**International Business Relations Management**

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| Course code | *MNG 270* |
| Compulsory in the programmes | t.b.d. |
| Level of studies | *Graduate* |
| Number of credits | *6 ECTS (48 in-class hours + 6 consultation hours + 2 exam hours, 104 individual work hours)* |
| Course coordinator  | *Dr. Klaas Stek* |
| Prerequisites | *None* |
| Language of instruction | *English* |

**THE AIM OF THE COURSE:**

The course aims to introduce students to the main concepts of contemporary international business relationship management in the context of the sustainability and innovation co-creation in the era of Fourth Industrial Revolution. This course focuses on international business future trends, barriers and enablers, and establishing international business in buyer-supplier relationships. The aim is to acquire competencies for future international business relationship management. The course is divided in three lines: (1) knowledge (know-what) and theory (know-why), (2) professional skills (know-how), and (3) interpersonal skills (know-how) and intrapersonal traits (self-knowledge/personal development/*savoir-être*).

*(1) knowledge (know-what) and theory (know-why)*

The drivers of international business are outsourcing and offshoring decisions that are affected by political-economic and technological developments. From the 1980s, free trade has increased, since trade tariffs were eliminated under the GATT and WTO arrangements, China’s reformed economy, and the easier communication via the Internet. It led to globalisation and an increasing amount of international business relations. Leading theories will be part of the course.

From a western society perspective, the production of goods and services was transferred to other continents. Most firms started outsourcing non-core activities leading to more complex, transcontinental business relations characterised by multi-cultural business relationships. More recently, firms were confronted with the implications of the Fourth Industrial Revolution also known as Industry 4.0. It is characterised by the Internet-of-Things or Machine-to-Machine communication. It will change international business with technological developments as the autonomation of production processes, 3D printing and cyber-physical systems. Preceding industrial revolution affected the geographical location of production, experts believe production will partly return to Europe, strengthened by major events like the Covid pandemic, the Suez canal blockade and the war in Ukraine. In conclusion, businesses will strengthen their resilience by broadening the supply base.

Moreover, the European Commission has adopted a proposal for a Directive on corporate sustainability due diligence. The proposal aims to foster sustainable and responsible corporate behaviour throughout global value chains, since companies play a key role in building a sustainable e economy and society. They will be required to identify and prevent, end or mitigate adverse impacts of their activities on human rights and on the environment. This directive will affect international business relationships in a profound fashion.

*(2) professional skills (know-how), and (3) interpersonal skills (know-how) and intrapersonal traits (self-knowledge/personal development/savoir-être)*

To apply the knowledge and theory, real-life case studies will be introduced. The students will participate in teams to solve the issues in the case studies. The fundamental idea behind applying professional and personal skills and traits to the acquired knowledge and theory is that these elements to future-proof students’ competence.

**MAPPING OF COURSE LEVEL LEARNING OUTCOMES (OBJECTIVES) WITH DEGREE LEVEL LEARNING OBJECTIVES (See Annex), ASSESMENT AND TEACHING METHODS**

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| Course level learning outcomes (objectives)  | Degree-level learning objectives  | Assessment methods | Teaching methods |
| CLO1. Introduce students to the core concepts and theories of international business relations management | BLO1.1 | Midterm test, coursework/ presentation | Lecture, self-study at home, case studies |
| CLO2. Discuss and analyse issues within the area of international business relations management | BLO1.1 | Midterm test, final exam | Lecture, self-study at home, case studies |
| CLO3. Assess and analyse international business relations management dilemmas regarding Industry 4.0, sustainability and innovation co-creation in buyer-supplier relationships | BLO2.1BLO3.1 | Midterm test, final exam, Coursework/ presentation | Lecture, self-study at home, case studies |
| CLO4. Develop a general orientation in international business relations management  | BLO1.1 | Midterm test, final exam, Coursework/ presentation | Lecture, self-study at home, case studies |
| CLO5. Apply international business relations management insights in practice (case) | BLO1.2BLO3.2 | Midterm test, final exam, Coursework/ presentation | Lecture, self-study at home, case studies |
| CLO6. Apply critical thinking and creative problem-solving skills in a changing environment and to reflect on personal skills and traits development  | BLO2.1BLO3.2BLO4.2BLO4.3 | Midterm test, coursework/ presentation, final exam | Lecture, self-study at home, case studies |
| CLO7. Demonstrate knowledge and ability to negotiate | BLO4.1 | Midterm test, coursework/ presentation, final exam | Lecture, self-study at home, case studies |
| CLO8. Explain the relevance of fostering sustainability and circularity in international business relationships as a tool that guarantees that business serves primarily the interests of society | BLO2.1 | Midterm test, coursework/ presentation, final exam | Lecture, self-study at home, case studies |

**ACADEMIC HONESTY AND INTEGRITY**

The ISM University of Management and Economics Code of Ethics, including cheating and plagiarism are fully applicable and will be strictly enforced in the course. Academic dishonesty, and cheating can and will lead to a report to the ISM Committee of Ethics. With regard to remote learning, ISM remind students that they are expected to adhere and maintain the same academic honesty and integrity that they would in a classroom setting.

**COURSE OUTLINE**

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| **Topic** | **In-class hours** | **Readings** |
| 1. **Introduction to the IBRM Course and Grand theories**

*Basic definitions, module aims, structure, requirements, assessment criteria, reading list, Resource-based View, Transaction Cost Economics, Krajlic, Supplier Satisfaction theory, Case studies introductions* | 4 | Barney (2012) and Kraljic (1983)Vos, Schiele, and Hüttinger (2016) and and Williamson (1981) |
| 1. **Creativity in business relationships**

*Individual creativity, Creativity in teams and in businesses, Creativity workshop; Case study advancements* | 4 | Baer (2012), Kiratli, Rozemeijer, Hilken, de Ruyter, and de Jong (2016) and Kaufman and Beghetto (2009) |
| 1. **Purchasing management in business relationships I**

*Definition and Meaning of PSM, PSM Organisation and Roles, PSM Processes, Strategic Procurement, Offers, negotiations, contracts, Case study advancements* | 4 | Van Weele and Van Raaij (2014), Tassabehji and Moorhouse (2008), Bals, Laine, and Mugurusi (2018) and Miemczyk, Johnsen, and Macquet (2012) |
| 1. **Purchasing management in business relationships II**

*Supplier Relationship Management, Procurement Technology & Digitalisation, PSM Controlling, Risk Management in PSM; Case study advancements* | 4 | Gelderman & Van Weele (2003), Schiele (2012), Scheffler, Schiele & Horn (2016)Gelderman and Van Weele (2003), Schiele (2012) and Scheffler, Schiele, and Horn (2016) |
| 1. **Negotiation lecture and workshop**

*Buyer-supplier differences and cultural differences, negotiation workshop; Case study advancements*  | 4 | Tu (2015) and Sigurðardóttir, Hotait, and Eichstädt (2019) |
| 1. **Buyer-Supplier relationships**

*Cost Saving Levers, Supplier Satisfaction, Innovation Sourcing* | 4 | Schiele, Horn, and Vos (2011), Vos et al. (2016) and Pulles, Veldman, Schiele, and Sierksma (2014) |
| **Mid-Term Examination** | 2 |  |
| 1. **Sustainable Innovation Sourcing I**

*Considering sustainability and innovation jointly in the supply chain; Innovation Management; Supplier involvement in NPD* | 4 | Suurmond, Wynstra, and Dul (2020), (2020) and Ćwiklicki and Wojnarowska (2020) |
| 1. **Sustainable Innovation Sourcing II**

*Purchasing contribution to innovation; Partnering with starts-ups for sourcing innovation, Ecological and social* *challenges to procurement* | 4 | Wieland (2021) and Tseng, Islam, Karia, Fauzi, and Afrin (2019) |
| 1. **Sustainable Innovation Sourcing III**

*Sustainable sourcing, Accountability in Supply chain, Circular supply chain, Conclusions* | 4 | Johnsen (2009) and Viale, Vacher, and Bessouat (2022) |
| 1. **Industry 4.0 Procurement I**

*Introduction to PSM in an Industry 4.0 environment; The foundation for advanced automation in PSM; eSourcing activities to select suppliers in I4.0* | 4 | Lee, Bagheri, and Kao (2015) and Schuh, Potente, Varandani, Hausberg, and Fränken (2014) |
| 1. **Industry 4.0 Procurement II**

*eProcurement to facilitate operative procurement activities in I4.0; Data analytics for Industry 4.0. purchasing* | 4 | Schiele, Bos-Nehles, Delke, Stegmaier, and Torn (2021) and Gottge, Menzel, and Forslund (2020) |
| 1. **Case presentations**
 | 4 |  |
|  | **Total: 48 hours**  |  |
| CONSULTATIONS | 6 |  |
| FINAL EXAM | 2 |  |

**FINAL GRADE COMPOSITION**

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| --- | --- |
| **Type of assignment** | **%** |
| *Group Components 20%* |  |
| Presentation grade | 20 |
| *Individual Components 80%* |  |
| Mid-Term Exam | 40 |
| Final Exam | 40 |
| **Total:** | **100** |

**DESCRIPTION AND GRADING CRITERIA OF EACH ASSIGNMENT**

The lecturer reserves the right to choose the form of the exam. Details about the structure of the exam and the grading policy will be presented on the first day of the lectures and will be published online.

The presentations will take place during the seminars. Students will be asked to present/ oppose on a given topic. Details about the presentation scope and the grading policy will be presented on the first day of the lectures and will be published online.

**RETAKE POLICY**

If final (cumulative) mark of the course, including final exam score, is insufficient, students will be allowed to exercise their right of retake. The retake exam will cover all lectures and case-discussion topics discussed in class during the course. It will be held during the last week of the exam session and will replace the 80% of the mid-term and the final exam. Acquired scores from all assignments will be summed up and the final (cumulative) grade will be given. The lecturer reserves the right to choose the form of the exam.

**ADDITIONAL REMARKS**

For each seminar, a paper will have to be read by students in advance. (papers will be uploaded 5 working days in advance.)

Attendance and participation in the lectures and seminars are not obligatory, however strongly recommended. Studying solely from slides/ course book is not considered to be a sufficient preparation for the exam.

Bonus points. The instructor has the right to award active students with up to 0,2 extra (grade) points. These “bonus points” will be only be awarded to students whose (rounded) final grade would increase after all.

Specific rules apply for in-class/online presentations.

* 1. Presentations can neither be re-scheduled nor be retaken. Students failing to sign up for a presentation or failing to show up for the presentation, will be allowed to submit an individual written paper on a given topic at the end of the semester (within one week after last lecture). Paper requirements: 1000 -1200 words/ proper APA standards/ specific rules apply.
	2. In case of serious reasons, individual students may be allowed to switch with another student. Students are responsible for arranging the changes and must inform the lecturer MINIMUM 1 week in advance.
	3. Within one week of the day of the presentation, each group will receive an evaluation.

Due to the dynamic nature of the content of the course additional material can be assigned during the course. In case of unforeseen events the schedule will be adapted. The lecturer is trying to include actual and relevant materials – therefore the reading list may differ. Slide handouts and readings will be prepared for each class and available for download. The slides are the intellectual property of teaching instructor and students may not distribute or duplicate these notes without written consent.

**REQUIRED READINGS**

Baer, M. (2012). Putting creativity to work: The implementation of creative ideas in organizations. *Academy of Management Journal, 55*(5), 1102-1119.

Bals, L., Laine, J., & Mugurusi, G. (2018). Evolving Purchasing and Supply Organizations: A contingency model for structural alternatives. *Journal of Purchasing and Supply Management, 24*(1), 41-58.

Barney, J. B. (2012). Purchasing, supply chain management and sustained competitive advantage: The relevance of resource‐based theory. *Journal of Supply Chain Management, 48*(2), 3-6.

Ćwiklicki, M., & Wojnarowska, M. (2020). Circular Economy and Industry 4.0: One-Way or Two-Way Relationships? *Engineering Economics, 31*(4), 387-397.

Gelderman, C. J., & Van Weele, A. J. (2003). Handling measurement issues and strategic directions in Kraljic's purchasing portfolio model. *Journal of Purchasing and Supply Management, 9*(5-6), 207-216.

Gottge, S., Menzel, T., & Forslund, H. (2020). Industry 4.0 technologies in the purchasing process. *Industrial management & data systems*.

Johnsen, T. E. (2009). Supplier involvement in new product development and innovation: Taking stock and looking to the future. *Journal of Purchasing and Supply Management, 15*(3), 187-197.

Kaufman, J. C., & Beghetto, R. A. (2009). Beyond big and little: The four c model of creativity. *Review of general psychology, 13*(1), 1-12.

Kiratli, N., Rozemeijer, F., Hilken, T., de Ruyter, K., & de Jong, A. (2016). Climate setting in sourcing teams: Developing a measurement scale for team creativity climate. *Journal of Purchasing and Supply Management, 22*(3), 196-204.

Kraljic, P. (1983). Purchasing must become supply management. *Harvard business review, 61*(5), 109-117.

Lee, J., Bagheri, B., & Kao, H.-A. (2015). A cyber-physical systems architecture for industry 4.0-based manufacturing systems. *Manufacturing Letters, 3*, 18-23.

Miemczyk, J., Johnsen, T. E., & Macquet, M. (2012). Sustainable purchasing and supply management: a structured literature review of definitions and measures at the dyad, chain and network levels. *Supply Chain Management: An International Journal, 17*(5), 478-496.

Pulles, N. J., Veldman, J., Schiele, H., & Sierksma, H. (2014). Pressure or pamper? The effects of power and trust dimensions on supplier resource allocation. *Journal of Supply Chain Management, 50*(3), 16-36.

Scheffler, P., Schiele, H., & Horn, P. (2016). How to measure competition? The role of price dispersion in B2B supply markets. *International Journal of Procurement Management, 9*(5), 568-586.

Schiele, H. (2012). Accessing supplier innovation by being their preferred customer. *Research-Technology Management, 55*(1), 44-50.

Schiele, H., Bos-Nehles, A., Delke, V., Stegmaier, P., & Torn, R.-J. (2021). Interpreting the industry 4.0 future: technology, business, society and people. *Journal of Business Strategy*.

Schiele, H., Horn, P., & Vos, B. (2011). Estimating cost-saving potential from international sourcing and other sourcing levers: Relative importance and trade-offs. *International Journal of Physical Distribution & Logistics Management, 41*(3), 315-336.

Schuh, G., Potente, T., Varandani, R., Hausberg, C., & Fränken, B. (2014). Collaboration moves productivity to the next level. *Procedia CIRp, 17*, 3-8.

Sigurðardóttir, A. G., Hotait, A., & Eichstädt, T. (2019). Buyer and Seller Differences in Business‐to‐Business Negotiations. *Negotiation Journal, 35*(2), 297-331. doi:10.1111/nejo.12289

Suurmond, R., Wynstra, F., & Dul, J. (2020). Unraveling the Dimensions of Supplier Involvement and their Effects on NPD Performance: A Meta‐Analysis. *Journal of Supply Chain Management*, jscm.12221-undefined. doi:10.1111/jscm.12221

Tassabehji, R., & Moorhouse, A. (2008). The changing role of procurement: Developing professional effectiveness. *Journal of Purchasing and Supply Management, 14*(1), 55-68.

Tseng, M.-L., Islam, M. S., Karia, N., Fauzi, F. A., & Afrin, S. (2019). A literature review on green supply chain management: Trends and future challenges. *Resources, Conservation and Recycling, 141*, 145-162.

Tu, Y.-T. (2015). A Cross-Cultural Comparison of Brazil, Russia, India, and China (BRIC) on Negotiation Styles. *The Anthropologist, 19*(2), 457-467.

Van Weele, A. J., & Van Raaij, E. M. (2014). The Future of Purchasing and Supply Management Research: About Relevance and Rigor. *Journal of Supply Chain Management, 50*(1), 56-72.

Viale, L., Vacher, S., & Bessouat, J. (2022). Eco-innovation in the upstream supply chain: re-thinking the involvement of purchasing managers. *Supply Chain Management: An International Journal, ahead-of-print*(ahead-of-print). doi:10.1108/SCM-11-2020-0591

Vos, F. G., Schiele, H., & Hüttinger, L. (2016). Supplier satisfaction: Explanation and out-of-sample prediction. *Journal of Business Research, 69*(10), 4613-4623.

Wieland, A. (2021). Dancing the Supply Chain: Toward Transformative Supply Chain Management. *Journal of Supply Chain Management, 57*(1), 58-73.

Williamson, O. E. (1981). The economics of organization: The transaction cost approach. *American journal of sociology, 87*(3), 548-577.

**ADDITIONAL READINGS**

Johnsen, T.E., Howard, M., Miemczyk, J., 2014. Purchasing and supply chain management: A sustainability perspective. Routledge.

Van Weele, A.J., 2014. Purchasing and Supply Chain Management: Analysis, Strategy, Planning and Practice, 6 ed. Cengage Learning EMEA, Andover, UK.

**ANNEX**

**DEGREE LEVEL LEARNING OBJECTIVES**

**Learning objectives for the Bachelor of Business Management**

*Programmes:*

*International Business and Communication,*

*Business Management and Marketing, Finance,*

*Industrial Technology Management*

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| **Learning Goals** | **Learning Objectives** |
| Students will be critical thinkers | BLO1.1. Students will be able to understand core concepts and methods in the business disciplines |
| BLO1.2. Students will be able to conduct a contextual analysis to identify a problem associated with their discipline, to generate managerial options and propose viable solutions  |
| Students will be socially responsible in their related discipline | BLO2.1. Students will be knowledgeable about ethics, social responsibility and sustainability |
| Students will be technology agile | BLO3.1. Students will be able to demonstrate insights in the influence of Industry 4.0 on buyer-supplier relationships |
| BLO3.2. Students will be able to solve a case study by analysing the problem and apply knowledge and creativity |
| Students will be effective communicators | BLO4.1. Students will be able to communicate reasonably in different settings according to target audience tasks and situations |
| BLO4.2. Students will be able to convey their ideas effectively through an oral presentation  |
| BLO4.3. Students will be able to convey their ideas effectively in a written paper, i.e. report |