <li>○ Identifying potential strategies and go-to-market approaches</li> <li>○ Evaluating strategies against their ability to meet business needs</li> <li>○ Detailed SWOT, risk and financial analysis of leading options</li> <li>○ Defining short, medium and long term actions</li> <li>○ Producing the business case</li> </ul> </li> <li>• How to interact with specific supply markets in a global environment, their characteristics, possible benefits and risks</li> <li>• Make of Buy; Business Process Outsourcing</li> <li>• Strategic integration of supplier into the Supply Chain</li> <li>• Strategic partnership approach within various cultures</li> <li>• Strategic cost and execution management</li> <li>• Purchasing Plan</li> </ul>
<b>Teaching and learning methodology</b>	Lectures and group/individual work, quantitative exercise, case studies, discussion

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<b>Examination/ Type of assessment</b>	Exam / continuous assessment- exam 1 hour (80%) + CA (20%)
<b>Miscellaneous</b>	n/a
<b>Indicative reading list</b>	<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>

#### 4.9. Purchasing Process and IT Management

<b>Module/Course No./ Code</b>	M 9
<b>Semester</b>	2
<b>Type of course</b>	Mandatory
<b>How frequently is the module offered</b>	Annually
<b>Module Coordinator</b>	Prof. Dr. Clemens van Dinther
<b>Lecturers name; contact details</b>	Dr. Robert Freidinger Prof. Dr. Clemens van Dinther
<b>Admission requirements</b>	n/a
<b>Level</b>	Master
<b>Transferability to other programmes</b>	n.a.
<b>Teaching language</b>	English
<b>Credits (ECTS)</b>	5
<b>Contact hours</b>	40
<b>Learning outcomes</b>	<p>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>

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**Professional competencies:** Students 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.

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).

Students 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.

Students will be able to assess benefits (i.e. business case) and challenges in implementing e-solutions/strategies, based on theoretical/technological foundation.

Students 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.

**Methodological competencies:** Students 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. Students will learn implementation methods for advanced process support means, tools and applications.



Students 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.

Students 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.



**Social/personal competencies:** Students 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. Students 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.

Students are enabled to critically discuss concepts applied in practice and acquire the ability to transfer theoretical knowledge into real-life situations.

Students will be sensitized for possibilities of IoT and further developments, especially for Purchasing aspects.

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<b>Course-specific contribution to AoL learning objectives (LO 2-4)</b>	<p>LO 4: Students 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>Students will experience complementary negotiation methods such as electronic auctions, but as well solutions and possibilities to channel specific spend into appropriate processes.</p>
<b>Contents/ Indicative syllabus</b>	<p>Overview on aspects:</p> <ul style="list-style-type: none"> <li>• Interconnectivity and interworking of Supply Chain and Purchasing processes and systems</li> <li>• Supplier integration, process and system connectivity</li> <li>• Supplier performance management</li> <li>• Supplier development</li> <li>• Electronic process support within the Supply Chain</li> <li>• Electronic solutions supporting Purchasing processes</li> <li>• E-procurement processes and solutions</li> <li>• E-sourcing (e-RFPs, dynamic sourcing) processes and solutions</li> <li>• E-auctions complementing negotiations</li> <li>• Auction theory, options, optimisation</li> <li>• Excuse to game theory and their usability for e-auctions</li> <li>• Advanced optimization methods</li> <li>• Supplier portals, market places, other solutions</li> <li>• Purchasing Cards and other solutions for C-class items</li> <li>• Benefits and challenges in implementation of e-solutions, business case, technical solutions, implementation strategies for successful realization of e-solutions</li> <li>• Possibilities of IoT/Industry 4.0, current status and further evolution</li> <li>• Strategies /scenarios for IoT implementation or elements of IoT – how to detect the best solution and the best point of time to move</li> <li>• Selected case studies and exercises.</li> </ul>
<b>Teaching and learning methodology</b>	Lectures and group/individual work, quantitative exercise, case studies, life e-auction, applied advanced optimization, discussion
<b>Examination/ Type of assessment</b>	Exam (2 hours – 80%), complemented by continuous assessment during the course on specific situations and elaboration of possible solutions (weight 20%)
<b>Miscellaneous</b>	n/a
<b>Indicative reading list</b>	Further literature and actual articles are introduced during the course.



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#### 4.10. Capstone Module: Integrated Purchasing Project



<b>Module No.</b>	M10
<b>Semester</b>	1
<b>Duration of module</b>	1 semester – 6 days
<b>Type of module</b>	Mandatory
<b>Courses included in the module</b>	M10.1 Study Trip M10.2 Project International Strategic Purchasing
<b>How frequently is the module offered</b>	Annually
<b>Admission requirements</b>	--
<b>Level</b>	Master
<b>Transferability to other programmes</b>	n.a.
<b>Responsible Module coordinator</b>	Prof. Dr. Matthias Freise
<b>Total number of ECTS</b>	6
<b>Total workload and breakdown</b>	180 h – thereof 60 contact hours and 120 hours self study
<b>Type of assessment</b>	Term paper (30%) / Project report (70%)
<b>Weighting of Grade</b>	6/90

##### 4.10.1 Study Trip

<b>10</b>	M 10.1
<b>Type of course</b>	Mandatory
<b>Lecturers name; contact details</b>	Prof. Dr. Matthias Freise
<b>Teaching language</b>	English
<b>Credits (ECTS)</b>	2
<b>Semester</b>	3
<b>Contact hrs in total</b>	40
<b>Learning outcomes</b>	Students will understand different practical approaches to global supply markets and will be able to apply theoretical learnings to analyse complex corporate structures. Organizational structures will be understood as well as their cultural impact and vice versa.
<b>Course-specific contribution to AoL learning objectives (LO 2-4)</b>	LO 2: The course addresses basic intercultural aspects in dealing with the supply base, suppliers and within large global acting organizations.

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	LO 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.
<b>Content/ Indicative syllabus</b>	<ul style="list-style-type: none"> <li>• Visiting diverse global acting organizations in an Asian country.</li> <li>• Group interviews with purchasing managers having global purchasing expertise.</li> <li>• Methods and tools for company's evaluation and analyzation.</li> <li>• Analyzation of diverse integral procedural and organizational approaches.</li> </ul> Key drivers for differing methods.
<b>Teaching and learning methods</b>	case study
<b>Type of assessment</b>	Term paper (weight 30% within module)
<b>Miscellaneous</b>	
<b>Indicative reading list</b>	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

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#### 4.10.2 Project International Strategic Purchasing

<b>Course No./ Code</b>	M 10.2
<b>Type of course</b>	Mandatory
<b>Lecturers name; contact details</b>	Prof. Dr. Matthias Freise
<b>Teaching language</b>	English
<b>Credits (ECTS)</b>	4
<b>Semester</b>	3
<b>Contact hrs in total</b>	20
<b>Learning outcomes</b>	Students will be able – based on study trip outcomes - to plan independently their own purchasing project and to define executable project targets and approach. <ul style="list-style-type: none"> <li>- understand strategical approach and tactics</li> <li>- generate a general overview on issues and state of the art approach</li> <li>- be able to analyse market approach and organizational impact</li> </ul>
<b>Course-specific contribution to AoL learning objectives (LO 2-4)</b>	LO 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.  LO 4: Application of analytical methods, techniques and tools to resolve the respective project assignments / challenges
<b>Content/ Indicative syllabus</b>	Develop an approach for a discrete purchasing initiative as part of a global purchasing organisation.
<b>Teaching and learning methods</b>	case study
<b>Type of assessment</b>	Project report (weight: 70% within module)
<b>Miscellaneous</b>	n/a
<b>Indicative reading list</b>	Reference to study trip literature More detailed literature depends on specific topic of the project





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#### 4.11. Master Thesis



<b>Module No.</b>	M 11
<b>Semester</b>	4
<b>Duration of module</b>	1 semester – contact hours: 20
<b>Type of module</b>	Mandatory
<b>Courses included in the module</b>	M 11.1 Scientific Methods M 11.2 Master Thesis
<b>How frequently is the module offered</b>	Annually
<b>Admission requirements</b>	--
<b>Level</b>	Master
<b>Transferability to other programmes</b>	n.a.
<b>Responsible Module coordinator</b>	Prof. Dr. Hans-Martin Beyer/Prof. Dr. Matthias Freise
<b>Total number of ECTS</b>	30
<b>Total workload and breakdown</b>	900 h – thereof 20 contact hours and 880 hours thesis project
<b>Type of assessment</b>	Thesis
<b>Weighting of Grade</b>	30/90

##### 4.11.1. Scientific Research Methods

<b>Course number/ Code</b>	M 11.1
<b>Type of course</b>	Compulsory
<b>Lecturers names</b>	Prof. Dr. Gerd Nufer building 5, room 108, Tel.: 07121 271 6011 <a href="mailto:gerd.nufer@reutlingen-university.de">gerd.nufer@reutlingen-university.de</a>
<b>Teaching language</b>	English
<b>Credits (ECTS)</b>	3
<b>Total contact hours</b>	20 h
<b>Learning outcomes of the course</b>	<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 thesis.</p> <ul style="list-style-type: none"> <li>▪ <b>Subject-specific competences:</b> Participants are capable of independently authoring a scientific paper.</li> </ul>



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	<ul style="list-style-type: none"> <li>▪ <b>Professional competences:</b> Participants learn to use modern information sources and data bases for re- search and analysis.</li> <li>▪ <b>Social skills, key competences:</b> Acquisition of competences for problem-solving and decision-making capac- ity, for self-management and autonomy.</li> <li>▪ <b>Personal competences:</b> Participants should be capable of presenting and documenting scientific re- sults to a professional audience in a competent manner.</li> </ul>
<b>Course-specific contribution to AoL learning objectives (LO 2-4)</b>	LO 4: Problem-solving competencies are introduced. In their following master thesis the students have to select and apply appropriate research methods to solve specific business problems.
<b>Content/ Indicative syllabus</b>	Structure and development of a scientific publication Structure of a scientific presentation Citation method Source materials/bibliography Literature research Selected specific aspects
<b>Teaching and learn- ing methodology</b>	Course in seminar style
<b>Examination/ Type of assessment</b>	ungraded
<b>Miscellaneous</b>	Guide through library, database training
<b>Indicative reading list</b>	<ul style="list-style-type: none"> <li>▪ Heesen, Bernd: Wissenschaftliches Arbeiten: Vorlagen und Techniken für das Bachelor-, Master- und Promotionsstudium, 3. Aufl., Heidelberg 2014</li> <li>▪ Kornmeier, Martin: Wissenschaftlich schreiben leicht gemacht – für Bachelor, Master und Dissertation, 7. Aufl., Bern 2016</li> <li>▪ Niedermair, Klaus: Recherchieren und Dokumentieren. Der richtige Umgang mit Literatur im Studium, Konstanz 2010</li> <li>▪ <u>Quinlan, Christina (2011): Business Research Methods, Hampshire.</u></li> <li>▪ Theisen, Manuel: Wissenschaftliches Arbeiten. Erfolgreich bei Ba- chelor- und Masterarbeit, 16. Aufl., München 2013</li> <li>▪ <u>Zikmund, William G./Babin, Barry J./Carr, Jon C. (2013): Business Research Methods, 9<sup>th</sup> ed., Mason.</u></li> </ul>

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#### 4.11.2. Master Thesis

<b>Course number/ Code</b>	M 11.2
<b>Type of course</b>	Compulsory
<b>Lecturers names</b>	All professors/lecturers of the study program
<b>Teaching language</b>	English or German
<b>Credits (ECTS)</b>	27
<b>Total contact hours</b>	Contact hours (supervision/coaching) on agreement/demand
<b>Course-specific contribution to AoL learning objectives (LO 2-4)</b>	LO 4: The thesis project usually is conducted on basis of a practical / professional projects 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.
<b>Content/ Indicative syllabus</b>	<ul style="list-style-type: none"> <li>▪ Autonomous elaboration of scientific subject/project and preparation of a thesis paper</li> <li>▪ Content varies according to thesis project/subject</li> </ul>
<b>Teaching and learning methodology</b>	Project
<b>Examination/ Type of assessment</b>	Master-Thesis (2/3) with 25.000 – 30.000 words Colloquium: 45-minutes defense of thesis (1/3)
<b>Miscellaneous</b>	
<b>Indicative reading list</b>	<ul style="list-style-type: none"> <li>▪ Research methods – see course „scientific methods)</li> <li>▪ Project – depends on thesis subject</li> </ul>
<b>Thesssprache</b>	Deutsch oder Englisch
<b>Weighting of grade</b>	30/90

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#### 4.12. Option: Research project, practical or professional experience

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