

Course Catalogue

Double Degree English Track



Fachhochschule Dortmund
University of Applied Sciences and Arts

Faculty of Business Studies

Effective: 17/07/20

Dear double degree students,

We are glad that you have chosen our institution for studying two semesters at our faculty of business and obtaining the double degree.

With our Double Degree English Track FH Dortmund gives you the possibility to obtain an award from a German university with the majority of your courses taught in English. In order to get a glimpse of German language and culture two courses are completely taught in German. These courses are “German communication skills” and “Deutschlandstudien für Sprachbeginner”. The courses are awarded with 9 and 5 ECTS, respectively. The remaining courses are taught in English and are a selection of both compulsory and elective courses. Within the compulsory course “Intercultural Management” you also have the possibility to choose the language of instruction. A part of this course is offered in English, French and Spanish. However, students should have sufficient language skills to be able to follow the course in French and Spanish.

Within the Elective courses you are obliged to select 3 specialisation areas (each has 10 ECTS) compiling a total of 30 ECTS over a period of two semesters.

This course catalogue contains all the courses of the Double Degree English track and the corresponding course descriptions offered in this. Please notice that all courses are only offered annually and that the Electives are offered subject to demand.

We look forward to meeting you in person and wish you a good start in Dortmund!

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Study plan Double Degree English track

	Competencies	Code Number	Name of the Module	Contact hours	ECTS	WT		ST		WT	
						5		6		7	
						Contact hours	ECTS	Contact hours	ECTS	Contact hours	ECTS
1	Electives: Business functions		30 ECTS from the Electives within a Specialisation Area	18	30	12	20	6	10		
2	Interacting across cultures		German communication skills	7	9					Internship	
		92251	German communication skills I			4	5				
		92252	German communication skills II					3	4		
		92261/2	Deutschlandstudien für Sprachbeginner	4	5	2	2,5	2	2,5		
			Intercultural Management	4	5						
		92161	Intercultural Management					2	2,5		
		921621	Intercultural Relations / Negotiations (Option 1: English)								
921622	Compétence Interculturelle (Option 2: French)					2	2,5				
921623	Competencia intercultural (Option 3: Spanish)										
92171	Corporate Responsibility	3	5			3	5				
3	Solving complex Problems	92221	Managing Cross Border Projects	4	6			4	6		
Summe:				40	60	18	27,5	22	32,5		30

Electives within specialisation area – winter semester

Electives Winter semester*	Code No.	Course language	Contact hours	ECTS
Accounting				
Bilanzierung II/Balancing II	921111	German	6	10
International Accounting (IFRS)	921112	English		
International and European Law				
International Law	921121	English	6	10
European Law	921122			
Finance				
Corporate Finance	921131	English	6	10
Investment Management	921132			
Marketing Management Decisions				
Global Marketing Management	921141	English	6	10
Marketing Research for Management Decisions	921142			
Supply Chain Management				
Global Sourcing / International Procurement	921151	English	6	10
Global Integrated Logistics	921152			
Competitive Analysis				
Industry Analysis and Business Analytics	921161	English	6	10
Company Analysis and Business Analytics	921162			
Value Based Management & Controlling				
Value Based Management	921171	English	6	10
International Group Controlling	921172			
Business Growth Strategy				
Internationalization Strategies	921181	English	6	10
Innovation Strategies	921182			

*Electives are offered subject to demand

Electives within specialisation - summer semester

Electives Summer semester*	Code No.	Course language	Contact hours	ECTS
Sustainability				
Sustainability Economics	921311	English	6	10
Sustainability Management Applications	921312			
Organization				
Shaping Organizational Design	921341	English	6	10
Project Management	921342			
Human Resource Management				
HRM-Core Concepts, Methods & Tools	921321	English	6	10
Strategic International Labour Law	921322			
Managing Risk				
Quantitative Methods in Financial Risk Management	921331	English	6	10
Risk Management	921332			
Marketing and Sales in B2B Markets				
Principles of Marketing and Sales in B2B Markets	921351	English	6	10
Marketing and Sales Management Project	921352			
Digital Business & Innovation				
Digital Business	921361	English	6	10
Digital Innovation	921362			
International Economics				
International Trade	921371	English	6	10
International Money	921372			
Entrepreneurial Management and Ecosystems				
Entrepreneurial Management and Business Game	921381	English	6	10
Entrepreneurial Ecosystems and Business Game	921382			

*Electives are offered subject to demand

Course descriptions compulsory courses

Module German Communication Skills I & II					
Code Number	Workload	Credits	Semester	Frequency	Duration
92251	300 hrs	9	5 th + 6 th semester	annually	2 semester
92252				winter term / summer term	
1	Course Title		Contact Hours	Self-Study	Planned Group Size
	a) German Communication Skills I		8 class hours pw / 120 hrs	180 hrs	30 students
	b) German Communication Skills II				
2	Learning Outcomes / Competencies				
	2.1 Professional Competencies				
	2.1.1 Knowledge				
	With 300 h of tuition students will be generally of level B1+(according to the Common European Framework for languages) by the end of the course				
	<ul style="list-style-type: none"> • Students have a good knowledge of communicating in German and are familiar with German culture. • They have a good general vocabulary at the level B1+ and are able to adapt it in a business context • They have knowledge of general aspects of grammar as the basis of a correct language use 				
	2.1.2 Skills				
	By the end of the course, the majority of students				
	<ul style="list-style-type: none"> • Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. 				

- Can deal with most situations likely to arise while travelling in an area where the language is spoken.
- Can produce simple connected text on topics that are familiar or of personal interest.
- Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.

More able students

- Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization.
- Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party.
- Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

2.2 Personal Competencies

2.2.1 Social Competencies

- Students can perform general conversations and correspondence
- Students can apply communication strategies successfully
- Students can present their viewpoints to an audience and are able to discuss them in dialogue (as well as responding to basic feedback)

2.2.2 Autonomy

- Students are able to deal successfully with general and more complex texts independently.
- Students can retrieve general data from the German language speaking websites and journalistic texts
- they are able to deal with some unpredictable circumstances and know how to respond adequately

<p>3</p>	<p>Contents</p> <p>Students are taught on selected grammatical topics and deal with (including vocabulary) the following topics:</p> <ul style="list-style-type: none"> • Introductions, welcoming and small talk • talking about home and where they live • ordering and discussing about food and drink • going shopping and asking for the way about town • discussing free time, hobbies and sports • discussing their studies and life at university <p>discussing occupation, topics to do with the world of work</p>
<p>4</p>	<p>Teaching and Training Methods</p> <p>Teacher-student interaction, exercises, groupwork , pairwork, presentations</p> <p>Towards the end of the course students will be assessed through presentations on a variety of topics (self presentation, presentation of a town in Germany, of a german language film and of a topic in current affairs)</p>
<p>5</p>	<p>Prerequisites for Admission</p> <p>Formal: -</p> <p>Knowledge and Competencies: -</p>
<p>6</p>	<p>Assessment</p> <ul style="list-style-type: none"> • examination (3 times 60 minutes) (75%) • continuous assessment (Coursework assignment, presentation) (25%)
<p>7</p>	<p>Requirements for Award of Credits</p> <p>Successful completion of examinations</p>
<p>8</p>	<p>Module Used in Other Programs</p>

	no
9	Weighting of the Mark for the Final Grade -
10	Module Leader Martin Kuhn
11	Further Information Literature: Bosch, G., Dahmen, K. und Haas, U.. Schritte plus im Beruf. Ismaning: Hueber Brintzer, M und Damm,V. 2009. Arbeitsbuch für Deutsch als Fremdsprache. Ismaning: Hueber Ferenbach, M. und Schüßler, I. 2007. Wörter zur Wahl. Wortschatzübungen Deutsch als Fremdsprache. 3. Aufl. Stuttgart: Klett Niebich, D., Penning-Hiemstra, S., Specht, F. und Reimann, M. 2011. Schritte international 1: Deutsch als Fremdsprache. Ismaning: Hueber

Module Deutschlandstudien für Sprachbeginner					
Prüfungsnummer	Workload	Credits	Semester	Häufigkeit des Angebots	Dauer
92261/2	150 hrs	Winter term: 2,5 ECTS Summer term: 2,5 ECTS	5th + 6th Semester	winter term/ summer term	2 Semester
1	Lehrveranstaltung Deutschlandstudien für Sprachbeginner (German Studies)	Kontaktzeit Winter term: 2 SWS/ 30h Summer term: 2 SWS/ 30h	Selbststudium 90 h	Geplante Gruppengröße 30 Studenten	
2	<p>Lernergebnisse (learning outcomes) / Kompetenzen</p> <p>Lernergebnisse (Learning Outcomes) / Kompetenzen</p> <p>2.1 Fachkompetenz</p> <p>2.1.1 Wissen/Knowledge</p> <ul style="list-style-type: none"> • The students possess a general conceptual understanding of Area Studies as an academic discipline. • The students possess a general understanding of key aspects of German society, politics and the economy. • The students are able to describe and contextualize relevant aspects and developments regarding the German economy as well as the social and political system. • The students follow current affairs and developments in Germany and are able to integrate these into the context of the module. • They are able to use their knowledge for different fields for their analyses. <p>2.1.2. Fertigkeiten/Skills</p> <ul style="list-style-type: none"> • The students are able to gather and process information from various text types. • They possess the relevant terminology required for this. 				

	<ul style="list-style-type: none"> • The students are able to participate in Germany-oriented topical communications by applying methods and knowledge from the module. • The students are able to apply techniques for using German sources as a base towards developing German communication skills. • The students are able to understand simpler short texts in German, to contextualize these and to present the contents. • The students are able to make effective short statements in German on various issues and comparisons with their home culture. <p>2.2 Personale Kompetenzen</p> <p>2.2.1 Sozialkompetenz</p> <ul style="list-style-type: none"> • The students are able to lead and co-ordinate teams in a results-focused manner • They are able to present and defend team results and to make well-reflected contributions to discussions on Germany-related topics <p>2.2.2 Selbstständigkeit</p> <ul style="list-style-type: none"> • The students are able to handle complex work and study context independently and to structure these sustainably • The students reflect on differences between Germany and their home culture, particularly those with relevance to the business sector • They produce a short essay in effective German on a Germany-related topic
<p>3</p>	<p>Inhalte</p> <p>The course analyses historic developments as well as core structural elements, and trends in the economic, societal and economic fields to gain an understanding of Germany in an international context. One main focus is on the development of concepts to explain and contextualize events and processes in Germany.</p> <p>The course will be held partly in English and partly in German. The aim of the learning phases in German is to build up a German language competence that enables students to understand source materials and master basic academic communications.</p> <p><u>Topics /Themen</u></p> <ul style="list-style-type: none"> • German Geography/ Geographie Deutschlands • The Impact of History/ Der Einfluss der Geschichte

	<ul style="list-style-type: none"> • The Basic Law/ Das Grundgesetz • The States/ Die Länder • North-Rhine Westphalia and the Ruhr Area/ NRW und Ruhrgebiet • Parties and Politics /Parteien und Politik • The Economy/ Die Wirtschaft • The Welfare State/ Der Sozialstaat • Society/ Die Gesellschaft • The Education System /Das Bildungssystem • Mass Media/ Massenmedien
4	<p>Lehrformen</p> <p>Lehrvortrag, fragend-entwickelndes Gespräch, Gruppen-/Partnerarbeit</p>
5	<p>Teilnahmevoraussetzungen</p> <p>Formal: keine</p> <p>Inhaltlich: Sprachkenntnisse in Deutsch auf dem Niveau A1, in Englisch auf Niveau B2</p>
6	<p>Prüfungsformen</p> <p>1. Essay in German 30%</p> <p>2. Presentations 20%</p> <p>3. Examination 50% (60 Minuten)</p>
7	<p>Voraussetzungen für die Vergabe von Kreditpunkten</p> <p>Successful completion of examinations</p>
8	<p>Verwendung des Moduls (in anderen Studiengängen)</p> <p>Keine</p>
9	<p>Stellenwert der Note für die Endnote</p>
10	<p>Modulbeauftragter und hauptamtlich Lehrender</p> <p>Martin Kuhn</p>

11 Sonstige Informationen

Literatur:

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Gaidosch, U. und Müller, C. 7. Aufl. 2017. Zur Orientierung. Basiswissen Deutschland. Ismaning: Hueber

Kaufmann, G.,Rohrmann,L und Szablewski-Cabvsa,P. 2006. Orientierungskurs
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den Orientierungskurs Politik –Geschichte- Kultur. Stuttgart: Klett

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in Deutschland. Berlin: Cornelsen

Societäts-Verlag (Hrsg) 2015. Facts about Germany. Frankfurt a.M.: Societäts-Verlag

Specht,F. ,Heuer, W.,Pasewalck, S. Neidlinger,D. und Dahmen, K. 2012. Zwischendurch
mal Landeskunde: Deutsch als Fremdsprache. Ismaning: Hueber

Module Intercultural Management					
Code Number	Workload	Credits	Semester	Frequency	Duration
92161 921621/2/3	150 hrs	5	4th semester	annually summer term	one semester
1	Course Title I. Intercultural Management II. (1 out of 3): a. Intercultural Relations/Negotiations (engl.) b. Compétences Interculturelles (franz.) c. Relaciones interculturales/ Negociaciones (span.)	Contact Hours 4 class hours pw / 60 hrs	Self-Study 90 hrs	Planned Group Size 35 students	
2	Learning Outcomes / Competencies <u>I. Intercultural Management</u> 2.1 Professional Competencies 2.1.1 Knowledge Upon completion of the course, students <ul style="list-style-type: none"> • know the dominant etic theories of culture and how they inter-relate (cross-cultural approach) • know how cultural values affect business practices • have detailed knowledge about the possible impact of culture on leadership and hierarchy • have detailed knowledge about the possible impact of culture on teams and teamwork • have detailed knowledge about the possible impact of culture on business relationships 				

- have detailed knowledge about the possible impact of culture on competitiveness
- have detailed knowledge about the possible impact of culture on rule-orientation
- have detailed knowledge about the possible impact of culture on time management

2.1.2 Skills

Upon completion of the course, students

- can analyse descriptions of business practices and relate them to ethic theories
- can analyse critical incidents and relate them to ethic theories
- understand how culture does and does not affect their own and others' behaviour

2.2 Personal Competencies

2.2.1 Social Competencies

Students can

- find, discuss and analyse examples of the impact of culture on business in (possibly) multi-cultural teams applying theoretical knowledge appropriately
- present their findings in team presentations
- prompt feedback and respond to it

2.2.2 Autonomy

Students can

- research literature and internet sources about business culture and use them appropriately
- develop confidence in dealing with the ambiguity of inter-cultural contacts
- apply and extend their knowledge in the Cross-Border Management Projects and in their studies abroad

II.a Intercultural Relations/Negotiations (English)

2.1 Professional Competencies

2.1.1 Knowledge

Upon completion of the course, students

- know about universal, cultural and personal aspects of human behaviour and beliefs

- are aware of the various manifestations of culture (the “layers of culture” as well as “ownership” of culture)
- have knowledge about the various approaches to studying culture
- are aware of the impact of culture on communication, such as communication styles and possible consequences of second-language use
- know the concepts of social identity theory and ethnocentrism and the effects they describe
- know about different meeting and negotiating styles and strategies

2.1.2 Skills

The students can

- analyse and compare meeting practices on the basis of emic descriptions
- analyse different types of communication (high-context and low-context)
- understand the different roles of relationships in cooperation
- use relevant literature and internet sources critically
- recognize the role of culture in mass-communication forms such as TV advertising

2.2 Personal Competencies

2.2.1 Social Competencies

Students can

- analyse and compare descriptions of business practices in groups of growing sizes (“crowd research”)
- generalize and categorise their findings on the basis of a growing number of business practices analysed

2.2.2 Autonomy

Students can

- recognize their own responses to “otherness”
- control and adapt their responses to “otherness”
- develop confidence in dealing with the ambiguity of inter-cultural contacts
- apply and extend their knowledge in the Cross-Border Management Projects and in their studies abroad

II. b Intercultural Relations/Negotiations -

Compétences Interculturelles (France - Allemagne)

2.1 Compétences professionnelles

2.1.1 Savoir

À la fin du cours, les étudiants

- ont des connaissances sur les différentes approches de l'étude de la culture dans un contexte franco-allemand
- sont conscients de l'impact de la culture sur la communication
- connaissent les différents styles et stratégies lors des négociations et échanges professionnels dans un contexte franco-allemand

2.1.2 Compétences

Les étudiants savent

- analyser et comparer les pratiques de réunions et de rencontres professionnelles
- analyser différents types de communication
- comprendre les différents rôles des relations dans un contexte franco-allemand
- utiliser la littérature pertinente et les sources internet de manière critique
- reconnaître des problématiques interculturelles
- repérer des faux pas typiques

2.2 Compétences personnelles

2.2.1 Compétences sociales

Les étudiants peuvent

- trouver, discuter et analyser des exemples de l'impact de la culture sur les entreprises dans des équipes franco-allemandes appliquant les connaissances théoriques de manière appropriée
- présenter leurs conclusions dans des présentations d'équipe, susciter des réactions et y répondre

2.2.2 Autonomie

Les étudiants peuvent

- rechercher des sources documentaires sur la culture d'entreprise et les utiliser de manière appropriée
- appliquer et étendre leurs connaissances dans les projets de gestion transfrontaliers (Cross Border Management Projects) et dans leurs études à l'étranger

II. c Relaciones Interculturales / Negociaciones

Competencia intercultural (Spanish)

2.1 Competencias profesionales

2.1.1 Conocimientos

	<p>Los estudiantes</p> <ul style="list-style-type: none"> • amplían su conocimiento sobre los procesos de comunicación y percepción, especialmente las basadas en suposiciones implícitas (estereotipos) de la cultura de España y Latinoamérica • se orientan en la comunicación intercultural a partir de enfoques teóricos reconociendo las diferencias entre el método inductivo „Sherlock-Holmes" y el "método situativo „Maigret" • se ocupan de las características específicas del idioma y la cultura de nuestros países socios: España, Chile, Argentina, Perú, Colombia y México <p>2.1.2 Habilidades</p> <p>Los estudiantes</p> <ul style="list-style-type: none"> • descubren sus propias e implícitas suposiciones sobre las culturas mencionadas • practican e identifican suposiciones básicas implícitas sobre y entre españoles y latinoamericanos y viceversa • reconocen puntos de vista basados en intereses de poder y su impacto en la percepción de los fenómenos culturales. • reconocen y asumen las experiencias interculturales como un proceso • Internalizan las diferencias entre interculturalidad y multiculturalidad <p>2.2 Competencias individuales</p> <p>2.2.1 Competencias sociales</p> <p>Los estudiantes</p> <ul style="list-style-type: none"> • asumen y toman en consideración las posibles reacciones y consecuencias espontáneas e involuntarias que pudiesen producirse en contactos y expresiones interculturales, • tienen en cuenta la relativa imprevisibilidad en los diálogos interculturales, • Intentan integrar experiencias relevantes con españoles y latinoamericanos en el propio comportamiento. <p>2.2.2 Autonomía, independencia</p> <p>Los estudiantes</p> <ul style="list-style-type: none"> • entrenan el manejo de reacciones emocionales en relaciones interculturales, • practican cambios de perspectiva del „método Sherlock-Holmes“ al „método Maigret“ y viceversa, internalizan los procesos económicos como fenómenos culturalmente influenciados.
<p>3</p>	<p>Contents</p> <ul style="list-style-type: none"> • Intercultural Management • The classical etic studies and their limitations • Culture and time management • Culture and leadership

- Culture and teamwork
- Culture and competitiveness
- Culture and rules and structures
- International interaction

II.a. Intercultural Relations/Negotiations

- What is culture?
- Emic studies and etic studies
- Cross-cultural and intercultural studies
- Culture and human relationships
- Culture and communication
- International meetings
- International negotiations
- The international context

II.b Compétences interculturelles

La communication interculturelle en France et en Allemagne

Partie théorique :

- Prise de connaissance et discussion de modèles existants
- Mise en comparaison d'attitudes françaises et allemandes dans différents domaines comme par exemple :
 - a. la notion du temps
 - b. la politesse
 - c. les styles de management et les hiérarchies
 - d. les réunions et les repas d'affaires
 - e. l'art de la conversation
- Analyse des études de cas

Partie pratique :

Conception et présentation de projets interculturels dans des équipes franco-allemandes.

Un sujet, parmi les cinq suivants, est à choisir (il est également possible de soumettre d'autres propositions de projets interculturels) :

- **Gestion d'un évènement interculturel**

Planification d'une journée ou d'une Business Week franco-allemande

- **Gestion interculturelle du personnel**

Recrutement de personnel dans une entreprise de choix implantée en Allemagne et en France ; rédaction d'offres d'emploi pour la France et pour l'Allemagne avec analyse des différences culturelles, organisation d'entretiens d'embauche etc.

- **Rédaction interculturelle (Intercultural Writing)**

Rédaction d'un guide interculturel sur la FH Dortmund ou sur une des écoles françaises partenaires pour les étudiants français/allemands qui souhaitent étudier et/ou réaliser un stage en Allemagne/France

- **Marketing interculturel**

- a) **Marketing universitaire**

Elaboration des stratégies marketing pour le programme "International Business Management" avec un court-métrage sur ce cursus et/ou sur les autres écoles partenaires

- b) **Marketing produit**

Enquête comparative sur la commercialisation d'un produit sur le marché allemand et français (par exemple comparaison de spots publicitaires pour voitures/bières/produits de beauté etc. commercialisés en France et en Allemagne)

II. c Relaciones Interculturales / Negociaciones

Gestión intercultural

- Estudios clásicos y sus limitaciones
- Cultura y gestión de tiempo
- Cultura y liderazgo
- Cultura y trabajo colectivo o grupal
- Cultura y competitividad
- Cultura, reglas y estructuras
- Interacciones internacionales

Intercultural Relations/Negotiations

- ¿Qué es cultura?
- Estudios emic y estudios éticos

	<ul style="list-style-type: none"> • Estudios transculturales e interculturales • Cultura y relaciones humanas • Cultura y comunicación • Negociaciones internacionales • El contexto internacional <p>Competencia intercultural</p> <ul style="list-style-type: none"> • Factores de la comunicación interpersonal: ocupación, personalidad, género, empresa, medio ambiente • Modelos teóricos de comunicación intercultural: comparación de fortalezas y debilidades en autores como (Hall, Hofstede, Schulz von Thun, Thomas, Pateau o Peña, Flechsig, Bolten) • Aplicación en situaciones concretas
4	<p>Teaching and Training Methods</p> <p>I. Intercultural Management &</p> <p>II. a. Intercultural Relations/Negotiations</p> <p>Teacher-student interaction, group work, student presentations, writing assignments</p> <p>II. b. Compétences interculturelles</p> <p>Ce cours est conçu pour un public mixte, c'est à dire pour des étudiants allemands et des étudiants français qui sont en expatriation à la FH Dortmund. Après une partie théorique qui se concentre sur les bases des différences culturelles au niveau professionnel dans les pays/cultures respectives, la partie pratique vise à faire vivre aux étudiants une expérience de collaboration franco-allemande dans le cadre de différents projets/études de cas qui sont à traiter/résoudre en équipe franco-allemande de 2 à 4 personnes. A la fin de ce travail de partenaire et de groupe, les étudiants présentent leurs résultats et rendent une documentation écrite de leurs projets.</p> <p>II. c Relaciones Interculturales / Negociaciones</p> <p>Interacción profesor estudiantes via discusión y preguntas, trabajo en pareja o grupal, trabajos escritos y presentacione</p>
5	<p>Prerequisites for Admission</p> <p>I. Intercultural Management &</p> <p>II. a. Intercultural Relations/Negotiations</p> <p>Formal: none</p>

	<p>Knowledge and Competencies: none</p> <p>II. b. Compétences interculturelles Au niveau formel: aucune condition préalable Au niveau du contenu: Niveau de langue en français B2/C1</p> <p>II. c Relaciones Interculturales / Negociaciones Formal: Ninguno Contenido: Nivel idiomático B2/C1</p>
6	<p>Assessment</p> <p>I. Intercultural Management Examination (50%), continuous assessment (50%) (45 minutes)</p> <p>II. a. Intercultural Relations/Negotiations Examination (50%), continuous assessment (50%) (45 minutes)</p> <p>II. b. Compétences interculturelles Présentation orale du projet durant le semestre (50%), documentation écrite du projet à la fin du semestre (50%)</p> <p>II. c Relaciones Interculturales / Negociaciones Examen escrito (60 puntos/60 min.), Participación en clase (20 puntos) Presentación apoyada en Power Pointo oder Presi(20 puntos)</p>
7	<p>Requirements for Award of Credits</p> <p>Passing of examination and continuous assessment</p> <p>Aprobación del examen escrito, participación en clase, presentación</p>
8	<p>Module Used in Other Programs</p> <p>No</p>
9	<p>Weighting of the Mark for the Final Grade</p>
10	<p>Module Leaders</p>

	<p>Drs. Henri de Jongste</p> <p>Dr. Ramona Schröpf</p> <p>M.A. Pedro Crovetto Farías</p>
<p>11</p>	<p>Further Information</p> <p>Literature:</p> <p>Intercultural Management & Intercultural Relations/Negotiations (engl.)</p> <p>Ferraro, G.P. (2009). The Cultural Dimension of International Business. International ed. of 6th revised ed. Pearson</p> <p>Hofstede, G., Hofstede, G.J. & Minkov, M. (2010). Cultures and Organizations - Software of the Mind: Intercultural Cooperation and Its Importance for Survival. 3rd revised ed. McGraw-Hill</p> <p>Nakata, C. (ed.) (2009). Beyond Hofstede. Palmgrave Macmillan</p> <p>Schroll-Machl, S. (2011). Doing Business with Germans: Their Perception, Our Perception. 4th edition. Vandenhoeck&Ruprecht</p> <p>Tomalin, B. & Nicks, M. (2008). The World's Business Cultures and How to Unlock Them. Thorogood</p> <p>Internet: www.worldbusinesscultures.com, selected Youtube videos</p> <p>Intercultural Relations/Negotiations (France - Allemagne) – Compétences interculturelles</p> <p>Aoun, Joseph (2004) : Manager une équipe multiculturelle : Faire de la diversité une clé de la performance. Paris. ESF Editeur.</p> <p>Bolten (Hrsg.) (2005): Cross Culture - Interkulturelles Handeln in der Wirtschaft, Berlin.</p> <p>Breuer/de Bartha (2012). Deutsch-französische Geschäftsbeziehungen erfolgreich managen, Wiesbaden, Gabler/Springer.</p> <p>Davel, Eduardo/Dupuis, Jean-Pierre/Chanlat, Jean-François (2009) : Gestion en contexte interculturel : Approches, problématiques, pratiques et plongées. Québec.</p>

- Drummond, Virginia (2014) : Le management interculturel : Gérer efficacement la diversité culturelle dans l'entreprise. Le Mans. Gereso (éditions).
- Durand (2002): Die Legende vom Typisch Deutschen. Eine Kultur im Spiegel der Franzosen. Leipzig.
- Hofstede, Geert/Hofstede, Gert-Jan/Minkov, Michael (2010): Cultures et organisations : Comprendre nos programmations mentales. Montreuil. Pearson.
- Iribarne, Philippe (2009) : L'épreuve des différences : L'expérience d'une entreprise mondiale. Paris. Seuil.
- Kumbier/ Schulz von Thun (2006) : Interkulturelle Kommunikation aus kommunikationspsychologischer Perspektive. In: Dies. (2006)(Hrsg.): Interkulturelle Kommunikation: Methoden, Modelle, Beispiele, Reinbek, Rowohlt, 9-27.
- Le Clech, Bernard (2013) : Travailler dans un contexte multiculturel. Paris. Julhiet INSEP Consulting.
- Lee, Yih-teen/Calvez, Vincent/Guénette, Alain Max (2008) : La Compétence culturelle : S'équiper pour les défis du management international. Paris. L'Harmattan.
- Meier, Olivier (2013) : Management interculturel - 5e éd - Stratégie. Organisation. Performance. Paris. Dunod.
- Meyer, C. Denis (2011) : Clés Pour La France: En 80 Icones Culturelles. Vanves.Hachette.
- Müller-Pelzer (2012) : Interkulturelle Situationen. Verstrickung und Entfaltung, Göttingen, Cuvillier.
- Schröpf, Ramona (2008) : Die fabelhafte Welt der Untertitelung. Übersetzungsstrategien und kulturbedingte Probleme im Sprachenpaar Französisch - Deutsch. Saarbrücken, VDM.
- Soparnot, Richard/Karjalainen, Elina (2011) : Cas en management interculturel. Cormelles-le-Royal. EMS.
- Thévenet, Maurice (2010) : La culture d'entreprise. Paris. Presses Universitaires de France – PUF.

Trompenaars, Fons/Hampden-Turner, Charles (2008) : L'entreprise multiculturelle. Paris. Maxima Laurent du Mesnil éditeur.

Zarate, Geneviève/Gohard-Radenkovic, Aline (2005) : La reconnaissance des compétences interculturelles : de la grille à la carte. Paris. Editions Didier.

Sources internet : www.connexion-emploi.com; www.dfh-ufa.org

Vidéos/Études des cas de l'Université Franco-Allemande (DFH-UFA)

Reader « Compétences interculturelles » (collection de textes et des études de cas)

Intercultural Relations/Negotiations (span.) – Competencia intercultural

Bolten (Hrsg.) (2005): Cross Culture - Interkulturelles Handeln in der Wirtschaft, Berlin.

Müller-Pelzer (2012) : Interkulturelle Situationen. Verstrickung und Entfaltung, Göttingen, Cuvillier.

Felices, Angel (2013) : Cultura Y Negocios Libro De Claves, Spanien. Verlag EDI

Ivorra Pérez (2014) : La comunicación intercultural y el discurso de los negocios, Spanien. Verlag Universidad de Alicante

Aneas, Assumpta (2015): Competencia global : 50 actividades de formación para lograr éxito en proyectos y negocios internacionales, Spanien. Verlag Ediciones Díaz bde Santos (1. Auflage)

Baranano, Ascensión und José. L. Garcia (2007): Diccionario de las relaciones interculturales. Diversidad y globalización. Spanien. Verlag Complutende.

Trujillo Sáez, : Cultura, comunicación y lenguaje. Spanien 2006 Verlag Octaendro

Module Corporate Responsibility					
Code Number	Workload	Credits	Semester	Frequency	Duration
92171	150 hrs	5	4th semester	annually	1 Semester
1	Course Title	Contact Hours		Self-Study	Planned Group Size
	a. Corporate Responsibility Core Literature Review	3 class hours pw / 45 hrs		105 hrs	35 Students
	b. Corporate Social Responsibility/ Business Ethics				
2	Learning Outcomes / Competencies				
	a) <u>Corporate Responsibility Core Literature Review</u>				
	2.1 Professional Competencies				
	2.1.1. Knowledge				
	<ul style="list-style-type: none"> • The students know the functions, principles, and conventions of academic writing. • The students have become acquainted with the history and background of business ethics and CSR. • They possess an overview on various approaches towards defining the responsibilities of business. • They can assess and contextualize concepts and issues to produce structured and substantiated analyses. 				
	2.1.2. Skills				
	<ul style="list-style-type: none"> • The students understand the purpose of academic writing as well as the function of academic writing principles and apply these in their own text productions. • They can interpret selected texts on business ethics and corporate responsibility and record relevant information effectively. • They apply analytical skills in order to connect and contextualize the findings of their literature research. 				

- They identify options, opportunities and risks of corporate responsibility approaches
- They can produce adequate short academic communications on selected aspects of corporate responsibility.

2.2 Personal Competencies

2.2.1 Social Competencies

- The students can lead and coordinate teams in a results-oriented fashion,
- They present and defend team results in a complex and demanding environment
- They can participate effectively in various types of class communication

2.1.2 Autonomy

- The students reflect on the function of academic writing techniques in the process of developing and presenting an argument
- They reflect on the tensions between the operational challenges of a company and moral values,
- The Students can manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches,
- The students possess tools and techniques to work out independent contributions in communications on business responsibility

b) Corporate Social Responsibility/Business Ethics

2.1 Professional Competencies

- The students can analyze and define the complexities of the relationship between business and society and the role of business in responding to the challenges of globalization.
- The students possess a broad knowledge concerning various core terms and concepts of corporate responsibility, like business ethics, CSR and stakeholder value.
- They can understand and define the functions of moral values in business and use these in making decisions.

- They can understand and define the opportunities, problems, and limitations of responsibility approaches for businesses.
- They can understand and define the specific challenge framework facing SMEs in applying CSR.
- They can understand and assess concepts for categorizing and comparing national/regional differences in business ethics/CSR approaches.
- They can understand and assess the functions of international standards and initiatives, like the ISO 26000, the UN Global Compact, and the Global Reporting Initiative.
- They can understand and apply concepts and techniques for managing intercultural value conflicts.
- They can understand and assess the implications of highly responsible approaches, with a particular focus on corporate culture.

2.1.2.Skills

- Students are able to reflect on their personal values and the function of moral values in corporate decision-making processes.
- They can identify responsibility issues, options, and impacts and are able to assess and explain the implications of management decisions.
- They are able to handle procedures for arriving at responsible decisions by combining responsible management concepts with a capacity for critical thinking.
- They can apply techniques for handling the particular responsibility challenges facing internationally operating companies.
- They can apply techniques for handling the particular responsibility challenges facing SMEs.
- They are able to assess the opportunities and implications of multiple stakeholder approaches .
- They are able to provide a reflected view on the responsibilities of business towards society and in the joint efforts of responding to the complex challenges of a globalized world.
- They are able to produce an effective and well-reflected piece of academic writing on a corporate responsibility-related topic. For this, they apply specialized problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields.

	<p>2.2 Personal Competencies</p> <p>2.2.1 Social Competencies</p> <ul style="list-style-type: none"> • The students can lead and coordinate teams in a results-oriented fashion, • They present and defend team results in a complex and demanding environment • They participate effectively in various types of class communication <p>2.2.2 Autonomy</p> <ul style="list-style-type: none"> • They reflect on the tensions between the operational challenges of a company and moral values, • The Students can manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches, • The students possess tools and techniques to work out an effective coursework assignment independently
<p>3</p>	<p>Contents</p> <p>In recent decades the notion that businesses take on social values and responsibilities has grown significantly within the complex context of globalization. In a rapidly changing environment, businesses are having to cope with new patterns of expectations. The first one refers to an extended societal role of business in the face of an increasingly urgent dimension of social and environmental problems, and understands businesses as social units in a complex relationship with society. The second one relates to the consequences of a widely perceived decline in ethical standards in business and banking. This module analyses the changed context complexities and the implications of business operations with a focus on business ethics, corporate social responsibility and the stakeholder concepts. The aim is to provide the students with a reflected knowledge and skills that enable them to handle the changing dimensions of challenges on management responsibly.</p> <p>Corporate Responsibility Core Literature Review provides students with an overview on key debates on the responsibilities of business and with tools and practice to interpret academic texts and develop new research for academic arguments in this field.</p> <p><u>Content</u></p> <ul style="list-style-type: none"> • Academic writing principles and techniques

	<ul style="list-style-type: none"> • Analysis and discussion of selected articles on corporate responsibility with a specific emphasis on <ul style="list-style-type: none"> ○ applied ethics ○ dimensions of CSR ○ international CSR applications <p>Corporate Social Responsibility/Business Ethics aims at providing students with a broad conceptional framework concerning the challenges facing business management in the globalization era. From this perspective they assess the responsibilities of business and analyse concepts, practices and organisations with a particular focus on the international dimension of corporate responsibility.</p> <p><u>Content</u></p> <ul style="list-style-type: none"> • Business is just about profits, or is it? • Do moral values matter in business? • What is the difference between Business Ethics and CSR? • Do responsibility concepts differ between cultures? • CSR: burden or benefit? • Why is Shared Value not about values? • What has the stakeholder concept got to do with ethics and CSR? • Are responsible companies more successful? • What are the defining features of highly responsible companies? • So what are the responsibilities of business?
<p>4</p>	<p>Teaching and Training Methods</p> <p>Teacher-student interaction, lecture, student presentations, groupwork, writing assignments</p>
<p>5</p>	<p>Prerequisites for Admission</p> <p>Formal: n/a</p> <p>Knowledge and Competencies: Level B2 on the European Language Scale</p>
<p>6</p>	<p>Assessment</p> <p>a. Coursework Assignment (50%)</p> <p>b. Examination (50%, 60 minutes)</p>
<p>7</p>	<p>Requirements for Award of Credits</p>

	Passing the assignments and examination
8	<p>Module Used in Other Programs</p> <p>No</p>
9	<p>Weighting of the Mark for the Final Grade</p>
10	<p>Module Leader</p> <p>Dr. Erhard Jürke</p> <p>Florian Gerhardt</p>
11	<p>Further Information</p> <p>Literature:</p> <p>a. CSR Core Literature Review</p> <p>Bailey, S.2011. <i>Academic Writing for International Studies of Business</i>. Abingdon, Oxon: Routledge</p> <p>Crane, A, and Matten, D. 2013. <i>Corporate Social Responsibility. Readings and Cases in a Global Context. 2nd ed. London: Routledge</i></p> <p>Marshall, S. 2017. <i>Advance in Academic Writing. Integrate Research, Critical Thinking, Academic Reading and Writing</i>. Montreal: Pearson</p> <p>Summers, J. and Smith, B. 2014. <i>Communication Skills Handbook. 4th ed. Milton, Qld., AUS: Wiley</i></p> <p>b. Corporate Social Responsibility/Business Ethics</p> <p>Benn,S. and Bolton,D.2011. <i>Key Concepts in Corporate Social Responsibility</i>. London: Sage</p> <p>Blowfield, M. and Murray, A. 2014. <i>Corporate Responsibility. 3rd ed. Oxford: OUP</i></p> <p>Crane, A. and Matten, D.2016. <i>Business Ethics.4th ed. Oxford: OUP</i></p> <p>Epstein, N.J and Rejc Buhovac, A. 2017. <i>Making Sustainability Work: Best Practice in Managing and Measuring Corporate Social, Environmental and Economic Impact. 2nd ed. Abingdon Oxon. Routledge.</i></p>

<p>Freeman, R.E., Harrison, J.S. Zyglidopolous. 2018. Stakeholder Theory. Cambridge Elements Series. Cambridge: CUP</p> <p>Griseri, P. and Seppala,N. 2010. <i>Business Ethics and Corporate Social Responsibility</i>. Andover, Hampshire: South-Western Cengage Learning</p> <p>Moon,J. 2014. Corporate Social Responsibility: A Very Short Introduction. Oxford:OUP</p> <p>Velasquez, M.G.2014. <i>Business Ethics. Concepts and cases</i>.9th ed. Harlow, Essex: Pearson</p>

Module Managing Cross Border Projects					
Code Number	Workload	Credits	Semester	Frequency	Duration
92221	180 hrs	6	4th semester	annually summer term	one semester
1	Course Title	Contact Hours	Self-Study	Planned Group Size	
	Managing Cross Border Projects	4 class hours (coach meetings) pw / 30 hrs	150 hrs (teamwork)	8-10 students	
2	<p>Learning Outcomes / Competencies</p> <p>2.1 Professional Competencies</p> <p>2.1.1 Knowledge</p> <p>The Students can/know/apply</p> <ul style="list-style-type: none"> • practical management skills in dealing with real companies and subject based consulting tasks, • transform learning outcomes and techniques from theoretical exercises into practice, • the latest state of knowledge regarding the strategic application of diversity related management models, • interpret qualitative and quantitative data and present appropriate and coherent recommendations that lead to effective marketing and business decisions, • how competence-based management resources improves performance management, • the role of motivation and engagement and its relationship with the attainment of project goals. <p>2.1.2 Skills</p> <p>The Students can/know/apply</p> <ul style="list-style-type: none"> • expertise in (international) team building, team organization and team management, • develop of tools and skills necessary to communicate in cross border projects, • project task related skills like timing, information gathering, planning, structuring, organization, reporting/documentation and presentation of results, • specialised problem-solving skills required in operational and strategic management issues in order to develop new knowledge and procedures and to integrate knowledge from different fields, • interpret qualitative and quantitative data and present appropriate and coherent recommendations that lead to effective marketing and business decisions, 				

- distance learning tools and other modern communication systems used for communication in cross border teams.

2.2 Personal Competencies

2.2.1 Social Competencies

The Students can/know/apply

- lead and coordinate teams in a results-oriented fashion,
- present and prudently defend team results in a complex and demanding environment,
- improve cooperation among human resources in projects and organizations based upon appropriate policies and strategies,
- handle complexities while working in international teams,
- detect HR competencies needed in a project or in an organization,
- develop team competencies among team members, supported by state of the art management instruments.

2.2.2 Autonomy

The Students can/know/apply

- foster their entrepreneurial mind-set due to the confrontation with (nearly) real business conditions and assignments,
- reflect operational challenges of a company in the background of social values,
- work out independent projects and ideas and can do what is necessary to carry out a sustainable management initiative.

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During the Management Projects mixed groups of 6 up to 10 students from one or more partner universities (e.g. Amsterdam, Helsinki etc.) have the task to consult *existing* Small and Medium Enterprises. This means that the groups have to work in an international environment for concrete clients. The students only have 7 weeks to accomplish this task and there will be a direct competition between the teams due to the fact that 6 up to 8 teams consult *the same* company.

The knowledge-tools (“master classes”) for successful consultancy will be concentrated mainly on market analysis and entrance strategies for foreign markets, as well as on tools like SWOT analysis and techniques regarding desk research.

(Cross border) management projects are designed to practice intercultural communication and problem solving within international teams. Teams are working together on a common assignment via modern communication systems and face-to-face meetings. In contrast to a

	<p>typical smaller case study environment, management projects are less structured in advance, more complex, and outcomes are less predetermined. Assignments are either given by real existing corporate partners or taken from other sources. Students are coached (but not guided) by faculty members and prepared by master-classes to get access to relevant topics. As self-management is key in management projects coaches do play a more passive role in monitoring the team and giving feed-back as well as in supporting the team for example in cases of unsolvable internal conflicts etc. Projects may consist in larger case studies, case competitions and/or consulting projects jointly performed with corporate partners.</p>
4	<p>Teaching and Training Methods</p> <p>Coaches from all partner universities and tutors are going to coach the teams for the time of the project. All mandatory project-related communication and reports have to be managed by using the E-Learning-Platform ILIAS.</p> <ul style="list-style-type: none"> • Master classes for teaching and applying corresponding methods and tools • Coaching by professional lecturers and practitioners • Distance learning tools (e.g. ILIAS) • Monitoring by structured reporting requirements/guidelines • Results-oriented presentations in oral and written form
5	<p>Prerequisites for Admission</p> <p>Formal: -</p> <p>Knowledge and Competencies: -</p>
6	<p>Assessment</p> <p>Business Communication & Project-Process-Management (25%); final report (25%); solid conclusion (25%); final presentation (25%); missing the deadlines will cause downgrading.</p>
7	<p>Requirements for Award of Credits</p> <p>Passing the assessment: Business Communication & Project-Process-Management; final report; solid conclusion; final presentation; missing the deadlines will cause downgrading. All requirements are written down in the <i>Project Handbook</i>.</p>
8	<p>Module Used in Other Programs</p> <p>None</p>
9	<p>Weighting of the Mark for the Final Grade</p>

10	Module Leader Prof. Dr. Beck Prof Dr. Brüggelambert
11	Further Information Literature: http://wps.pearsoned.com/nl_leeman_exportplanning/161/41351/10586071.cw/index.html

Electives B.A. International Business

Specialisation Area Accounting

Module Bilanzierung II					
Code Number	Workload	Credits	Semester	Frequency	Duration
921111	150 hrs	5	3rd semester	annually winter term	1 semester
1	Specialisation Area Accounting	Contact Hours 3 class hours pw / 45 hrs	Self-Study 105 hrs	Planned Group Size 45 Students	
2	<p>Learning Outcomes / Competencies</p> <p>2.1 Fachkompetenz</p> <p>2.1.1. Wissen</p> <p>Die Studierenden besitzen erweiterte Grundkenntnisse der handelsrechtlichen Rechnungslegung und damit zusammenhängende Grundlagen des steuerrechtlichen Jahresabschlusses. Die Studierenden kennen die Bedeutung des handelsrechtlichen Jahresabschlusses als Informationsinstrument eines Unternehmens ebenso wie seine Schwächen und Gestaltungsmöglichkeiten.</p> <p>2.1.2. Fertigkeiten</p> <p>Die Studierenden können eigenständig einen Jahresabschluss nach HGB deuten und die zentralen wirtschaftlichen Aussagen aus dem Jahresabschluss ableiten. Die Studierenden lösen Probleme die im Zusammenhang mit dem Jahresabschluss nach HGB stehen.</p> <p>2.2 Personale Kompetenzen</p> <p>2.2.1 Sozialkompetenz</p> <p>Die Studierenden entwickeln ein Gespür bei der Ermittlung zentraler Aussagen von Jahresabschlüssen nach HGB und können diese sowohl im Plenum als auch gegenüber dem Dozenten verdeutlichen.</p> <p>2.2.2 Selbstständigkeit</p> <p>Die Studierenden erlernen selbständig die Auswirkungen unterschiedlicher Bilanzansätze nach HGB deuten. Die Studierenden besitzen die Fähigkeit die</p>				

	Zusammenhänge von wirtschaftlichen Aktivitäten und Bilanzierung nach HGB eigenständig zu deuten.
3	<p>Inhalte/Contents</p> <ul style="list-style-type: none"> • Gliederung der Bilanz • Besondere Probleme der Bilanzierung des Vermögens • Besondere Probleme der Bilanzierung des Kapitals • Gewinn- und Verlustrechnung nach dem Gesamtkosten und nach dem Umsatzkostenverfahren • Anhang und Lagebericht
4	<p>Lehrformen/Teaching and Training Methods</p> <p>Seminaristische Veranstaltung mit anwendungsorientierten Übungseinheiten. / Lecture including Case Studies</p>
5	<p>Teilnahmevoraussetzungen/Prerequisites for Admission</p> <p>Formal:</p> <p>Inhaltlich/ Knowledge and Competencies: none</p>
6	<p>Prüfungsformen/Assessment</p> <p>Klausur (45 Minuten) (100%) / Examination (45 minutes) (100%)</p>
7	<p>Voraussetzungen für die Vergabe von Kreditpunkten/Requirements for Award of Credits</p> <p>Die Klausur muss bestanden werden./ Successful completion of the examination</p>
8	<p>Verwendung des Moduls (in anderen Studiengängen)/ Module Used in Other Programs</p> <p>Jahresabschluss II in den Studiengängen BA Betriebswirtschaft und B. Sc. BwLogistik</p>
9	<p>Stellenwert der Note für die Endnote/ Weighting of the Mark for the Final Grade</p>
10	<p>Modulbeauftragte/r und hauptamtlich Lehrende/ Module Leader</p> <p>Prof. Dr. Beck Prof. Dr. Breidenbach</p>

11 **Sonstige Informationen/Further Information**

Literatur/Literature:

Breidenbach, K.: Jahresabschluss, 4. Aufl., München (Oldenbourg) 2017

Coenenberg, A. G.; Haller, A.; Schultze, W.: Jahresabschluss und
Jahresabschlussanalyse, 25. Aufl., Stuttgart (Schäffer-Poeschel) 2018

Coenenberg, A. G.; Haller, A.; Schultze, W.: Jahresabschluss und
Jahresabschlussanalyse, Aufgaben und Lösungen, 17. Aufl., Stuttgart (Schäffer-
Poeschel) 2018

Module International Accounting (IFRS)					
Code Number	Workload	Credits	Semester	Frequency	Duration
921112	150 hrs	5	3rd semester	annually winter term	1 semester
1	Specialisation Area Accounting	Contact Hours 3 class hours pw / 45 hrs	Self-Study 105 hrs	Planned Group Size 45 Students	
2	<p>Learning Outcomes / Competencies</p> <p>2.1 Professional Competencies</p> <p>2.1.1 Knowledge</p> <p>The students know the organisation of the IASB, the basic principles of financial reporting based on International Financial Reporting Standards (IFRS) and the main differences between annual reports based on the German HGB and those based on the IFRS.</p> <p>2.1.2. Skills</p> <p>The students can solve basic financial reporting problems in connection with an annual report based on IFRS.</p> <p>2.2 Personal Competencies</p> <p>2.2.1 Social Competencies</p> <p>The students can find solutions of basic financial reporting problems in teams and defend their opinion towards other students and the teacher.</p> <p>2.2.2. Autonomy</p> <p>If new accounting problems occur, the students can choose and use adequate sources to solve them.</p>				
3	<p>Contents</p> <ul style="list-style-type: none"> • The organisation of the IASB • The due process • The IASB's framework 				

	<ul style="list-style-type: none"> • The contents of financial statements • Recognition and measurement of the elements of financial statements • Tangible and intangible fixed assets • Inventories • Financial assets, liabilities and equity
4	<p>Teaching and Training Methods</p> <p>Lecture including Case Studies</p>
5	<p>Prerequisites for Admission</p> <p>Formal:</p> <p>Inhaltlich/ Knowledge and Competencies:</p>
6	<p>Assessment</p> <p>Examination (45 minutes) (100%)</p>
7	<p>Requirements for Award of Credits</p> <p>Successful completion of the examination</p>
8	<p>Module Used in Other Programs</p>
9	<p>Weighting of the Mark for the Final Grade</p>
10	<p>Module Leader</p> <p>Prof. Dr. Beck</p> <p>Prof. Dr. Breidenbach</p>
11	<p>Further Information</p> <p>Literature:</p> <p>Alexander, D.; Nobes, C.: Financial Accounting, Fifth Edition, Singapore (Pearson) 2013</p> <p>Harrison Jr., W. T.; Horngren, C. T.; Thomas, C. W.; Suwardy, T.: Financial Accounting, Ninth Edition, Singapore (Pearson) 2013</p> <p>Melville, A.: International Financial Reporting, Fourth Edition, Singapore (Pearson) 2013</p>

Specialisation Area

International and European Law

Module International Law					
Code Number	Workload	Credits	Semester	Frequency	Duration
921121	150 hrs	5	3rd semester	annually winter term	1 semester
1	Specialisation Area International and European Law	Contact Hours 3 class hours pw / 45 hrs	Self-Study 105 hrs	Planned Group Size 45 students	
2	<p>Learning Outcomes / Competencies</p> <p>2.1 Professional Competencies</p> <p>2.1.1 Knowledge</p> <ul style="list-style-type: none"> • The students have a widespread knowledge concerning aspects of strategic human resource management/international and supranational labour law, including related law-areas like social-security-law and tax-law. • They know the difference between national law, international law and supra-national-law. • They have become acquainted with the history of international labour law, including the institutions which founded international standards, like the ILO. • They have received an overview of the functions of strategic international labour in multinational enterprises. • They can describe and explain the ideal process of drafting international labour-contracts and global mobility policies. • They are enabled to identify the different models of labour contracts, including cross-border assignments and multi-employer-models for expatriates. • They can describe different levels of complexity of expatriate-contracts. • They have the ability to distinguish between the different roles of supra-national and national legislation und jurisdiction <p>2.1.2 Skills</p> <p>The Students can/know/apply</p> <ul style="list-style-type: none"> • analyse, understand and describe legal texts, their content and environment, • detect and identify risks of different types of labour contracts in a multinational enterprise or group, • use techniques to analyse the pros and cons for the parties of an international labour-contract, 				

	<ul style="list-style-type: none"> distinguish between the primacy of supra-national-law and its relation to national labour-law, apply Human resources core values of a enterprise on its legal terms in labour contracts, apply tools for an international labour-law-compliance within a multinational enterprise. <p>2.2 Personal Competencies</p> <p>2.2.1 Social Competencies</p> <p>The Students can/know/apply</p> <ul style="list-style-type: none"> lead and coordinate teams in a results-oriented fashion, present and prudently defend team results in a complex and demanding environment <p>2.2.2 Autonomy</p> <p>The Students can/know/apply</p> <ul style="list-style-type: none"> manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches, reflect operational challenges of a company in the background of social values, the interplay between legal regulation and institutional framework and the strategic outline of a company and is able to derive an own mind on it, work out independent projects and ideas and can do what is necessary to carry out a sustainable management initiative
3	Contents
4	Teaching and Training Methods Seminars, Project Work, Group Work, Case Studies
5	Prerequisites for Admission Formal: None Knowledge and Competencies: business law
6	Assessment Examination (45 minutes) (75%) and case studies, presentations, homework (25%)
7	Requirements for Award of Credits

	Successful completion of exam, case studies, presentation, and homework
8	Module Used in Other Programs No
9	Weighting of the Mark for the Final Grade
10	Module Leader Prof. Dr. Bohne
11	Further Information Literature: International Human Resource Management: Policies and Practices for Multinational Enterprises (Global HRM), Dennis Briscoe et al., 4 th . Edition, New York, 2011. The Corporate Guide to Expatriate Employment: An Employer's Guide to Deploying and Managing Internationally Mobile Staff, Jonathan Reuvid, 1 st . Edition, London, 2009. Expatriate-Management – Auslandseinsätze erfolgreich gestalten, 2. Aufl., DGFP e.V. (Hrsg.), Düsseldorf, 2012. Personaleinsatz im Ausland – Personalmanagement, Arbeitsrecht, Sozialversicherungsrecht, Steuerrecht, Reinhold Mauer (Hrsg.), 2. Aufl., München 2013.

Module European Law					
Code Number	Workload	Credits	Semester	Frequency	Duration
921122	150 hrs	5	3rd semester	annually Winter term	1 semester
1	Specialisation Area International and European Law	Contact Hours 3 class hours pw / 45 hrs	Self-Study 105 hrs	Planned Group Size 45 students	
2	<p>Learning Outcomes / Competencies</p> <p>2.1 Professional Competencies</p> <p>2.1.1 Knowledge</p> <ul style="list-style-type: none"> • The students have a widespread knowledge concerning aspects of strategic human resource management/international and supranational labour law, including related law-areas like social-security-law and tax-law. • They know the difference between national law, international law and supra-national-law. • They have become acquainted with the history of international labour law, including the institutions which founded international standards, like the ILO. • They have received an overview of the functions of strategic international labour in multinational enterprises. • They can describe and explain the ideal process of drafting international labour-contracts and global mobility policies. • They are enabled to identify the different models of labour contracts, including cross-border assignments and multi-employer-models for expatriates. • They can describe different levels of complexity of expatriate-contracts. • They have the ability to distinguish between the different roles of supra-national and national legislation und jurisdiction <p>2.1.2 Skills</p> <p>The Students can/know/apply</p> <ul style="list-style-type: none"> • analyse, understand and describe legal texts, their content and environment, • detect and identify risks of different types of labour contracts in a multinational enterprise or group, • use techniques to analyse the pros and cons for the parties of an international labour-contract, 				

	<ul style="list-style-type: none"> distinguish between the primacy of supra-national-law and its relation to national labour-law, apply Human resources core values of a enterprise on its legal terms in labour contracts, apply tools for an international labour-law-compliance within a multinational enterprise. <p>2.2 Personal Competencies</p> <p>2.2.1 Social Competencies</p> <p>The Students can/know/apply</p> <ul style="list-style-type: none"> lead and coordinate teams in a results-oriented fashion, present and prudently defend team results in a complex and demanding environment <p>2.2.2 Autonomy</p> <p>The Students can/know/apply</p> <ul style="list-style-type: none"> manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches, reflect operational challenges of a company in the background of social values, the interplay between legal regulation and institutional framework and the strategic outline of a company and is able to derive an own mind on it, work out independent projects and ideas and can do what is necessary to carry out a sustainable management initiative
3	Contents
4	Teaching and Training Methods Seminars, Project Work, Group Work, Case Studies
5	Prerequisites for Admission Formal: None Knowledge and Competencies: business law
6	Assessment Examination (45 minutes) (75%) and case studies, presentations, homework (25%)
7	Requirements for Award of Credits

	Successful completion of exam, case studies, presentation, and homework
8	Module Used in Other Programs No
9	Weighting of the Mark for the Final Grade
10	Module Leader Prof. Dr. Bohne
11	Further Information Literature: International Human Resource Management: Policies and Practices for Multinational Enterprises (Global HRM), Dennis Briscoe et al., 4 th . Edition, New York, 2011. The Corporate Guide to Expatriate Employment: An Employer's Guide to Deploying and Managing Internationally Mobile Staff, Jonathan Reuvid, 1 st . Edition, London, 2009. Expatriate-Management – Auslandseinsätze erfolgreich gestalten, 2. Aufl., DGFP e.V. (Hrsg.), Düsseldorf, 2012. Personaleinsatz im Ausland – Personalmanagement, Arbeitsrecht, Sozialversicherungsrecht, Steuerrecht, Reinhold Mauer (Hrsg.), 2. Aufl., München 2013.

Specialisation Area Finance

Module Corporate Finance					
Code Number	Workload	Credits	Semester	Frequency	Duration
921131	150 hrs	5	3rd semester	annually winter term	1 semester
1	Specialisation Area Finance	Contact Hours 3 class hours pw / 45 hrs	Self-Study 105 hrs	Planned Group Size 45 Students	
2	<p>Learning Outcomes / Competencies</p> <p>2.1 Professional Competencies</p> <p>2.1.1 Knowledge</p> <p>The objective of this course is to provide the student with a deep understanding of financial management matters.</p> <p>a) <u>Upon completion of the Corporate Finance part of this course, students will</u></p> <ul style="list-style-type: none"> • be able to describe and explain fundamentals of Corporate Finance, • have a widespread knowledge concerning the core principles of a value-based Financial Management, • be able to use models of the capital market theory to determine cost of equity and debt of given company cases, • know the role of the financial manager in the present global environment, • understand the interdependency between Cost of Capital and the capital structure of a company, • can calculate return estimations based on the CAPM. <p>b) <u>Upon completion of the Investment Management part of this course, students</u></p> <ul style="list-style-type: none"> • will be able explain the structure and functionality of financial markets, • will be able to describe and explain the relation between risk and return and to observe the effects of diversification, • have the ability to evaluate selected financial assets with taking into account the respective risk, • have a widespread knowledge concerning the methods of portfolio optimization, • can use methods of portfolio optimization for determined investment portfolios, • be able to calculate investment projects with the WACC method. 				

2.1.2 Skills

Upon completion of this course, students will/can/know/apply

- make informed managerial decisions in an evolving global financial landscape,
- detect and identify financial risks by applying creativity techniques as well as quantitative techniques,
- use excel tools to calculate portfolio returns & risk,
- develop investment concepts for different risk preferences,
- have specialized problem-solving skills required in research in order to develop new knowledge and procedures and to integrate knowledge from different fields,
- apply sophisticated quantitative tools for data analysis in different economic settings,
- analyze data tables and statistics in the field.

2.2 Personal Competencies

2.2.1 Social Competencies

Another goal of this course is to educate the students in terms of their social competencies. By solving case studies in groups, upon completion of the course students will be able to

- lead and coordinate teams in a professional and results-oriented fashion,
- identify complexities while working in teams and to address them in a professional and solution-oriented manner,
- present and defend team results in a complex and demanding environment apply leadership skills.

2.2.2 Autonomy

Regarding the autonomy of the students, the objective of this course is to grow students regarding their self-reliance and responsibility, reflexivity, as well as learning competence. Upon completion of this course, students can/know/apply

- manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches,
- reflect operational challenges of a company in the background of social values, e.g. outsourcing of a company's financial tasks
- the interplay between economic regulation and institutional framework and the strategic outline of a company and is able to derive an own mind on it,
- work out independent projects and ideas and can do what is necessary to carry out a sustainable financial management initiative, including overviewing the interdependencies with other departments (e.g. tax and accounting departments) of the organization.

<p>3</p>	<p>Contents</p> <p>The ongoing globalisation leads to increasingly complex tasks of the financial management team of a company. This course addresses what Financial managers need to know in the present global environment and its impact on finance. As Corporate Finance and Investment Management play a major role for the proper management of a company's financials and capital structure, this course focuses on return and risk characteristics of various financial investment instruments with emphasis on long-term results. Concepts of modern portfolio theory are discussed and related to their implementation in the construction of portfolios for individual investors.</p> <p>Topics include for</p> <ul style="list-style-type: none"> • Core principles of Corporate Finance • Principles of value-based management • Capital Market Theory • Capital asset pricing model (CAPM), • WACC
<p>4</p>	<p>Teaching and Training Methods</p> <p>Lectures introduce concepts, methods and tools. Group work applies methods and tools by solving case studies. Homework adds individual contributions and presentations communicate the results.</p>
<p>5</p>	<p>Prerequisites for Admission</p> <p>Formal: none</p> <p>Knowledge and Competencies:</p>
<p>6</p>	<p>Assessment</p> <p>Examination (45 minutes) (100%)</p>
<p>7</p>	<p>Requirements for Award of Credits</p> <p>Successful completion of the examination</p>
<p>8</p>	<p>Module Used in Other Programs</p> <p>---</p>
<p>9</p>	<p>Weighting of the Mark for the Final Grade</p>

10	Module Leader Prof. Dr. Mörchel
11	Further Information Literature: Brealey, R.A.; S.C. Myers; F. Allen: Principles of Corporate Finance, New York (McGraw-Hill). Bodie, Z.; Kane, A.; Marcus, A.: Investments and Portfolio Management, 9 th edition, New York (McGraw-Hill). Hillier, D. u.a.: Corporate Finance, New York (McGraw-Hill).

Module Investment Management					
Code Number	Workload	Credits	Semester	Frequency	Duration
921132	150 hrs	5	3rd semester	annually winter term	1 semester
1	Specialisation Area Finance	Contact Hours 3 class hours pw / 45 hrs	Self-Study 105 hrs	Planned Group Size 45 Students	
2	<p>Learning Outcomes / Competencies</p> <p>2.1 Professional Competencies</p> <p>2.1.1 Knowledge</p> <p>The objective of this course is to provide the student with a deep understanding of financial management matters.</p> <p>c) <u>Upon completion of the Corporate Finance part of this course, students will</u></p> <ul style="list-style-type: none"> • be able to describe and explain fundamentals of Corporate Finance, • have a widespread knowledge concerning the core principles of a value-based Financial Management, • be able to use models of the capital market theory to determine cost of equity and debt of given company cases, • know the role of the financial manager in the present global environment, • understand the interdependency between Cost of Capital and the capital structure of a company, • can calculate return estimations based on the CAPM. <p>d) <u>Upon completion of the Investment Management part of this course, students</u></p> <ul style="list-style-type: none"> • will be able explain the structure and functionality of financial markets, • will be able to describe and explain the relation between risk and return and to observe the effects of diversification, • have the ability to evaluate selected financial assets with taking into account the respective risk, • have a widespread knowledge concerning the methods of portfolio optimization, • can use methods of portfolio optimization for determined investment portfolios, • be able to calculate investment projects with the WACC method. 				

2.1.2 Skills

Upon completion of this course, students will/can/know/apply

- make informed managerial decisions in an evolving global financial landscape,
- detect and identify financial risks by applying creativity techniques as well as quantitative techniques,
- use excel tools to calculate portfolio returns & risk,
- develop investment concepts for different risk preferences,
- have specialized problem-solving skills required in research in order to develop new knowledge and procedures and to integrate knowledge from different fields,
- apply sophisticated quantitative tools for data analysis in different economic settings,
- analyze data tables and statistics in the field.

2.2 Personal Competencies

2.2.1 Social Competencies

Another goal of this course is to educate the students in terms of their social competencies. By solving case studies in groups, upon completion of the course students will be able to

- lead and coordinate teams in a professional and results-oriented fashion,
- identify complexities while working in teams and to address them in a professional and solution-oriented manner,
- present and defend team results in a complex and demanding environment apply leadership skills.

2.2.2 Autonomy

Regarding the autonomy of the students, the objective of this course is to grow students regarding their self-reliance and responsibility, reflexivity, as well as learning competence. Upon completion of this course, students can/know/apply

- manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches,
- reflect operational challenges of a company in the background of social values, e.g. outsourcing of a company's financial tasks
- the interplay between economic regulation and institutional framework and the strategic outline of a company and is able to derive an own mind on it,
- work out independent projects and ideas and can do what is necessary to carry out a sustainable financial management initiative, including overviewing the interdependencies with other departments (e.g. tax and accounting departments) of the organization.

<p>3</p>	<p>Contents</p> <p>The ongoing globalisation leads to increasingly complex tasks of the financial management team of a company. This course addresses what Financial managers need to know in the present global environment and its impact on finance. As Corporate Finance and Investment Management play a major role for the proper management of a company's financials and capital structure, this course focuses on return and risk characteristics of various financial investment instruments with emphasis on long-term results. Concepts of modern portfolio theory are discussed and related to their implementation in the construction of portfolios for individual investors.</p> <p>Topics include for</p> <ul style="list-style-type: none"> • Structure and Functionality of Financial Markets • Portfolio Theory and CAPM • Portfolio Management • Buying and selling securities at securities markets • Efficient markets, investment value and market price, • Valuation of riskless securities as well as bonds and equities, • International portfolio investment • Fixed income securities, bond analysis and bond portfolio management, • Investment management and portfolio performance evaluation, among others.
<p>4</p>	<p>Teaching and Training Methods</p> <p>Lectures introduce concepts, methods and tools. Group work applies methods and tools by solving case studies. Homework adds individual contributions and presentations communicate the results.</p>
<p>5</p>	<p>Prerequisites for Admission</p> <p>Formal: none</p> <p>Knowledge and Competencies:</p>
<p>6</p>	<p>Assessment</p> <p>Examination (45 minutes) (100%)</p>
<p>7</p>	<p>Requirements for Award of Credits</p> <p>Successful completion of the examination</p>
<p>8</p>	<p>Module Used in Other Programs</p>

9	Weighting of the Mark for the Final Grade
10	Module Leader Prof. Dr. Mörchel
11	Further Information Literature: Brealey, R.A.; S.C. Myers; F. Allen: Principles of Corporate Finance, New York (McGraw-Hill). Bodie, Z.; Kane, A.; Marcus, A.: Investments and Portfolio Management, New York (McGraw-Hill). Hillier, D. u.a.: Corporate Finance, New York (McGraw-Hill).

Specialisation Area

Marketing Management Decisions

Module Global Marketing Management					
Code Number	Workload	Credits	Semester	Frequency	Duration
921141	150 hrs	5	3rd semester	annually winter term	1 semester
1	Specialisation Area Marketing Management Decisions	Contact Hours 3 class hours pw / 45 hrs	Self-Study 105 hrs	Planned Group Size 45 Students	
2	<p>Learning Outcomes / Competencies</p> <p>2.1 Professional Competencies</p> <p>2.1.1 Knowledge</p> <ul style="list-style-type: none"> • Understand the scope of marketing and sales tasks, • Gain deep insights into critical success factor for designing a successful global marketing mix, • Examine the international similarities and differences in marketing functions based on consumer psychology and cultural, economic, political, social, and physical dimensions of the environment, • Know approaches and frameworks to identify markets with the highest market potential on a global level, • Take the right marketing mix decisions in the tense area of standardization versus adaptation <p>2.1.2 Skills</p> <p>The Students will</p> <ul style="list-style-type: none"> • use techniques to analyze environments, markets, and consumers' attitudes • apply sophisticated tools for data analysis for different market solutions • be able to write a global marketing plan <p>2.2 Personal Competencies</p> <p>2.2.1 Social Competencies</p> <p>The Students will</p> <ul style="list-style-type: none"> • have the capability to work multicultural teams in a results-oriented fashion, • present and prudently defend team results in a complex and demanding environment 				

	<ul style="list-style-type: none"> • be able to analyze and describe weaks and strengths of competitive marketing strategies <p>2.2.2 Autonomy</p> <p>The Students can / understand</p> <ul style="list-style-type: none"> • analyze contexts that are complex, unpredictable and require a profound knowledge of global marketing mechanisms, • the interplay between different competitors in the global marketing arena • reflect operational challenges of a global organizations with regard to identifying the right markets to enter
<p>3</p>	<p>Contents</p> <p>The marketing and sales functions ensure that an organization attracts and retains customers and intensifies relationships with them by creating, delivering, and communicating superior customer value. In an international context, this task becomes more complex, as managers will have to identify on a global scale which markets have the highest market potential. Based on a thorough external and internal analysis, managers will have to decide for the right set of countries, suiting market entry modes and assess which elements of the marketing mix they will have to standardize or to adopt in order to achieve long-term, sustainable growth. One focus of this class lies on emerging markets.</p> <p>This class takes a decision-based approach in order to develop global marketing plans and combines theoretical knowledge with practical case studies. The content of this class is based on the five-stage decision model in global marketing:</p> <ol style="list-style-type: none"> 1. Deciding whether to go international & international negotiations 2. Market Analysis: deciding which markets to enter 3. Market entry strategies 4. Defining the global marketing mix 5. Implementing the global marketing mix <p>Next to the theoretical input students will work in groups on an internationalization strategy for a specific domestic company. Based on a thorough market analysis, students will decide for countries to enter and design a marketing mix for the proposed new markets. As a team, students will ultimately develop a marketing strategy and plan that takes into account market potentials, environmental and competitive risk analysis</p>

	and a successful marketing mix based on local consumer preferences whilst taking into account feasibility.
4	Teaching and Training Methods Lecture, in-class cases, group case
5	Prerequisites for Admission Formal: Knowledge and Competencies:
6	Assessment 50% presentation including documentation (10 minutes) 50% final exam (45 minutes)
7	Requirements for Award of Credits Successful completion of examinations/presentations
8	Module Used in Other Programs no
9	Weighting of the Mark for the Final Grade
10	Module Leader Prof. Dr. Scheidler
11	Further Information Literature: Hollensen, S.: Global Marketing, a decision-oriented approach. NJ: Pearson, 2013. Keegan, W. J., and Green, M.C.: Global marketing. Upper Saddle River, NJ: Pearson, 2015. Plötner, O.: Counter Strategies im globalen Wettbewerb. Springer-Verlag, 2012.

Module Marketing Research for Management Decisions					
Code Number	Workload	Credits	Semester	Frequency	Duration
921142	150 hrs	5	3rd semester	annually winter term	1 semester
1	Specialisation Area Marketing Management Decisions	Contact Hours 3 class hours pw / 45 hrs	Self-Study 105 hrs	Planned Group Size 45 Students	
2	<p>Learning Outcomes / Competencies</p> <p>2.1 Professional Competencies</p> <p>2.1.1 Knowledge</p> <ul style="list-style-type: none"> • Select the right research design (external and internal secondary data, qualitative, and quantitative research), data collection approach and data analysis for a specific management question • Know basics of marketing research with a focus on simple quantitative empirical research • Construct a research survey that delivers valid and reliable empirical results • Conduct data analysis with simple quantitative methods (e.g., descriptive analysis, ANOVA, regressions analysis) • Interpret data outputs (e.g. from SPSS) to provide data driven insights for management decisions <p>2.1.2 Skills</p> <p>The Students will</p> <ul style="list-style-type: none"> • use secondary, quantitative and qualitative to analyze environments, markets, and consumers' attitudes • apply sophisticated tools for data analysis for different market solutions • be able to analyze and interpret quantitative data in order to gain objective knowledge for management decisions <p>2.2 Personal Competencies</p> <p>2.2.1 Social Competencies</p> <p>The Students will have</p> <ul style="list-style-type: none"> • have the capability to work efficient in teams in a results-oriented fashion, 				

	<ul style="list-style-type: none"> • the ability to analyze, interpret present and present data in a complex and demanding environment • are able to discuss in multi-cultural teams implications from marketing research <p>2.2.2 Autonomy</p> <p>The Students can / understand</p> <ul style="list-style-type: none"> • transfer theoretical marketing research knowledge to solve real management issues • independently recapture different marketing research methods and apply them to a specific context
<p>3</p>	<p>Contents</p> <p>Digitalization and globalization make it ever more complex for many businesses to take the right business and marketing decisions. In order to cope with the complexity and ambiguity, managers will have to know how to make use of and generate data that helps them to take the right decisions. Therefore, this class will provide students with insights and hands-on knowledge on how marketing research can be used to support management decisions. This class is also helpful for writing empirical bachelor thesis in the area of marketing.</p> <p>The course is structured alongside the basics steps of the marketing research process.</p> <ul style="list-style-type: none"> • Problem definition • Selecting the right research design • Frameworks for and interpretation of secondary data (e.g., MACS matrix, summarizing descriptive data) • Collecting primary data (focus on quantitative data) with an emphasis on questionnaire design, attitude measurement and sampling methods • Data analysis (simple quantitative methods, e.g., scale analysis, ANOVA, regression analysis) • Interpreting quantitative data for management decisions <p>The theoretical part of the class ties in with in-class exercise and a group work that provides students with an experience in applying the concepts and methods of marketing research to a real marketing research problem. Ideally, students can make use of synergies to the “Global Marketing & Sales Decision” project by gathering and analyzing data for their project.</p>

4	<p>Teaching and Training Methods</p> <p>Lecture, in class cases and team work</p>
5	<p>Prerequisites for Admission</p> <p>Formal:</p> <p>Knowledge and Competencies:</p>
6	<p>Assessment</p> <p>50% presentation including documentation (10 minutes)</p> <p>50% final exam (45 minutes)</p>
7	<p>Requirements for Award of Credits</p> <p>Successful completion of examinations/presentations</p>
8	<p>Module Used in Other Programs</p> <p>no</p>
9	<p>Weighting of the Mark for the Final Grade</p>
10	<p>Module Leader</p> <p>Prof. Dr. Scheidler</p>
11	<p>Further Information</p> <p>Literature:</p> <p>Babin, B. J.; Zikmund, W. G. : Exploring marketing research. Cengage Learning. 2015</p> <p>Backhaus, K.; Erichson, B.; Plinke, W.; Weiber, R.: Multivariate Analysemethoden: Eine anwendungsorientierte Einführung, 13. Auflage, Berlin: Springer Gabler. 2010</p> <p>Field, A.: Discovering statistics using IBM SPSS statistics. Sage. 2013</p> <p>Homburg, C.: Marketingmanagement: Strategie-Instrumente-Umsetzung-Unternehmensführung. Springer-Verlag. 2016</p>

Specialisation Area Supply Chain Management

Module Global Sourcing / International Procurement					
Code Number	Workload	Credits	Semester	Frequency	Duration
921151	150 hrs	5	3rd semester	annually winter term	1 semester
1	Specialisation Area Supply Chain Management	Contact Hours 3 class hours pw / 45 hrs	Self-Study 105 hrs	Planned Group Size 45 students	
2	<p>Learning Outcomes / Competencies</p> <p>2.1 Professional Competencies</p> <p>2.1.1 Knowledge</p> <ul style="list-style-type: none"> • The students have gained a widespread knowledge of the strategies and concepts of sourcing and procurement and especially on the specific concepts related to international procurement and global sourcing. • They deepen their knowledge of procurement management and the interdependencies between procurement, supply and logistics. • They gain the knowledge of typical documents needed in international procurement and also on typical approaches to billing management in an international context. <p>2.1.2 Skills</p> <ul style="list-style-type: none"> • The students can make a portfolio analysis on purchasing products and can analyze the purchasing goods according to procurement risks and impact on financial result. • They know and can apply a TCO (total cost of ownership) comparison between different sourcing alternatives. <p>2.2 Personal Competencies</p> <p>2.2.1 Social Competencies</p> <ul style="list-style-type: none"> • The students perform an investigation on sourcing opportunities in selected countries in working groups. They know how to contact institutions to collect information and also to coordinate teams in a result oriented fashion, • They can present and prudently defend the team results. 				

	<p>2.2.2 Autonomy</p> <ul style="list-style-type: none"> The students know how to collect valuable information for complex sourcing decisions. They can reflect on the operational challenges of companies in the background of cultural differences between suppliers from all over the world.
<p>3</p>	<p>Contents</p> <p>With the reduction of the in-house production depth and the increasing competition in globalized markets procurement and sourcing are increasingly recognized as key business drivers. This course deepens the knowledge on procurement management and strategies for procurement and supply in general and especially on aspects of international procurement and global supply.</p> <p><u>Topics include</u></p> <ul style="list-style-type: none"> Procurement Management <ul style="list-style-type: none"> Definitions, classification and procurement processes Strategies Sourcing, esp. Global Sourcing Tasks and tools of management in the procurement process: <ul style="list-style-type: none"> Demand management Supplier management, Negotiation management Shipping and supply management Billing management Total cost of ownership approach for comparison of sourcing alternatives
<p>4</p>	<p>Teaching and Training Methods</p> <p>PowerPoint-supported dialogue-oriented lectures with practical examples. Working groups, moderated discussion, "learning by doing". Research on procurement possibilities in working groups and presentation of the results.</p>
<p>5</p>	<p>Prerequisites for Admission</p> <p>Formal: none</p> <p>Knowledge and Competencies: none</p>
<p>6</p>	<p>Assessment</p>

	<p>Written examination (30 minutes) (50%)</p> <p>Homework, group work, presentations and/or case studies (50%)</p>
7	<p>Requirements for Award of Credits</p> <p>Passed module examination (written examination and case work) (100%)</p>
8	<p>Module Used in Other Programs</p>
9	<p>Weighting of the Mark for the Final Grade</p>
10	<p>Module Leader</p> <p>Prof. Dr. Klingebiel</p> <p>Prof. Dr. Fischer</p>
11	<p>Further Information</p> <p>Literature</p> <p>Van Weele, A. J.: Purchasing and Supply Chain Management. Analysis, Strategy, Planning and Practice, 6th Edition, Cengage Learning, 2014</p> <p>Kaufmann, L., Ehr Gott, M., Reiman, F.: Selected Cases in Supply Management, 1th Edition, European Management Publications, 2013</p>

Module Global Integrated Logistics					
Code Number	Workload	Credits	Semester	Frequency	Duration
921152	150 hrs	5	3rd semester	annually winter term	1 semester
1	Specialisation Area Supply Chain Management	Contact Hours 3 class hours pw / 45 hrs	Self-Study 105 hrs	Planned Group Size 45 students	
2	<p>Learning Outcomes / Competencies</p> <p>2.1 Professional Competencies</p> <p>2.1.1 Knowledge</p> <ul style="list-style-type: none"> The students have gained an widespread knowledge of the strategies and concepts of a global orientated logistics. They understand the importance of integrated supply chains for the global trade and can define the underlying concepts of supply chain management. <p>2.1.2 Skills</p> <ul style="list-style-type: none"> The students can analyze and assess interactions and dynamics within a global supply chain case and develop strategies for optimization of international and global logistics. <p>2.2 Personal Competencies</p> <p>2.2.1 Social Competencies</p> <ul style="list-style-type: none"> The students take actively part in the analysis of case studies and are able to present and prudently defend their decision-making. <p>2.2.2 Autonomy</p> <ul style="list-style-type: none"> The students can reflect upon strategic logistics challenges of a company acting in global supply chains and independently work out concepts based on best practice examples. 				

3	<p>Contents</p> <p>Logistics handles and manages the world-wide material flow processes. With the shift of objectives from costs to service-levels and continuing derivatisation and globalization logistics is challenged to manage increasing complexity, uncertainty and risk. This course discusses and analyzes the strategies and concepts offered by supply chain management which aim to coordinate and synchronize processes for truly global integrated logistics. Topics include:</p> <ul style="list-style-type: none"> • Logistics and supply Chains – Concepts, characteristics and challenges of international and global logistics • Inventories in global supply chains • Transportation and distribution strategies • Push and pull strategies • Strategic Fit and Supply Chain Coordination
4	<p>Teaching and Training Methods</p> <p>Lecture and case work/coaching.</p> <p>The module will consist of (i) weekly lectures in seminar style and (ii) case work/coaching that will take place biweekly for this module. Students that are merely registered for the module <u>Global Integrated Logistics</u> – an option open for visiting students only – will only have to visit the lectures for <u>Global Integrated Logistics</u> as well as the case work/coaching classes related to this sub-module working on cases that focus on the topic of this sub-module.</p>
5	<p>Prerequisites for Admission</p> <p>Formal: none</p> <p>Knowledge and Competencies: “Einführung SCM/Logistik” or similar lecture</p>
6	<p>Assessment</p> <p>Written examination (30 minutes) (50%) Case work (50%)</p>
7	<p>Requirements for Award of Credits</p> <p>Successful completion of of examinations and group case</p>
8	<p>Module Used in Other Programs</p> <p>-</p>

9	Weighting of the Mark for the Final Grade
10	<p>Module Leader</p> <p>Prof. Dr. Klingebiel</p> <p>Prof. Dr. Fischer</p>
11	<p>Further Information</p> <p>Literature</p> <p>Chopra, Meindl: Supply Chain Management: Strategy, Planning And Operation, 7th Edition, Pearson, 2018.</p> <p>Simchi-Levi, Kaminsky, Simchi-Levi: Designing and Managing the Supply Chain, 3rd Edition, McGraw Hill, 2007</p> <p>Grant, D.B.: Logistics Management, Pearson, 2012</p> <p>Bowersox, D., Closs, D., Cooper, M. B.: Supply Chain Logistics Management, 4th Edition, McGraw-Hill, 2012</p> <p>Pfohl, H.-C.: Logistiksysteme, 9. Auflage, Springer, 2018</p>

Specialisation Area Competitive Analysis

Module Industry Analysis and Business Analytics					
Code Number	Workload	Credits	Semester	Frequency	Duration
921161	150 hrs	5	3rd semester	annually winter term	1 semester
1	Specialisation Area Competitive Analysis	Contact Hours 3 class hours pw / 45 hrs	Self-Study 105 hrs	Planned Group Size 45 students	
2	<p>Learning Outcomes / Competencies</p> <p>2.1 Professional Competencies</p> <p>2.1.1 Knowledge</p> <p>The Students</p> <ul style="list-style-type: none"> • have a widespread knowledge on how to retrieve and analyse relevant business data, • know about tools and instruments helpful for analysing quantitative and qualitative data for strategic decision making, • know how to define relevant markets, • are familiar with the basic topics of industrial economics and economics of strategy like production and cost, firm boundaries, market structure and competition, sources of market power, and rivalry, • know how to use theoretical models and concepts as well as relevant business data to perform an external market analysis as one of the major pillar of strategic management analysis, • know how to apply qualitative and quantitative tools for analysis and strategy development in an applied business case, • know how to balance the trade-off of conflicting objectives, goals and strategies in business strategy development. <p>2.1.2 Skills</p> <p>The Students have/can/apply</p> <ul style="list-style-type: none"> • gather data from external data sources 				

- prepare and analyse these data by means of spreadsheet software and statistical tools,
- identify, collect and structure complex data sets and information and can prepare these data and information for tactical and strategic decision making by using a systematic set of KPIs,
- can present relevant information in a professional way for different stakeholders of the strategic management process (for students registered for the complete module Competitive Analysis)
- select tools and concepts as well as relevant business data to perform an external market analysis,
- qualitative and quantitative tools for analysis and strategy development in an applied business case.

2.2 Personal Competencies

The Students have/can/apply/know

2.2.1 Social Competencies

- soundly coordinate and work on joint tasks in teams (for students registered for the complete module Competitive Analysis),
- organise and manage complex team tasks in a project oriented manner (for students registered for the complete module Competitive Analysis),
- prudently defend team results in a complex and demanding environment (for students registered for the complete module Competitive Analysis),
- how to act and communicate in public in a sensitive and professionally manner when voicing their opinion,
- handle ambiguous situations in decision-making and balance conflicting interests of various stakeholders.

2.2.2 Autonomy

- reflect operational challenges of a company in an environment of conflicting objectives (trade-off decisions),
- autonomously develop reasonable assumptions for performing a strategic analysis,
- autonomously deliver a well-considered judgement based on facts and figures and a well-defined line of arguments,

	<ul style="list-style-type: none"> • reflect the interplay between business conditions and the economic and institutional framework of a society and are able to derive an own view on this societal dimensions.
<p>3</p>	<p>Contents</p> <p>Industry Analysis</p> <p>This part offers a compact introduction into the major fields of industrial and competitive analysis. It shall give the students a theoretical and practical background for performing an external market analysis as one of the major pillar of strategic management analysis.</p> <p>Topics examined are the following:</p> <ul style="list-style-type: none"> • A primer in production and cost theory • Firm boundaries (long-run costs & economies of scale/scope; transaction costs) • Market structure and competition • Sources of market power - and its limits • Rivalry and reputation • Industry analysis checklist (seven-forces scorecard templates) • Case study coaching (for students that are registered for the complete module <u>Competitive Analysis</u>) <p>Business Analytics</p> <p>This part offers students a systematic approach to business analytics and data mining as well as a comprehensive approach to competition analysis related to the field of business intelligence.</p> <ul style="list-style-type: none"> • Introduction & working with data (Euromonitor) • Measures of market concentration • Univariate regression & price elasticities • Multivariate regression • Sample applications • Case study coaching (for students that are registered for the complete module <u>Competitive Analysis</u>)
<p>4</p>	<p>Teaching and Training Methods</p> <ul style="list-style-type: none"> • Seminar

- Interactive teaching based on effective use of IT systems
- Research assignments
- Case study work in teams
(for students that are registered for the complete module Competitive Analysis)
- Reports and presentations in oral/written
- Homework

As illustrated in the schedule below, the module will start with a 7 week period of intensive lectures in all three fields of study, i.e. Business Analytics, Industry Analysis, and Company Analysis for those students that are registered for the Specialisation Area Competitive Analysis. Students that are merely registered for the single module Industry Analysis and Business Analytics – an option open for guest students only – will only have to visit the classes for Business Analytics and Industry Analysis.

The lectures will provide the students with the theoretical and practical knowledge they need to understand to work carefully on their assignments (for students registered for the Specialisation Area Competitive Analysis) or to be prepared for the written exam (for students registered for the single module Industry Analysis and Business Analytics).

Assignments consists working on a complex case study. The business case will be submitted to the relevant group of students at the beginning of the semester. Students that have registered for the Specialisation Area Competitive Analysis will work on the assignments given in the case study and will present their findings at the end of the semester.

(Note that the schedule below may be subject to minor changes.)

Week	Activity	Business Analytics	Industry Analysis	Company Analysis	Lectures	Case briefing / coaching / presentation	Total contact hours
1	Lecture and case briefing	2	2	2	4	2	6
	Team building						
2	Lecture	2	2	2	6		6
3	Lecture	2	2	2	6		6
4	Lecture	2	2	2	6		6
5	Lecture	2	2	2	6		6
6	Lecture	2	2	2	6		6
7	Lecture	2	2	2	6		6
8	Coaching	2	2	2	6	6	12
9	Coaching	2	2	2	6	6	12
10	Coaching	2	2	2	6	6	12
X	Submission deadline						
Y	Case presentation	6	6	6		6	6
Total		26	26	26	46	20	72
Case briefing							
Case coaching							
Important deadlines							
Case presentation							

5	<p>Prerequisites for Admission</p> <p>Formal: -/-</p> <p>Knowledge and Competencies:</p> <ul style="list-style-type: none"> • Quantitative management with Excel / Basic skills in Excel • Marketing basics • Strategic management • Basic micro-economics
6	<p>Assessment</p> <p><i>I. Complete Specialisation Area</i>, i.e. <u>Competitive Analysis</u>:</p> <ul style="list-style-type: none"> • Preparation and presentation of the case study: 50% • Class participation: oral participation, cold calls on compulsory readings: 25% • Quality of the Excel data fact sheets and data analytics: 25 % <p><i>II. Module</i>, i.e. <u>Industry Analysis and Business Analytics</u> (open for visiting students only!):</p> <ul style="list-style-type: none"> • Class participation, i.e. oral contributions, cold calls on compulsory readings, in the two lectures Industry Analysis and Business Analytics : 25% • Written exam in the field of Industry Analysis and Business Analytics at the end of the semester: 75% <p>Visiting students can either opt for one of the modules from the Specialisation Area <u>Competitive Analysis</u>, i.e. for <u>Industry Analysis and Business Analytics</u> or for <u>Company Analysis and Business Analytics</u>, or for both modules from the Specialisation Area <u>Competitive Analysis</u>.</p>
7	<p>Requirements for Award of Credits</p> <ul style="list-style-type: none"> • Class attendance • For students registered for the complete module <u>Competitive Analysis</u>: <ul style="list-style-type: none"> ○ Qualified presentation of case study results ○ Submission of a qualified company and competitor data base (spreadsheet file – according to the assignments given in the case study) ○ Submission of a qualified management presentation (presentation file – well-written, succinct and backed with supporting data gathered according to the assignments given in the case study)

	<ul style="list-style-type: none"> For students registered for the sub-module <u>Industry Analysis and Business Analytics</u> only: Passing the written exam
8	<p>Module Used in Other Programs</p> <ul style="list-style-type: none"> No
9	<p>Weighting of the Mark for the Final Grade</p>
10	<p>Module Leader</p> <p>Prof. Dr. Brüggelambert</p> <p>Prof. Dr. Bornhorn</p> <p>Prof. Dr. Büchler</p> <p>Prof. Dr. Frese</p>
11	<p>Further Information</p> <p>Literature:</p> <p>Industry Analysis</p> <ul style="list-style-type: none"> Berg v. d., G., Pietersma, P. (2014), Key Management Models: The 75+ Models Every Manager Needs to Know, 3rd ed., Pearson. Besanko, D., Dranove, D., Schaefer, S., Shanley, M. (2013), Economics of Strategy, 6th ed., Wiley Cadle, J., Paul, D., Turner, P. (2014), Business Analysis Techniques: 99 essential tools for success, BCS Learning & Development Ltd. Farnham, P. G. (2010), Economics for Managers, 2nd ed., Pearson. Fleisher, C. S., Bensoussan, B. E. (2015), Business and Competitive Analysis: Effective Application of New and Classic Methods, 2nd ed., Pearson Education. Oster, S. M. (1999), Modern Competitive Analysis, 3rd ed., Oxford University Press. Wunder, T. (2016), Essentials of Strategic Management: Effective Formulation and Execution of Strategy, Schäffer Poeschel. <p>Business Analytics</p> <ul style="list-style-type: none"> Euromonitor International (2014), Help-Pages, http://www.portal.euromonitor.com/Portal/Pages/Help/Help.aspx.

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- Büchler, J.-P. (2014) Strategie: entwickeln, umsetzen und optimieren. In: Pearson Studium
- Farnham, P. G. (2010), Economics for Managers, 2nd ed., Pearson.
- Fogarty, J. (2008), The Demand for Beer, Wine and Spirits: Insights from a Meta Analysis Approach, American Association of Wine Economists, Working Paper No. 31.
- Madsen, E.S., Pedersen, K., Lund-Thomsen, L. (2011), M&A as a Driver of Global Competition in the Brewing Industry, Paper presented at the 2nd Beeronomics Conference “The Economics of beer and brewing”.
- Wulf, I., Wieland, J. (2013), Ratios IFRS-Financial Statements, Wiley.

Module Company Analysis and Business Analytics					
Code Number	Workload	Credits	Semester	Frequency	Duration
921162	150 hrs	5	3rd semester	annually winter term	1 semester
1	Specialisation Area Competitive Analysis		Contact Hours 3 class hours pw / 45 hrs	Self-Study 105 hrs	Planned Group Size 45 students
2	<p>Learning Outcomes / Competencies</p> <p>2.1 Professional Competencies</p> <p>2.1.1 Knowledge</p> <p>The Students</p> <ul style="list-style-type: none"> • have a widespread knowledge on how to retrieve and analyse relevant business data, • know about tools and instruments helpful for analysing quantitative and qualitative data for strategic decision making, • know how to define relevant markets, • know the difference between market-based view and resource-based view and can oppose the key statements of those two perspectives, • are familiar with the basic tools of strategic management, e.g. SWOT, VRIO, Value Chain Analysis, Portfolio Analysis, and KPI analysis. • know how to use and integrate these components as well as relevant business data in the modern firm's tactical and strategic decision making. • know how to apply qualitative and quantitative tools for analysis and strategy development in an applied business case, • know how to balance the trade-off of conflicting objectives, goals and strategies in business strategy development. <p>2.1.2 Skills</p> <p>The Students have/can/apply</p> <ul style="list-style-type: none"> • gather data from external data sources 				

- prepare and analyse these data by means of spreadsheet software and statistical tools,
- identify, collect and structure complex data sets and information and can prepare these data and information for tactical and strategic decision making by using a systematic set of KPIs,
- can present relevant information in a professional way for different stakeholders of the strategic management process (for students registered for the complete module Competitive Analysis)
- select tools and concepts as well as relevant business data to perform a company analysis,
- qualitative and quantitative tools for analysis and strategy development in an applied business case.

2.2 Personal Competencies

The Students have/can/apply/know

2.2.1 Social Competencies

- soundly coordinate and work on joint tasks in teams (for students registered for the complete module Competitive Analysis),
- organise and manage complex team tasks in a project oriented manner (for students registered for the complete module Competitive Analysis),
- prudently defend team results in a complex and demanding environment (for students registered for the complete module Competitive Analysis),
- how to act and communicate in public in a sensitive and professionally manner when voicing their opinion,
- handle ambiguous situations in decision-making and balance conflicting interests of various stakeholders.

2.2.2 Autonomy

- reflect operational challenges of a company in an environment of conflicting objectives (trade-off decisions),
- autonomously develop reasonable assumptions for performing a strategic analysis,
- autonomously deliver a well-considered judgement based on facts and figures and a well-defined line of arguments,

	<ul style="list-style-type: none"> • reflect the interplay between business conditions and the economic and institutional framework of a society and are able to derive an own view on this societal dimensions.
<p>3</p>	<p>Contents</p> <p>Company Analysis</p> <p>This part offers a compact introduction into the major fields of company analysis. It shall give the students a theoretical and practical background for performing an internal company analysis as one of the major pillar of strategic management analysis.</p> <p>Topics examined are the following:</p> <ul style="list-style-type: none"> • Introduction to company analysis • Company statements – a guided review and assessment of Annual Company Reports • A Resource-Based-View of the company • Value chain analysis • Relevant markets and profit pools • SWOT / TOWS / Portfolio Analysis • Case study coaching (for students that are registered for the complete module <u>Competitive Analysis</u>) <p>Business Analytics</p> <p>This part offers students a systematic approach to business analytics and data mining as well as a comprehensive approach to competition analysis related to the field of business intelligence.</p> <ul style="list-style-type: none"> • Introduction & working with data (Euromonitor) • Measures of market concentration • Univariate regression & price elasticities • Multivariate regression • Sample applications • Case study coaching (for students that are registered for the complete module <u>Competitive Analysis</u>)
<p>4</p>	<p>Teaching and Training Methods</p> <ul style="list-style-type: none"> • Seminar

- Interactive teaching based on effective use of IT systems
- Research assignments
- Case study work in teams
(for students that are registered for the complete module Competitive Analysis)
- Reports and presentations in oral/written
- Homework

As illustrated in the schedule below, the module will start with a 7 week period of intensive lectures in all three fields of study, i.e. Business Analytics, Industry Analysis, and Company Analysis for those students that are registered for the complete Specialisation Area Competitive Analysis. Students that are merely registered for the single module Company Analysis and Business Analytics – an option open for guest students only – will only have to visit the classes for Business Analytics and Company Analysis.

The lectures will provide the students with the theoretical and practical knowledge they need to understand to work carefully on their assignments (for students registered for the Specialisation Area Competitive Analysis) or to be prepared for the written exam (for students registered for the single module Company Analysis and Business Analytics).

Assignments consists working on a complex case study. The business case will be submitted to the relevant group of students at the beginning of the semester. Students that have registered for the Specialisation Area Competitive Analysis will have to work on the assignments given in the case study and will present their findings at the end of the semester.

(Note that the schedule below may be subject to minor changes.)

Week	Activity	Business Analytics	Industry Analysis	Company Analysis	Lectures	Case briefing / coaching / presentation	Total contact hours	
1	Lecture and case briefing Team building	2	2	2	4	2	6	
2	Lecture	2	2	2	6		6	
3	Lecture	2	2	2	6		6	
4	Lecture	2	2	2	6		6	
5	Lecture	2	2	2	6		6	
6	Lecture	2	2	2	6		6	
7	Lecture	2	2	2	6		6	
8	Coaching	2	2	2	6	6	12	
9	Coaching	2	2	2	6	6	12	
10	Coaching	2	2	2	6	6	12	
X	Submission deadline							
Y	Case presentation	8	8	8		6	24	
Total		28	28	28	46	20	90	
Case briefing								
Case coaching								
Important deadlines								
Case presentation								

5 Prerequisites for Admission

Formal: -/-

Knowledge and Competencies:

- Quantitative management with Excel / Basic skills in Excel
- Marketing basics
- Strategic management
- Basic micro-economics

6 Assessment

I. Complete Specialisation Area, i.e. Competitive Analysis:

- Preparation and presentation of the case study: 50%
- Class participation: oral participation, cold calls on compulsory readings: 25%
- Quality of the Excel data fact sheets and data analytics: 25 %

II. Module, i.e. Company Analysis and Business Analytics (open for visiting students only!):

- Class participation, i.e. oral contributions, cold calls on compulsory readings, in the two lectures Industry Analysis and Business Analytics : 25%
- Written exam in the field of Industry Analysis and Business Analytics at the end of the semester: 75%

Visiting students can either opt for one of the modules from the Specialisation Area Competitive Analysis, i.e. for Industry Analysis and Business Analytics or for Company

	<u>Analysis and Business Analytics</u> , or for both modules from the Specialisation Area <u>Competitive Analysis</u> .
7	<p>Requirements for Award of Credits</p> <ul style="list-style-type: none"> • Class attendance • For students registered for the complete module <u>Competitive Analysis</u>: <ul style="list-style-type: none"> ○ Qualified presentation of case study results ○ Submission of a qualified company and competitor data base (spreadsheet file – according to the assignments given in the case study) ○ Submission of a qualified management presentation (presentation file – well-written, succinct and backed with supporting data gathered according to the assignments given in the case study) • For students registered for the sub-module <u>Company Analysis and Business Analytics</u> only: Passing the written exam
8	<p>Module Used in Other Programs</p> <ul style="list-style-type: none"> • No
9	<p>Weighting of the Mark for the Final Grade</p>
10	<p>Module Leader</p> <p>Prof. Dr. Brüggelambert</p> <p>Prof. Dr. Bornhorn</p> <p>Prof. Dr. Büchler</p> <p>Prof. Dr. Frese</p>
11	<p>Further Information</p> <p>Literature:</p> <p>Company Analysis</p> <ul style="list-style-type: none"> • Barney, J. (1991) Firm Resources and Sustained Competitive Advantage. In: Journal of Management, 17(1), pp. 99-120. • Büchler, J.-P. (2014) Strategie: entwickeln, umsetzen und optimieren. In: Pearson Studium

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- Bikker, J. A., Haaf, K. (2002), Measures of Competition and Concentration in the Banking Industry: a Review of the Literature, Economic & Financial Modelling 9, 53-98.
- Farnham, P. G. (2010), Economics for Managers, 2nd ed., Pearson.
- Fogarty, J. (2008), The Demand for Beer, Wine and Spirits: Insights from a Meta Analysis Approach, American Association of Wine Economists, Working Paper No. 31.
- Madsen, E.S., Pedersen, K., Lund-Thomsen, L. (2011), M&A as a Driver of Global Competition in the Brewing Industry, Paper presented at the 2nd Beeronomics Conference “The Economics of beer and brewing”.
- Wulf, I., Wieland, J. (2013), Ratios IFRS-Financial Statements, Wiley.

Specialisation Area

Value Based Management & Controlling

Module Value Based Management					
Code Number	Workload	Credits	Semester	Frequency	Duration
921171	150 hrs	5	3rd semester	annually winter term	1 semester
1	Specialisation Area Value Based Management & Controlling		Contact Hours 3 class hours pw / 45 hrs	Self-Study 105 hrs	Planned Group Size 45 students
2	<p>Learning Outcomes / Competencies</p> <p>2.1 Professional Competencies</p> <p>2.1.1 Knowledge</p> <ul style="list-style-type: none"> • They have a deep understanding of value-based management systems and underlying management accounting rules. • They have developed a systematic and structured understanding of the relevant key performance indicators and know how to analyze an income statement and balance sheet. • They know the relation of value-based management and portfolio management. <p>2.1.2 Skills</p> <p>The Students can/know/apply</p> <ul style="list-style-type: none"> • identify value drivers as well as vital linkages to be managed in value chains esp. towards suppliers, customer and other stakeholders. • calculate key performance indicators, e.g. EVA, ROCE, WACC – especially in spreadsheets (Excel). • apply a broader reference framework of measuring and managing value as reflected e.g. in the balanced scorecard • measure the value contribution of processes and activities, especially mergers and acquisitions, in organizations. <p>2.2 Personal Competencies</p>				

	<p>2.2.1 Social Competencies</p> <p>The Students can/know/apply</p> <ul style="list-style-type: none"> • realize the impact of corporate power structures and biased management decisions on management accounting and respectively value KPI. <p>2.2.2 Autonomy</p> <p>The Students can/know/apply</p> <ul style="list-style-type: none"> • reflect on the consequences for real life situations and research. • to balance trade-off decisions and reflect conflicting objectives. • work out independent solutions and recommendations to case based problems.
<p>3</p>	<p>Contents</p> <p>Value-based Management is the generic term for a set of management tools used to facilitate managing a company's operations to the end of enhancing shareholder value.</p> <p>Students will learn about the principles of value-based management and its role for achieving corporate objectives. A framework for value-based management within global business organizations will be explained. This framework allows for identification and assessment of value drivers and value destructors within business organizations based on case studies from different industries using a common set of metrics and key performance indicators. The value contribution of business activities to the company portfolio will be measured and recommendations for strategy formulation will be derived from portfolio analysis.</p> <p>Practical examples and practitioners' best practices will illustrate how to move from mere value measurement to integrated value based management. The design of integrated systems and processes across functional areas for developing, delivering and sustaining flows of goods and services and creating competitive advantage facilitates a comprehensive and integrated understanding of value based management.</p> <p>Topics include:</p> <ul style="list-style-type: none"> • Management Accounting as basis for VBM • Value-Based Management Concepts: EVA, ROCE, EBIT margin • Strategic Levers for Maximizing EVA • Net Working Capital Management • Portfolio Management Models and Strategies
<p>4</p>	<p>Teaching and Training Methods</p>

	<ul style="list-style-type: none"> • Lectures • Case analyses • Simulations and exercises in Excel
5	<p>Prerequisites for Admission</p> <p>Formal: none</p> <p>Knowledge and Competencies: management accounting</p>
6	<p>Assessment</p> <p>Exam: 45 minutes (100%)</p>
7	<p>Requirements for Award of Credits</p> <p>Successful completion of examination</p>
8	<p>Module Used in Other Programs</p> <p>None</p>
9	<p>Weighting of the Mark for the Final Grade</p>
10	<p>Module Leader</p> <p>Prof. Dr. Dittrich</p> <p>Prof. Dr. Büchler</p>
11	<p>Further Information</p> <p>Literature:</p> <ul style="list-style-type: none"> • Young / O'Byrne (2001) EVA and Value-Based Management: A Practical Guide to Implementation, McGraw Hill • Martin / Petty (2000) Value Based Management. The Corporate Response to the Shareholder Revolution, Oxford University Press • Koller / Goedhart / Wessels (2005) Valuation: Measuring and Managing The Value of Companies, 4th edition, John Wiley & Sons • Rappaport (1998) Creating Shareholder Value, Free Press

Module International Group Controlling					
Code Number	Workload	Credits	Semester	Frequency	Duration
921172	150 hrs	5	3rd semester	annually winter term	1 semester
1	Specialisation Area Value Based Management & Controlling		Contact Hours 3 class hours pw / 45 hrs	Self-Study 105 hrs	Planned Group Size 45 students
2	<p>Learning Outcomes / Competencies</p> <p>2.1 Professional Competencies</p> <p>2.1.1 Knowledge</p> <p>The students recognize the effects of global markets for a company. They identify the associated problems and can explain the fundamentals of a value based management within a group. In this respect they can also describe the basic principles of corporate governance and its impact on the manager and the controller. The students know about the essential tools to implement a group-wide strategy as well as to generate appropriate key performance indicators. The special challenges of an international environment for the risk controlling and the sustainability controlling are familiar to them. In this respect the students gain also a basic understanding of intercultural issues.</p> <p>2.1.2 Skills</p> <p>The students recognize the need for a balance between the shareholder value and the stakeholder value approach and can explain their impact on management and controlling. They understand the source for biases in management and are able to differentiate and deal with different types of biases. For this they can handle a situation that requires changing a judgement in the light of new evidence.</p> <p>2.2 Personal Competencies</p> <p>2.2.1 Social Competencies</p> <p>They participate in class discussions and question new methods by cooperating in teams to solve application-oriented case studies. The students learn to coordinate themselves in teams and to present their results in a cooperative and reasoned way.</p>				

	<p>2.2.2 Autonomy</p> <p>Students develop judgment and learn how to base their decisions on a structured line of argumentation on their own. They can develop reasonable assumptions without further help and provide evidence from e.g. case studies for decision-making. They can defend their decisions and are able to critically reflect their results. Furthermore, students can reflect operational challenges of a company in the background of conflicting objectives.</p>
3	<p>Contents</p> <ul style="list-style-type: none"> • Shareholder Value Orientation as a fundamental principle of a global Capital Market • Basics of Corporate Governance • Value Based Management and Key Performance Indicators • Strategic Management Toolbox • Sustainability Controlling and Risk Controlling
4	<p>Teaching and Training Methods</p> <p>Lectures with application-oriented training sessions. Furthermore a case study (teamwork) with a presentation/discussion in class</p>
5	<p>Prerequisites for Admission</p> <p>Formal: none</p> <p>Knowledge and Competencies:</p> <ul style="list-style-type: none"> • Business administration • Accounting • Profit and loss accounting, financial statements • Presentation basics
6	<p>Assessment</p> <ul style="list-style-type: none"> • Exam: 45 minutes (50%) • Group Presentations and Homework (to be done in groups) (50%)
7	<p>Requirements for Award of Credits</p> <p>Successful completion of examination and presentation</p>

8	<p>Module Used in Other Programs</p> <p>None</p>
9	<p>Weighting of the Mark for the Final Grade</p>
10	<p>Module Leader</p> <p>Prof. Dr. Kißler</p>
11	<p>Further Information</p> <p>Literature:</p> <p>Baye/Prince: Managerial Economics & Business Strategy, 9th Edition, 2017.</p> <p>Cokins: Performance Management: Integrating Strategy Execution, Methodologies, Risk, and Analytics, 2009.</p> <p>Merchant, Van der Stede: Management Control Systems: Performance Measurement, Evaluation and Incentives, 4th Edition, 2017.</p> <p>Parmenter: Key Performance Indicators (KPI): Developing, Implementing, and Using Winning KPIs, 3rd Edition, 2015.</p> <p>Tricker: Corporate Governance, 3rd Edition, 2015.</p>

Specialisation Area Business Growth Strategy

Module Internationalization Strategies					
Code Number	Workload	Credits	Semester	Frequency	Duration
921181	150 hrs	5	3rd semester	annually winter term	1 semester
1	Specialisation Area Business Growth Strategy	Contact Hours 3 class hours pw / 45 hrs	Self-Study 105 hrs	Planned Group Size 45 students	
2	<p>Learning Outcomes / Competencies</p> <p>2.1 Professional Competencies</p> <p>2.1.1 Knowledge</p> <ul style="list-style-type: none"> • The students have a widespread knowledge concerning aspects of strategic management in a global business context. • They have knowledge about the impact of national culture on international business and gained an appreciation of international business environments. • They understand strategies and human resource management in the field of international business. <p>2.1.2 Skills</p> <p>The Students can/know/apply</p> <ul style="list-style-type: none"> • analyze global complex situations in the relationship between global and local business units and functions • apply decision-making and problem-solving techniques in relation to international management problems • develop strategies and human resource management in the field of international business <p>2.2 Personal Competencies</p> <p>2.2.1 Social Competencies</p> <p>The Students can/know/apply</p> <ul style="list-style-type: none"> • realize the impact of national culture on international business decisions and gain an appreciation of global business environments. 				

	<ul style="list-style-type: none"> • present and prudently defend case study based results in a complex and demanding environment and develop a clear and structured line of argumentation. <p>2.2.2 Autonomy</p> <p>The Students can/know/apply</p> <ul style="list-style-type: none"> • to reflect on the consequences for real life situations and research. • to balance trade-off decisions and reflect conflicting objectives. • work out independent solutions and recommendations to case based problems.
<p>3</p>	<p>Contents</p> <p>Students will explore companies of various industries, sizes and countries, in order to identify different challenges in an increasingly competitive global environment.</p> <p>The topics of this course relate to selected internal and external aspects of multinational corporations. Students will investigate international environments and focus on the difference between domestic and international business environments. The analysis of international business environments comprise the political, economic, technological and cultural factors that affect strategies as well as operations of companies. Subsequently, students will study how international environments effects strategy formulation for companies entering foreign markets and doing business. Students will discuss the selection and implementation of alternative entry modes ranging from exporting to foreign direct investments.</p> <p>Topics include:</p> <ul style="list-style-type: none"> • Multinational Corporation as a Network • Integration/Responsiveness Framework • Motives for Internationalization • Role Typologies of Foreign Subsidiaries • Formal and Informal Forms of Coordination • Foreign Operation Modes in Diverse Markets
<p>4</p>	<p>Teaching and Training Methods</p> <ul style="list-style-type: none"> • Lectures • Case analyses • Simulations
<p>5</p>	<p>Prerequisites for Admission</p> <p>Formal:</p>

	Knowledge and Competencies:
6	Assessment 100% written examination (45 minutes)
7	Requirements for Award of Credits Passing of the required assessment; Passed performances
8	Module Used in Other Programs No
9	Weighting of the Module for the Final Grade
10	Module Leader Prof. Dr. Büchler
11	Further Information Literature: <ul style="list-style-type: none"> • Morschett / Schramm-Klein / Zentes (2010) Strategic International Management, Text and Cases, 2nd edition, Gabler Verlag • Bartlett / Beamish (2010) Management: Text, Cases & Readings in Cross-Border Management. McGraw Hill • Ghemawat (2007) Redefining Global Strategy. Crossing Borders in a World Where Differences Still Matter. Harvard Business School Press

Module Innovation Strategies					
Code Number	Workload	Credits	Semester	Frequency	Duration
921182	150 hrs	5	3rd semester	annually winter term	1 semester
1	Specialisation Area Business Growth Strategy	Contact Hours 3 class hours pw / 45 hrs	Self-Study 105 hrs	Planned Group Size 45 students	
2	<p>Learning Outcomes / Competencies</p> <p>2.1 Professional Competencies</p> <p>2.1.1 Knowledge</p> <ul style="list-style-type: none"> • Students know the different meanings and formats of innovation. • The students know the relationship between Innovation Strategy and Corporate Strategy. • The students know the steps involved in the innovation process. • The students know the challenges of complex innovation projects and the tools to manage them. <p>2.1.2 Skills</p> <ul style="list-style-type: none"> • The students improve their analytical skills in assessing processes in their relevance for innovation management. • The students know how to deal with real day-to-day problems in innovation management. • The students are able to apply a standard process for concept development. <p>2.2 Personal Competencies</p> <p>2.2.1 Social Competencies</p>				

	<ul style="list-style-type: none"> • The students improve their ability to convince others that innovation is a company investment and thus needs management for optimizing results. • The students develop an understanding of the impact of corporate culture on innovation. • The students understand the different managerial roles in innovation management. <p>2.2.2 Autonomy</p> <ul style="list-style-type: none"> • The students are able to analyse situations which are complex, unpredictable and require new approaches. • The students are able to reflect operational challenges of a company in the background of social values. • The students can work out independent projects and ideas and can do what is required to carry out a sustainable management initiative.
<p>3</p>	<p>Contents</p> <ul style="list-style-type: none"> • Innovation defined • Innovation within the context of corporate strategy • The product innovation process • Integrating innovation functions into the organisation • Fostering innovation through corporate culture • Market learning • Innovation in a global world • Designing, developing and managing market offerings
<p>4</p>	<p>Teaching and Training Methods</p> <p>Lectures, case studies, group work</p>

5	<p>Prerequisites for Admission</p> <p>Formal:</p> <p>Knowledge and Competencies:</p>
6	<p>Assessment</p> <p>100% written examination (45 minutes)</p>
7	<p>Requirements for Award of Credits</p> <p>Passing of the required assessment; Passed performances</p>
8	<p>Module Used in Other Programs</p> <p>No</p>
9	<p>Weighting of the Module for the Final Grade</p>
10	<p>Module Leader</p> <p>Prof. Dr. Büchler</p> <p>Prof. Dr. Dittrich</p>
11	<p>Further Information</p> <p>Literature:</p> <p>Ahmed, Pervaiz K. and Shpeherd, Charles D.: : Innovation Management: Context, Strategies, Systems and Processes, Prentice Hall; 1st edition 2010</p> <p>Trott, Paul: Innovation management and New Product Development, Financial Times Prent.Int., 5th revised edition, 2011</p> <p>Drucker, Peter F.: Innovation and entrepreneurship – practice and principles, HarperBusiness, Reprint (9. Mai 2006)</p> <p>Burns, Tom and Stalker, George M.: The management of innovation, Oxford University Press, 3rd edition 2001</p>

Specialisation Area Sustainability

Module Sustainability Economics					
Code Number	Workload	Credits	Semester	Frequency	Duration
921311	150 hrs	5	4th semester	annually summer term	1 semester
1	Specialisation Area Sustainability	Contact Hours 3 class hours pw / 45 hrs	Self-Study 105 hrs	Planned Group Size 45 students	
2	Learning Outcomes / Competencies 2.1 Professional Competencies 2.1.1 Knowledge <ul style="list-style-type: none"> • Students understand the basic concepts of sustainability economics and policy. • Understand the basic theoretical models and instruments from mainstream environmental economics. • Know about the major differences between mainstream environmental economics and alternative/supporting approaches. • Grasp the complex dimensions of different economic and societal approaches that deal with the question about how to handle the challenges of a finite planet. • Know about major directions in international environmental and sustainability politics. • Understand the different incentive structure and different roles actors play in international environmental and sustainability policy. • Obtain scientific background knowledge necessary to develop and implement solutions for sustainability strategies in organizations. 2.1.2 Skills <ul style="list-style-type: none"> • Students obtain practical skills that are necessary to develop and implement solutions for sustainability issues in organizations. • Ability to apply their knowledge to specific management and policy challenges as well as design successful sustainability strategies. • Skill to deal with complex policy matters in the area of sustainability economics. • Are able to communicate complex policy issues in a convincing way. 				

- Ability to analyse current national and global trends in environmental and sustainability politics that reshape business environment.
- Ability to assess how trends in environmental and sustainability politics will affect the business landscape.
- Capacity to transform this knowledge to develop and implement solutions for sustainability strategies in organisations.
- Application of knowledge in applied case studies.

2.2 Personal Competencies

2.2.1 Social Competencies

- Students work result-oriented in groups and can lead and coordinate teams which will later on facilitate acting as change agents in organizations
- They anticipate critical points and pro-actively address them within their groups
- They present and defend team results in a complex and demanding environment and are able to process constructive feedback.
- Students actively participate in classroom discussions and are able to express their opinions backed up by rational arguments.
- Know how to act and communicate in public in a sensitive and professionally manner when voicing their opinion.

2.2.2 Autonomy

- Students develop a broad understanding of sustainability economics in order to become change agents within future organizations.
- Drafting and defending a sustainability strategy for a specific management context.
- Ability to critically discuss specific issues in sustainability economics
- Ability to transfer class-room knowledge to specific management cases.
- Students work independently on group assignments and can solve conflicts within teams on their own.
- Ability to work deadline-oriented and to structure their self-study and group assignments.
- They are willing to bridge the gap between financial corporate goals and societal/ environmental needs in order to promote and defend sustainable growth strategies.
- Reflect the interplay between business conditions and the economic and institutional framework of a society and are able to derive an own view on this societal dimensions.

3	<p>Contents</p> <p>The aim of this module is to discuss and critically reflect the challenges that result from the fact that we are living on a finite planet. How does this affect the interplay between business and the economic, social, and political dimensions of our society? Participants will get to know basic approaches from environmental and ecological economics as well as learn about how and to which extent these approaches are part of international environmental and sustainability policy. The understanding of these complex structures is fundamental for getting a better understanding of approaches and directions in sustainability management as well as sustainability policy decision making.</p> <p>The module is structured into two complementary parts, i.e. (i) theoretical lessons, and (ii) cases study work. Cases may be related to the topic range of the Specialisation Area <u>Sustainability</u> or to the single module <u>Sustainability Economics</u> only.</p> <p>Topics examined are the following:</p> <ul style="list-style-type: none"> • An introduction to sustainability economics • Mainstream environmental and sustainability economics <ul style="list-style-type: none"> ○ Welfare and environment ○ External effects and other forms of market failures ○ Environmental policy – approaches and instruments • Social and ecological dimensions of sustainability <ul style="list-style-type: none"> ○ Ecological economics vs. mainstream ○ Valuation and decision making ○ Excursion: Growth vs. non-growth oriented approaches ○ Determining policy objectives • Environmental and sustainability politics <ul style="list-style-type: none"> ○ Actors in environmental and sustainability politics ○ European directions in environmental and sustainability politics ○ Approaches and instruments of environmental and sustainability politics – an international comparison • Case study coaching
4	<p>Teaching and Training Methods</p> <ul style="list-style-type: none"> • Lectures • Case Analysis • Group Case <p>As illustrated in the schedule below, the module will consist in (i) weekly lectures in seminar style and (ii) case work/coaching that will take place biweekly for this</p>

	<p>module. Students that are merely registered for the module <u>Sustainability Economics</u> and not for both modules from the Specialisation Area <u>Sustainability</u> – an option open for visiting students only – will only have to visit the lectures for Sustainability Economics as well as the case work/coaching classes related to this module working on cases that focus on the topic of this module.</p> <table border="1" data-bbox="288 517 1355 629"> <thead> <tr> <th></th> <th>Sustainability Management Applications</th> <th>Sustainability Economics</th> <th>Case work/coaching*</th> </tr> </thead> <tbody> <tr> <td>Contact hours per week</td> <td>2</td> <td>2</td> <td>2</td> </tr> </tbody> </table> <p>* Biweekly per module</p>		Sustainability Management Applications	Sustainability Economics	Case work/coaching*	Contact hours per week	2	2	2
	Sustainability Management Applications	Sustainability Economics	Case work/coaching*						
Contact hours per week	2	2	2						
5	<p>Prerequisites for Admission</p> <p>Formal:</p> <p>Knowledge and Competencies: Basic micro and macro economics</p>								
6	<p>Assessment</p> <ul style="list-style-type: none"> • Exam 60% (60 minutes) • Group Case 40% 								
7	<p>Requirements for Award of Credits</p> <p>Successful completion of examinations and group case</p>								
8	<p>Module Used in Other Programs</p> <p>-</p>								
9	<p>Weighting of the Mark for the Final Grade</p>								
10	<p>Module Leader</p> <p>Prof. Dr. Brüggelambert</p>								
11	<p>Further Information</p> <p>Literature:</p> <p>Bartelmus, P. (2012). Sustainability Economics: An Introduction, Routledge Chapman & Hall.</p> <p>Biermann, F., Pattberg P. (2012). Global Environmental Governance Reconsidered, MIT Press.</p>								

- Boström, M., Davidson, D. J. (2018). Environment and Society: Concepts and Challenges, Palgrave.
- Common, M., (2005). Ecological Economics: An Introduction, Cambridge University Press.
- Daly, H. E., Farley, J. (2010). Ecological Economics – Principles and Applications, 2nd ed., Island Press.
- Delreux, T., Happaerts, S. (2016). Environmental Policy and Politics in the European Union (The European Union Series), Palgrave.
- Doyle, T., McEachern, D. (2008). Environment and Politics, 3rd ed., Routledge.
- Hussen, A., (2018). Principles of Environmental Economics and Sustainability: An Integrated Economic and Ecological Approach, CRC Press.
- Jackson, T. (2016). Prosperity without Growth: Economics for a Finite Planet. 2nd ed, Taylor & Francis.
- Jordan, A., Adelle, C. (2012). Environmental Policy in the European Union: Actors, Institutions and Processes, 3rd ed., Taylor & Francis.
- Mitchell, R. B. (2010). International Politics and the Environment, Sage
- Paech, N. (2012). Befreiung vom Überfluss: Auf dem Weg in die Postwachstumsökonomie, Oekom Verlag.
- Patel, R. (2010). The Value of Nothing: How to Reshape Market Society and Redefine Democracy, Picador.
- Perman, R., Ma, Y., McGilvray, J., Common M. (2011). Natural Resource and Environmental Economics, 4th ed., Pearson.
- Phaneuf, D. J., Requate, T. (2017). A Course in Environmental Economics: Theory, Policy, and Practice, Cambridge University Press.
- Roberts, J. (2010). Environmental Policy, 2nd ed., Routledge.
- Shmelev, S. E. (2011). Ecological Economics: Sustainability in Practice, Springer.

Module Sustainability Management and Applications					
Code Number	Workload	Credits	Semester	Frequency	Duration
921312	150 hrs	5	4th semester	annually summer term	1 semester
1	Specialisation Area Sustainability	Contact Hours 3 class hours pw / 45 hrs	Self-Study 105 hrs	Planned Group Size 45 students	
2	<p>Learning Outcomes / Competencies</p> <p>2.1 Professional Competencies</p> <p>2.1.1 Knowledge</p> <ul style="list-style-type: none"> • Develop a broad understanding of corporate sustainability in order to become change agents within future organizations. • Obtain scientific background knowledge and practical skills that are necessary to develop and implement solutions for sustainability issues in organizations • Ability to critically discuss specific corporate sustainability strategies • Special focus: CSR Management and how CSR strategies have to be designed to develop a competitive advantage in the global business environment. • Drafting and defending a sustainability strategy for a specific management context <p>2.1.2 Skills</p> <ul style="list-style-type: none"> • Students have an overview of specific terms in the area of sustainability management • Students know up-to-date research findings, strategies and success factors • Students are able to apply this knowledge to specific management challenges and design successful sustainability strategies <p>2.2 Personal Competencies</p> <p>2.2.1 Social Competencies</p> <ul style="list-style-type: none"> • Students work result-oriented in groups and can lead and coordinate teams which will later on facilitate acting as change argents in organizations 				

	<ul style="list-style-type: none"> • They anticipate critical points and pro-actively address them within their groups • They present and defend team results in a complex and demanding environment and are able to process constructive feedback • Students actively participate in class-room discussions and are able to express their opinions backed up by rational arguments <p>2.2.2 Autonomy</p> <ul style="list-style-type: none"> • Students are able to transfer class-room knowledge to specific management cases • They work independently on group assignments and can solve conflicts within teams on their own • Students are able to work deadline-oriented and to structure their self-study and group assignments • They are willing to bridge the gap between financial corporate goals and societal/ environmental needs in order to promote and defend sustainable growth strategies
3	<p>Contents</p> <p>The aim of this module is to discuss and critically reflect potential conflicts that businesses face between corporate goals, such as profit-maximization, and social and environmental responsibility. Participants will get to know CSR/ sustainability basics as well as scientific findings on how to successfully design, implement, manage and communicate sustainability strategies.</p> <p>The focus of this module is how to design strategies that align business with social and environmental goals in order to achieve sustainable growth. Major aspects of the class cover:</p> <ul style="list-style-type: none"> • developing a stakeholder-oriented approach towards sustainability management, • creating shared value, and • identifying key success factors to implement competitive sustainability strategies.
4	<p>Teaching and Training Methods</p> <ul style="list-style-type: none"> • Lectures • Case Analysis • Group Case

	<p>As illustrated in the schedule below, the module will consist in (i) weekly lectures in seminar style and (ii) case work/coaching that will take place biweekly for this module. Students that are merely registered for the module <u>Sustainability Management Applications</u> and not for both modules from the Specialisation Area <u>Sustainability</u> – an option open for visiting students only – will only have to visit the lectures for Sustainability Management Applications as well as the case work/coaching classes related to this module working on cases that focus on the topic of this module.</p> <table border="1" data-bbox="288 647 1355 741"> <thead> <tr> <th></th> <th>Sustainability Management Applications</th> <th>Sustainability Economics</th> <th>Case work/coaching*</th> </tr> </thead> <tbody> <tr> <td>Contact hours per week</td> <td>2</td> <td>2</td> <td>2</td> </tr> </tbody> </table> <p>* Biweekly per module</p>		Sustainability Management Applications	Sustainability Economics	Case work/coaching*	Contact hours per week	2	2	2
	Sustainability Management Applications	Sustainability Economics	Case work/coaching*						
Contact hours per week	2	2	2						
5	<p>Prerequisites for Admission</p> <p>Formal:</p> <p>Knowledge and Competencies:</p>								
6	<p>Assessment</p> <ul style="list-style-type: none"> • Exam 60% (60 minutes) • Group Case 40% 								
7	<p>Requirements for Award of Credits</p> <p>Successful completion of examinations and group case</p>								
8	<p>Module Used in Other Programs</p> <p>-</p>								
9	<p>Weighting of the Mark for the Final Grade</p>								
10	<p>Module Leader</p> <p>Prof. Dr. Scheidler</p>								
11	<p>Further Information</p> <p>Literature:</p> <p>Chandler, D., & Werther Jr, W. B. (2016). Strategic corporate social responsibility: Stakeholders, globalization, and sustainable value creation. 2nd ed. Sage Publications.</p>								

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Edinger-Schons, L.M., Lengler-Graiff, L., Scheidler, S., and Wieseke, J. (2018), “Frontline Employees as Corporate Social Responsibility (CSR) Ambassadors - a Quasi Field Experiment”, Journal of Business Ethics, forthcoming.

Porter, M. E., & Kramer, M. R. (2019). Creating shared value. In Managing Sustainable Business (pp. 327-350). Springer, Dordrecht.

Pies, I., Beckmann, M., & Hielscher, S. (2010). Value creation, management competencies, and global corporate citizenship: An ordonomic approach to business ethics in the age of globalization. Journal of Business Ethics, 94(2), 265-278.

Rothenhöfer, L.M./Schons, L.M./ Scheidler, S. (2017), “Communicating Responsibility Makes a Change! The Impact of Corporate Social Responsibility and Supervisor Communication on Employee Reactions during Change,” CSR Com, Wien, Österreich, 2017.

Scheidler, S., Edinger-Schons, L.M., Spanjol, J., and Wieseke, J. (2018), “Scrooge Posing as Mother Theresa: How hypocritical Social Responsibility Strategies Hurt Employees and Firms”, Journal of Business Ethics, forthcoming.

Scheidler, S., Schons, L.M., und Spanjol, J. (2016), „Internal Marketing of Corporate Social Responsibility (CSR) Initiatives: CSR Portfolio Effects on Employee Perceptions of Corporate Hypocrisy, Attitudes, and Turnover“, Rediscovering the Essentiality of Marketing, 553-554. Springer, Cham.

Schons, L.M., und Scheidler, S. (2016): Forschungsk Kooperationen zwischen Wissenschaft und Praxis zum Thema „Corporate Social Responsibility“ am Beispiel von IKEA Deutschland, uwf UmweltWirtschaftsForum, 3, 1–9. DOI: 10.1007/s00550-016-0429-0.

Schons, L.M., Scheidler, S., Bartels, J. (2017), “Tell me how you treat Your Employees! A Field-Experimental Study on Customers’ Preferences for Companies’ CSR Efforts in the Employee Domain”, Journal of Marketing Behavior, 3(1), 1-37

Schons, L.-M./Scheidler, S./Sen, S./Wieseke, J. (2015), “I don’t buy your story!” A field-experimental study on the detrimental effects of narrative-storytelling in

	corporate social responsibility communication,” EMAC, European Marketing Association Conference, Leuven, Belgium, 2015
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Specialisation Area Organization

Module Shaping Organizational Design					
Code Number	Workload	Credits	Semester	Frequency	Duration
921341	150 hrs	5	4th semester	annually Summer term	1 semester
1	Specialisation Area Organization	Contact Hours 3 class hours pw / 45 hrs	Self-Study 105 hrs	Planned Group Size 45 Students	
2	<p>Learning Outcomes / Competencies</p> <p>2.1 Professional Competencies</p> <p>2.1.1 Knowledge</p> <p>Students know the principle concepts and theories (contingency approach, path dependencies etc.) to shape the Organizational Design of a company. They are informed about the relevant requirements of the company with regard to competitors, customers etc. as well as to internal factors like culture, leadership style or communication technologies. However, they realize the decisive role of Organizational Design in the context of gaining and sustaining long term competitive advantages.</p> <p>2.1.2 Skills</p> <p>Students are able to apply the basic concepts and tools of change management and restructuring the Organization. They refer to processes of Organizational Development and Organizational Learning and make use of sophisticated techniques in order to analyze the organizational opportunities and threats. They identify relevant behavioral patterns of groups and individuals (i.e. with regard to resistance) and develop strategies to cope with those requirements successfully.</p> <p>2.2 Personal Competencies</p> <p>2.2.1 Social Competencies</p> <p>Students are able to lead and coordinate team work directed at solving problems in the context of (re-) organizing the company. They are used to present complex proposals in the field of change management and organization.</p>				

	<p>2.2.2 Autonomy</p> <p>The Students can adapt and transform concepts and methods in the field of change management and organization to specific organizational challenges of a company.</p>
3	<p>Content</p> <ul style="list-style-type: none"> • Shaping Organizational Design as a Strategic Task • Basic Concepts of Change Management and Restructuring the Organization • Process of Shaping Organizational Design • Organizational Development and Organizational Learning • Organizational Objectives and Measures • Organizational Theory (Contingency approach, Path dependencies etc.) • Behavioural Patterns of Groups and Individuals (i.e. Resistance) • Methods in the Context of Reshaping the Organizational Design • Organizational Measures referring the Shaping Process
4	<p>Teaching and Training Methods</p> <p>Lecture/Seminar and Exercises including Group projects</p>
5	<p>Prerequisites for Admission</p> <p>Formal:</p> <p>Knowledge and Competencies: Principles of Management and Business Functions</p>
6	<p>Assessment:</p> <p>Written examination (45 minutes) (100%)</p>
7	<p>Requirements for Award of Credits</p> <p>Successful completion of examinations/assessments</p>
8	<p>Module Used in Other Programs</p> <p>----</p>
9	<p>Weighting of the Mark for the Final Grade</p>
10	<p>Module Leader</p>

	Prof. Dr. Faix
11	Further Information Literature: Argyris, C.; Schön, D.: Organizational Learning: A theory of action perspective, Reading 1978 Faix, A.: Organisationsgestaltung, Aachen 2018 Frese, E./Theuvsen, L./Graumann, M.: Grundlagen der Organisation, Wiesbaden 2013 Kates, A., Galbraith, J. R. (2007), Designing Your Organization: Using the Star Model to Solve Five Critical Design Challenges. San Francisco 2007. Lowell, L. B., Joyce, C. I.: Better strategy through organizational design, in: McKinsey Quarterly, May 2007. Porter, M. E.: Competitive Advantage, New York, latest ed. Wolf, J.: Organisation, Management, Unternehmensführung, Wiesbaden 2008.

Module Project Management					
Code Number	Workload	Credits	Semester	Frequency	Duration
921342	150 hrs	5	4th semester	annually Summer term	1 semester
1	Specialisation Area Organization	Contact Hours 3 class hours pw / 45 hrs	Self-Study 105 hrs	Planned Group Size 45 Students	
2	<p>Learning Outcomes / Competencies</p> <p>2.1 Professional Competencies</p> <p>2.1.1 Knowledge</p> <p>The Students know</p> <ul style="list-style-type: none"> • The core issues of a project and various types of projects. • The phases and knowledge areas of project management • The core issues of goal, scope, time, cost and risks. • The main methods and tools for project planning and controlling • The different project organizational set-up • The environmental factors for different types of projects • The concept of stakeholders and the roles of stakeholders in a project. • criteria for success and failure in projects • The main standards for project management • HR related project management topics (e.g. assignment of people, team development, roles and responsibilities) • Communication aspects incl. methods and tools <p>2.1.2 Skills</p> <p>The students are able</p> <ul style="list-style-type: none"> • To explain the main characteristics of a project (unique, objectives, time bounded, temporary organization, risky, etc.) • To distinguish between projects, processes and tasks in a line organisation. • To differentiate between different projects types (internal / external, different size, functional view (Marketing, IT, organizational, production, etc.), classes (technology, outsourcing, operating, consulting, etc.), etc.) • To describe the project management core processes (initiating, planning, executing, controlling, closing) with the main tasks • To know the main critical success factors of project management 				

- To describe a project charter with the main elements (objectives, milestones, project core team, rough cost estimation, etc.)
- To explain the stakeholder management approach (processes, stakeholder register, methods)
- To explain the procedure how to derive from the project objectives, the main tasks and the project deliverables a WBS (Work Breakdown Structure – structured overview of relevant work packages of the project)
- To sequence the work packages in a logical way
- To plan the required resources to the work packages and to derived a time estimation for the work packages
- To derived from the WBS, the resource allocation and the time estimation a network diagram in order to calculate the critical path and the buffers of the single work packages.
- To know some possibilities in order to shorten the project duration
- To know the main estimation methods in order to calculate the budget of the project
- To explain the main objectives of risk management, the risk management approach and a risk register
- To explain the project organization concept (organigram, roles and responsibilities)
- To explain and set-up a project communication plan
- To explain and to apply the main project controlling methods (WBS, progress report, cost curve, etc.)

2.2 Personal Competencies

2.2.1 Social Competencies

The Students can/know/apply

- coordinate teams in a results-oriented fashion,
- present and defend team results in projects,
- cooperation among human resource in projects and organizations based upon appropriate methods and tools,
- detect the HR competencies needed in a project or in an organization,
- develop team competencies among the members, supported by games

2.2.2 Autonomy

The Students can/know/apply

- manage and transform work or study contexts in praxis,
- reflect challenges of a project in the background of social values,

	<ul style="list-style-type: none"> • the interplay between economic regulation and institutional framework and the strategic outline of a company and is able to derive an own mind on it, • work out independent projects and ideas and can do what is necessary to carry out a sustainable management initiative
3	<p>Content</p> <p>The content of the lecture considers the main Project Management standards as ISO, DIN, IPMA (International Project Management Association), PMI (Project Management Institute). These standards will be partly applied during the lecture.</p> <p>The structure of the lecture looks as follows:</p> <ul style="list-style-type: none"> • Terms, definition and example of projects • Project Management approach and processes (initiating, planning, executing, controlling, closing) • Environmental analysis especially Stakeholder analysis • Project Charter • Scope Management (Deliverables and Work Breakdown Structure) • Time Management • Cost and Resource Management • Project Organisation (Project structure, project roles incl. responsibilities) • Project communication • Risk Management • Project Controlling
4	<p>Teaching and Training Methods</p> <ul style="list-style-type: none"> • Lectures introducing concepts, methods and tools • Group work to train concepts and methods, to develop skills and to work on case studies • Home work to add individual contributions • Presentations to communicate results
5	<p>Prerequisites for Admission</p> <p>Formal:</p> <p>Knowledge and Competencies:</p>
6	<p>Assessment:</p> <ul style="list-style-type: none"> • Written examination (45 minutes) (75%) • a continuous assessment (Coursework assignment, presentation) (25 %)

7	<p>Requirements for Award of Credits</p> <p>Successful completion of examinations/assessments</p>
8	<p>Module Used in Other Programs</p> <p>----</p>
9	<p>Weighting of the Mark for the Final Grade</p>
10	<p>Module Leader</p> <p>Prof. Dr. Dechange</p>
11	<p>Further Information</p> <p>Literature:</p> <p>PMBOK® - 5th edition, PMI® 2013.</p> <p>Kerzner, Harold: Project Management, 11th edition, New York 2013.</p> <p>Schelle, Heinz; Ottmann, Roland; Pfeifer, Astrid: Project Manager, GPM 2006.</p> <p>bLarson, Gray .: Project Management - the Managerial Process, 4th edition, McGraw Hill, 2008.</p> <p>Frigenti, Enzo; Cominos, Dennis: The Practice of Project Management, 2nd edition, Kogan Page 2006.</p> <p>Hedeman, Bert, e.a. : Project Management Based on PRINCE2® , Van Haren Publishing, 2009 Edition.</p> <p>Turner, J. Rodney; Simister, Stephen, J.: Gower Handbook of Project Management, 3rd edition, Gower Hampshire, England, 2000.</p> <p>Morris, Peter W.G.; Pinto, Jeffrey K. (eds.): The Wiley Guide to Managing Projects, John Wiley 2004.</p> <p>Gerais, Roland: Happy Projects!: Project and programme management. Project portfolio management. Management of the project-oriented organization. Management in the project-oriented society, MANZ'sche Wien, 2005</p>

Specialisation Area Human Resource Management

Module HRM – Core Concepts, Methods and Tools					
Code Number	Workload	Credits	Semester	Frequency	Duration
921321	150 hrs	5	4th semester	annually summer term	1 semester
1	Specialisation Area Human Resource Management	Contact Hours 3 class hours pw / 45 hrs	Self-Study 105 hrs	Planned Group Size 45 students	
2	<p>Learning Outcomes / Competencies</p> <p>2.1 Professional Competencies</p> <p>2.1.1 Knowledge</p> <p>The Students know</p> <ul style="list-style-type: none"> • the strategic role of HRM within the business context • the role of HRM within the different management functions • central concepts of human resource functions like personnel planning, recruitment, selection, performance appraisal, compensation, HR training and development • the role of career management, motivation and engagement • employee relations in different countries • interpersonal skills and team building activities • core issues of International human resource organization: Global leadership and managing global HR <p>2.1.2 Skills</p> <p>The Students are able to</p> <ul style="list-style-type: none"> • develop specific strategic HRM approaches • shape central HR functions and roles according to the respective needs of a corporation • develop human resource plans by using tools like Gantt chart • develop concepts for the organization of human resources • detect and solve conflicts in organizations based upon an analysis of roles and responsibilities using methods and tools • detect the limits, opportunities and risks in human resource management in international context. 				

	<p>2.2 Personal Competencies</p> <p>2.2.1 Social Competencies</p> <p>The Students can/know/apply</p> <ul style="list-style-type: none"> • lead and coordinate teams in a results-oriented fashion, • handle complexities while working in international teams • present and defend team results in a complex and demanding environment <p>2.2.2 Autonomy</p> <p>The Students can/know</p> <ul style="list-style-type: none"> • manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches, • reflect the complex role of HRM in the context of strategic and operational challenges of a company • are able to derive an own mind on adequate designs of HRM in an International context • work out independent projects and ideas and can do what is necessary to carry out a sustainable management initiative
3	<p>Contents</p> <p>HRM-Core Concepts, Methods & Tools</p> <ul style="list-style-type: none"> • The strategic role of HRM • Roles and responsibilities of HRM and functional managers in organizations • Competences to meet the requirements of roles and responsibilities • Concepts of core human resource functions: Personnel planning, recruitment, selection, performance appraisal, compensation, HR training and development • Career management, motivation and engagement • International employee relations • Interpersonal skills and team building • Leadership and collaboration in an globalized environment
4	<p>Teaching and Training Methods</p> <p>Seminars, Project Work, Group Work, Case Studies</p>
5	<p>Prerequisites for Admission</p> <p>Formal: None</p> <p>Knowledge and Competencies:</p>

6	<p>Assessment</p> <p>Examination (45 minutes) (75%) and case studies, presentations, homework (25%)</p>
7	<p>Requirements for Award of Credits</p> <p>Successful completion of exam, case studies, presentation, and homework</p>
8	<p>Module Used in Other Programs</p> <p>No</p>
9	<p>Weighting of the Mark for the Final Grade</p>
10	<p>Module Leader</p> <p>Prof. Dr. Kiunke</p>
11	<p>Further Information</p> <p>Literature:</p> <p>Armstrong, Michael; Taylor, Stephen: Armstrong's Handbook of Human Resource Management Practice, 14th Edition, New York 2017</p> <p>Dessler, Gary: Human Resource Management, 15th Edition, Upper Saddle River/New Jersey 2017</p> <p>Dowling, Peter; Festing, Marion: International Human Resource Management, 17th Edition, Boston 2017</p> <p>Wintersberger, Daniel (Ed.): International Human Resource Management. A Case Study Approach, London, New York, New Delhi 2017</p>

Module Strategic International Labour Law					
Code Number	Workload	Credits	Semester	Frequency	Duration
921322	150 hrs	5	4th semester	annually summer term	1 semester
1	Specialisation Area Human Resource Management	Contact Hours 3 class hours pw / 45 hrs	Self-Study 105 hrs	Planned Group Size 45 students	
2	<p>Learning Outcomes / Competencies</p> <p>2.1 Professional Competencies</p> <p>2.1.1 Knowledge</p> <ul style="list-style-type: none"> • The students have a widespread knowledge concerning aspects of strategic human resource management/international and supranational labour law, including related law-areas like social-security-law and tax-law. • They know the difference between national law, international law and supra-national-law. • They have become acquainted with the history of international labour law, including the institutions which founded international standards, like the ILO. • They have received an overview of the functions of strategic international labour in multinational enterprises. • They can describe and explain the ideal process of drafting international labour-contracts and global mobility policies. • They are enabled to identify the different models of labour contracts, including cross-border assignments and multi-employer-models for expatriates. • They can describe different levels of complexity of expatriate-contracts. • They have the ability to distinguish between the different roles of supra-national and national legislation and jurisdiction <p>2.1.2 Skills</p> <p>The Students can/know/apply</p> <ul style="list-style-type: none"> • analyse, understand and describe legal texts, their content and environment, • detect and identify risks of different types of labour contracts in a multinational enterprise or group, • use techniques to analyse the pros and cons for the parties of an international labour-contract, 				

	<ul style="list-style-type: none"> distinguish between the primacy of supra-national-law and its relation to national labour-law, apply Human resources core values of a enterprise on its legal terms in labour contracts, apply tools for an international labour-law-compliance within a multinational enterprise. <p>2.2 Personal Competencies</p> <p>2.2.1 Social Competencies</p> <p>The Students can/know/apply</p> <ul style="list-style-type: none"> lead and coordinate teams in a results-oriented fashion, present and prudently defend team results in a complex and demanding environment <p>2.2.2 Autonomy</p> <p>The Students can/know/apply</p> <ul style="list-style-type: none"> manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches, reflect operational challenges of a company in the background of social values, the interplay between legal regulation and institutional framework and the strategic outline of a company and is able to derive an own mind on it, work out independent projects and ideas and can do what is necessary to carry out a sustainable management initiative
3	<p>Contents</p> <ul style="list-style-type: none"> Objectives, contents and design of employment-agreements with specialised employees and executives in international businesses The legal framework of the European Union and some leading economic countries (Germany, Swiss, USA and China) and their impact on Employment Contracts, Company-Policies, Works-Agreements and Collective Agreements in international businesses How to manage Strategic labour-law in International Businesses
4	<p>Teaching and Training Methods</p> <p>Seminars, Project Work, Group Work, Case Studies</p>
5	<p>Prerequisites for Admission</p> <p>Formal: None</p>

	Knowledge and Competencies: The successful completion of the module “business law”
6	Assessment Examination (45 minutes) (75%) and case studies, presentations, homework (25%)
7	Requirements for Award of Credits Successful completion of exam, case studies, presentation, and homework
8	Module Used in Other Programs No
9	Weighting of the Mark for the Final Grade
10	Module Leader Dr. Mauer
11	Further Information Literature: International Human Resource Management: Policies and Practices for Multinational Enterprises (Global HRM), Dennis Briscoe et al., 4 th . Edition, New York, 2011. International Human Resource Management, Peter J. Dowling et al., 5 th . Edition, London, 2008. The Corporate Guide to Expatriate Employment: An Employer's Guide to Deploying and Managing Internationally Mobile Staff, Jonathan Reuvid, 1 st . Edition, London, 2009. Expatriate-Management – Auslandseinsätze erfolgreich gestalten, 2. Aufl., DGFP e.V. (Hrsg.), Düsseldorf, 2012. Personaleinsatz im Ausland – Personalmanagement, Arbeitsrecht, Sozialversicherungsrecht, Steuerrecht, Reinhold Mauer (Hrsg.), 2. Aufl., München 2013.

Specialisation Area Managing Risk

Module Quantitative Methodes in Financial Risk Management					
Code Number	Workload	Credits	Semester	Frequency	Duration
921331	150 hrs	5	4th semester	annually summer term	1 semester
1	Specialisation Area Managing Risk	Contact Hours 3 class hours pw / 45 hrs	Self-Study 105 hrs	Planned Group Size 45 students	
2	<p>Learning Outcomes / Competencies</p> <p>2.1 Professional Competencies</p> <p>2.1.1 Knowledge</p> <ul style="list-style-type: none"> • The students know the basic features of several different (risk bearing) products in today's financial markets. • The students can explain the different dimensions of financial risk (market risk, credit risk, operational risk etc.). • The students know the basic tools for quantitative, financial risk management from analysis, linear algebra, probability theory and statistics. • The students can explain the Value at Risk methodology and its basic components: • The students can apply the VaR approach to single assets and simple portfolios thereof. <p>2.1.2 Skills</p> <ul style="list-style-type: none"> • Students can detect and identify risks by applying creativity techniques, using risk breakdown structures, etc. • Students can apply methods to evaluate risks • Students can use techniques to analyze compound risks • apply the appropriate risk response measures to the individual risks in a given context in the course. <p>2.2 Personal Competencies</p> <p>2.2.1 Social Competencies</p>				

	<p>Students are able to</p> <ul style="list-style-type: none"> • assess the given risk culture • able to develop and improve a risk culture • detect and identify risks by applying creativity techniques, using risk breakdown structures, etc. • apply the appropriate risk response measures to the individual risks <p>in a new context / project</p> <p>2.2.2 Autonomy</p> <ul style="list-style-type: none"> • Students are able to identify complex financial risk situations and put them into the context of the lecture • Students are able to find, present, and discuss sustainable solutions for complex risk situations
3	<p>Contents</p> <ul style="list-style-type: none"> • Basic features of futures, options, swaps etc. • Recapitulation of some required aspects from analysis, linear algebra, probability theory and statistics • VaR Methodology • Risk Mapping • VaR tools in active risk management (marginal VaR, incremental VaR etc.) • Case studies of single assets and simple portfolios (based on Excel)
4	<p>Teaching and Training Methods</p> <ul style="list-style-type: none"> • Group work to practice concepts and methods, to develop skills and to work on case studies • Presentations to communicate results • Lectures introducing concepts, methods and tools • Home work to add individual contributions (case studies)
5	<p>Prerequisites for Admission</p> <p>Formal: -</p> <p>Knowledge and Competencies: business mathematics, business statistics</p>
6	<p>Assessment</p> <p>written exam (45 minutes) (100%)</p>

7	<p>Requirements for Award of Credits</p> <p>Passed written exam.</p>
8	<p>Module Used in Other Programs</p> <p>no</p>
9	<p>Weighting of the Mark for the Final Grade</p>
10	<p>Module Leader</p> <p>Prof. Dr. Mörchel</p>
11	<p>Further Information</p> <p>Literature:</p> <p>Philippe Jorion: Value at Risk - The new benchmark for managing financial risk; 3rd edition, McGraw-Hill</p> <p>Philippe Jorion & GARP (Global Association of Risk Professionals): Financial Risk Manager Handbook, 6th edition, Wiley Finance</p> <p>John C. Hull: Options, Futures and Other Derivatives; 8th edition, Prentice Hall International</p>

Module Risk Management					
Code Number	Workload	Credits	Semester	Frequency	Duration
921332	150 hrs	5	4th semester	annually summer term	1 semester
1	Specialisation Area Managing Risk	Contact Hours 3 class hours pw / 45 hrs	Self-Study 105 hrs	Planned Group Size 45 students	
2	<p>Learning Outcomes / Competencies</p> <p>2.1 Professional Competencies</p> <p>2.1.1 Knowledge</p> <ul style="list-style-type: none"> • The students can explain the personal, cultural, and organizational parameters of risk regarding awareness, avoidance, etc. • The students can describe the different phases and the core issues of a risk management process • The students know the different dimensions of risks (probability of occurrence, impact, etc) • The students know how to collect the necessary information for risk evaluation • The students understand that there is no chance without risk <p>2.1.2 Skills</p> <p>The students are able to</p> <ul style="list-style-type: none"> • detect and identify risks by applying creativity techniques, using risk breakdown structures, etc. • apply methods to evaluate risks • use techniques to analyze compound risks (e.g. Monte Carlo simulation) • apply the appropriate risk response measures to the individual risks in a given context in the course. <p>2.2 Personal Competencies</p> <p>2.2.1 Social Competencies</p> <p>The students are able to</p> <ul style="list-style-type: none"> • assess the given risk culture • able to develop and improve a risk culture • apply methods to evaluate risks • use techniques to analyze compound risks (e.g. Monte Carlo simulation) 				

	<ul style="list-style-type: none"> • apply the appropriate risk response measures to the individual risks in a new context / project. <p>The students have to practice team work during the group work phase.</p> <p>2.2.2 Autonomy</p> <ul style="list-style-type: none"> • The students are able to autonomously identify and evaluate risks in their everyday life • The students are able to identify complex risks in projects and put them into the context of the lecture • The students are able to find, present, and discuss sustainable solutions for complex risk situations
3	<p>Contents</p> <ul style="list-style-type: none"> • Risk culture • Aspects of risk • The PMBOK-framework of project risk management • Risk Management Planning • Risk Identification • Qualitative Risk Analysis • Quantitative Risk Analysis • Risk Response Planning • Risk Monitoring and Control
4	<p>Teaching and Training Methods</p> <ul style="list-style-type: none"> • Group work to practice concepts and methods, to develop skills and to work on case studies • Presentations to communicate results • Lectures introducing concepts, methods and tools • Home work to add individual contributions (case studies)
5	<p>Prerequisites for Admission</p> <p>Formal: -</p> <p>Knowledge and Competencies: business mathematics, business statistics</p>
6	<p>Assessment</p> <ul style="list-style-type: none"> • One written exam (30 minutes) (50%) • Homework, group work, presentations and/or case studies (50%)

7	<p>Requirements for Award of Credits</p> <p>Passed written exam.</p>
8	<p>Module Used in Other Programs</p> <p>No</p>
9	<p>Weighting of the Mark for the Final Grade</p>
10	<p>Module Leader</p> <p>Prof. Dr. Mörchel</p> <p>Prof. Dr. Fischer</p>
11	<p>Further Information</p> <p>Literature:</p> <p>A guide to the project management body of knowledge, (PMBOK®Guide) PMI 2013</p> <p>Chris Chapman, Stephen Ward: Project Risk Management, John Wiley & Sons, Chichester 2011</p> <p>Andrew Holmes: Smart Risk, Capstone Publishing Limited, Chichester 2004</p> <p>Tom DeMarco, Timothy Lister: Waltzing with Bears, Dorset House Publishing, New York 2003</p> <p>Rita Mulcahy: Risk Management – Tricks of the Trade for Project Managers, RMC Publications, 2003</p> <p>Schelle/Ottmann/Pfeiffer: Project Manager, GPM German Association for Project Management, 2006</p> <p>Harold Kerzner: Project Management, John Wiley & Sons, Hoboken, New Jersey, 2017</p> <p>Andy Garlick: Estimating Risk – A Management Approach, Aldershot, Gower, 2007</p>

Specialisation Area

Marketing and Sales in B2B Markets

Module Principles of Marketing and Sales in B2B Markets					
Code Number	Workload	Credits	Semester	Frequency	Duration
921351	150 hrs	5	4th semester	annually summer term	1 semester
1	Specialisation Area	Contact Hours	Self-Study	Planned Group Size	
	Marketing and Sales in B2B Markets	3 class hours pw / 45 hrs	105 hrs	45 students	
2	Learning Outcomes / Competencies				
	2.1 Professional Competencies				
	2.1.1 Knowledge				
	<ul style="list-style-type: none"> • Specifics of marketing and sales in business-to-business contexts • Comprehend how management decisions impact salesperson and customer attitudes and behaviour and thereby impact profit • Identify challenges towards becoming a solutions seller • Have in-depth knowledge on specific current sales and marketing challenges in the business-to-business areas 				
	2.1.2 Skills				
	The Students will				
	<ul style="list-style-type: none"> • know the challenges and specifics of business-to-business marketing and how to approach organizational buying behavior, • design strategies and structures to effectively serve the B2B market, • apply a systematic approach to identify sales and marketing challenges in business-to-business settings and find solutions for these challenges. 				
	2.2 Personal Competencies				
	2.2.1 Social Competencies				
	The Students can				
	<ul style="list-style-type: none"> • lead and coordinate teams in a results-oriented fashion, • present and prudently defend team results in a complex and demanding environment, • explain up-to-date management issues to their classmates in a comprehensive way. 				

	<p>2.2.2 Autonomy</p> <p>The Students can</p> <ul style="list-style-type: none"> • manage and transform work or study contexts that are complex, unpredictable and require new marketing approaches, • reflect operational challenges of business-to-business organizations in the dynamic environment, • work out independent projects on up-to-date business-to-business sales or marketing challenges.
3	<p>Contents</p> <p>Business-to-business (B2B) organizations represent a substantial part of the German economy and strongly affect the national competitiveness. Therefore, this class focusses on giving students an overview of how the business-to-business segment functions and of the specific sales and marketing challenges that managers face within this sector. Following topics will be addressed:</p> <ul style="list-style-type: none"> • Characteristics business-to-business markets • Decisions alongside the Sales Profit Chain • Managing the business-to-business marketing mix • Customer relationship management • Key Account Management, Small Customer Management • Product and Performance Management • Sustainability for business-to-business organizations <p>Lectures will be completed by student presentations and in-class case discussions.</p>
4	<p>Teaching and Training Methods</p> <p>Lectures, Lecture, in-class cases, presentations by students and company managers</p>
5	<p>Prerequisites for Admission</p> <p>Formal:</p> <p>Knowledge and Competencies:</p>
6	<p>Assessment</p> <p>70% exam (45 minutes), 30% group assignment</p>
7	<p>Requirements for Award of Credits</p> <p>Successful completion of examinations/presentations</p>
8	<p>Module Used in Other Programs</p>

	No
9	Weighting of the Mark for the Final Grade
10	Module Leader Prof. Dr. Scheidler
11	Further Information Literature: Backhaus, K./Voeth, M. : Industriegütermarketing, 9. Aufl., Vahlen: München. 2009. Belz, Ch., Müllner, M., Zupancic, D.: Spitzenleistungen im Key Account Management, 2. Aufl., Redline - Wirtschaft: Heidelberg. 2008. Belz, Ch., Schmitz, Ch., Zupancic: So Managen Sie Kleinkunden, in: Harvard Business Manager, 30. Jg., Heft. 6, (Juli), S. 70 - 79. 2009. Scheidler, S., Schneider, J.V., Schmitz, C., und Wieseke, J.: Wenn bei den Mitarbeiterfähigkeiten Soll und Ist abweichen“, Sales Management Review, 3, 28-38. 2016. Wieseke, J.: The Sales Profit Chain. Springer. forthcoming

Module Marketing and Sales Management Project					
Code Number	Workload	Credits	Semester	Frequency	Duration
921352	150 hrs	5	4th semester	annually summer term	1 semester
1	Specialisation Area	Contact Hours	Self-Study	Planned Group Size	
	Marketing and Sales in B2B Markets	3 class hours pw / 45 hrs	105 hrs	45 students	
2	<p>Learning Outcomes / Competencies</p> <p>2.1 Professional Competencies</p> <p>2.1.1 Knowledge</p> <ul style="list-style-type: none"> Widespread knowledge of how to gather, analyse and synthesize information in order to find solutions for real marketing and sales management solutions Confident handling of different data sources (e.g., from literature research, internal and external data sources) Development of rationale, feasible solutions based on an analytic process Thorough marketing and sales knowledge and skills and the ability to transfer this knowledge and adopt it to boundary conditions of different companies <p>2.1.2 Skills</p> <p>The Students will</p> <ul style="list-style-type: none"> use techniques and frameworks to analyze a specific company's situation (internal and external analysis) be able to conduct literature researches on specific management topics apply sophisticated tools for data analysis to develop solutions for marketing and sales challenges synthesize their analysis and suggested solution in a convincing board member presentation <p>2.2 Personal Competencies</p> <p>2.2.1 Social Competencies</p> <p>The Students can</p> <ul style="list-style-type: none"> lead and coordinate teams in a results-oriented fashion, 				

	<ul style="list-style-type: none"> • act as management consultants to a real company and thereby take a boundary spanner role, • present and prudently defend team results in a complex and demanding environment. <p>2.2.2 Autonomy</p> <p>The Students can</p> <ul style="list-style-type: none"> • manage and transform work or study contexts that are complex, unpredictable and require new marketing approaches, • reflect operational challenges of companies whilst taking into account internal factors, such as the company's structure, strategic goals and leadership approach • work out independent solutions and act as a consulting team to a company
<p>3</p>	<p>Contents</p> <p>The main objective of this class is to prepare students for a situation that will most likely arise in their future professional life: The executive board of a company challenges them to find solutions to a current marketing or sales problem. Being new to the company, there is a lack of understanding of the specific problem, as well as of company internal mechanisms and external, environmental and competitive factors.</p> <p>In this class, companies will present up-to-date marketing and sales problems. Students will work out solutions by</p> <ul style="list-style-type: none"> • conducting a literature research to find up-to-date scientific findings that they might transfer to the specific marketing and sales management problem, • analysing the market and competitive environment of the company in question, • analyzing – if given - internal company data, • being coached by the company's manager and the professor whether a solution is feasible, • synthesizing their information in a management report and a board member presentation. <p>Students will form marketing and sales consulting teams. Their research is support by different coaching sessions (e.g., on how to prepare information for board members, how to present in a convincing and concise style, and by company members feedback on the status-quo of their presentation).</p>
<p>4</p>	<p>Teaching and Training Methods</p> <p>Lectures, board presentation by students, coaching by managers</p>

5	<p>Prerequisites for Admission</p> <p>Formal:</p> <p>Knowledge and Competencies:</p>
6	<p>Assessment</p> <p>50% exam (45 minutes), 50% group board presentation</p>
7	<p>Requirements for Award of Credits</p> <p>Successful completion of examinations/presentations</p>
8	<p>Module Used in Other Programs</p> <p>No</p>
9	<p>Weighting of the Mark for the Final Grade</p>
10	<p>Module Leader</p> <p>Prof. Dr. Scheidler</p>
11	<p>Further Information</p> <p>Literature:</p> <p>Backhaus, K./Voeth, M. : Industriegütermarketing, 9. Aufl., Vahlen: München. 2009.</p> <p>Belz, Ch., Müllner, M., Zupancic, D.: Spitzenleistungen im Key Account Management, 2. Aufl., Redline - Wirtschaft: Heidelberg. 2008.</p> <p>Belz, Ch., Schmitz, Ch., Zupancic: So Managen Sie Kleinkunden, in: Harvard Business Manager, 30. Jg., Heft. 6, (Juli), S. 70 - 79. 2009.</p> <p>Scheidler, S., Schneider, J.V., Schmitz, C., und Wieseke, J.: Wenn bei den Mitarbeiterfähigkeiten Soll und Ist abweichen“, Sales Management Review, 3, 28-38. 2016.</p>

	<p>Schons, L.M., und Scheidler, S.: Forschungsk Kooperationen zwischen Wissenschaft und Praxis zum Thema „Corporate Social Responsibility“ am Beispiel von IKEA Deutschland, uwf UmweltWirtschaftsForum, 3, 1–9. 2016.</p> <p>Wieseke, J.: The Sales Profit Chain. Springer. forthcoming</p>
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Specialisation Area Digital Business & Innovation

Module Digital Business					
Code Number	Workload	Credits	Semester	Frequency	Duration
921361	150 hrs	5	4th semester	annually summer term	1 semester
1	Specialisation Area Digital Business and Innovation	Contact Hours 3 class hours pw / 45 hrs	Self-Study 105 hrs	Planned Group Size 45 students	
2	<p>Learning Outcomes / Competencies</p> <p>2.1 Professional Competencies</p> <p>2.1.1 Knowledge</p> <ul style="list-style-type: none"> • They understand the concepts of data normalization and entity relationship modelling. • The students know the principles and differences of transactional und analytical processes for business management. • They understand the different types of structured data. • They are able to distinguish between manual, semi-automatic and automatic tasks. • They understand the potential of cross-functional and cross-company automation and integration • They know the definitions and the purpose of standard business software suites and modules for both transactional und analytical applications. • They are able to describe the advantages and disadvantages of implementing und using standard business software. <p>2.1.2 Skills</p> <ul style="list-style-type: none"> • The students have the capability, to analyze a business' key figures with standard office software and with a self-service business intelligence solution. • They are able to work with the most frequently used modules of a standard enterprise resource planning solution. <p>2.2 Personal Competencies</p> <p>2.2.1 Social Competencies</p> <ul style="list-style-type: none"> • The students solve independently and in groups tasks on the basis of various case studies within an enterprise resource planning solution, within a self-service business intelligence solution and within a standard office software. 				

	<ul style="list-style-type: none"> • They test their practical knowledge with the support of questionnaire based on an audience response system. <p>2.2.2 Autonomy</p> <ul style="list-style-type: none"> • Students get access to the used systems not only in class, but also from home. Thus, they can practice themselves outside the lecture. • Solutions are provided as screencasts, so that students can repeatedly go through any detail needed solving the tasks in the case studies.
3	<p>Content</p> <p>3.1. Transactional and Analytical Business Applications</p> <ul style="list-style-type: none"> • Utilizing standard office software for business analytics • Different types of structured data • Normalizing data • Entity relationship modelling • Fundamentals of transactional and analytical systems <p>3.2. Transactional Processes</p> <ul style="list-style-type: none"> • Software suites and modules in the area of transactional processes • Case study in financial accounting • Case study in material management • Case study in human capital management <p>3.3. Business Analytics</p> <ul style="list-style-type: none"> • Software suites in the area of business analytics • Business intelligence in practice • Case study in self-service business intelligence
4	<p>Teaching and Training Methods</p> <p>Exercises at the computer</p>
5	<p>Prerequisites for Admission</p> <p>Formal: none</p> <p>Knowledge and Competencies: none</p>
6	<p>Assessment</p> <p>Module exam (45 minutes) (100%)</p>

7	Requirements for Award of Credits Successful completion of examination
8	Module Used in Other Programs No
9	Weighting of the Mark for the Final Grade
10	Module Leader Prof. Dr. Niehüser
11	Further Information Literature: Laudon, Kenneth C./Laudon, Jane Price (2016): Management Information Systems: Managing the Digital Firm, 14. Aufl., Boston 2016.

Module Digital Innovation					
Code Number	Workload	Credits	Semester	Frequency	Duration
921362	150 hrs	5	4th semester	annually summer term	1 semester
1	Specialisation Area Digital Business and Innovation	Contact Hours 3 class hours pw / 45 hrs	Self-Study 105 hrs	Planned Group Size 45 students	
2	<p>Learning Outcomes / Competencies</p> <p>2.1 Professional Competencies</p> <p>2.1.1 Knowledge</p> <ul style="list-style-type: none"> • Students have a basic conceptual understanding of IT and digitization as drivers of innovation. • They are familiar with the distinction between digital and analog data and information and information products and can face their central technological and economic characteristics. • They can reflect the macroeconomic phases of digitization. • They understand the current (mega) trends of digitization and can explain their (socio-) economic significance. • They understand the influence of digitization from the perspective of economics and business administration. • They understand how digitization is challenging legacy business models and creating new business models. • They can differentiate and categorize digital business models according to different market criteria. • They understand the basic principles of innovation and technology management. • They can explain the phases and the mode of operation of company innovation processes. • They understand the impact of digitization and innovation on the operational structure and process organization. • They can classify innovations. 				

	<ul style="list-style-type: none"> • They understand the incentive mechanisms for innovation in established and emerging companies. • They understand the basics of measuring innovation. <p>2.1.2 Skills</p> <ul style="list-style-type: none"> • Students can create and model digital business models and processes. • They can explain the economic and business impact of innovation and disruption and create projections. • Students can apply methods for business model and process innovation. • They can apply the method of scenario analysis. <p>2.2 Personal Competencies</p> <p>2.2.1 Social Competencies</p> <ul style="list-style-type: none"> • Students are able to develop and present subject matter to a complex and challenging field of practice in a team. <p>2.2.2 Autonomy</p> <ul style="list-style-type: none"> • Students are introduced to self-directed learning through multimedia-supported learning materials. • On the basis of dedicated tasks, students are able to familiarize themselves independently with a technically complex and highly relevant system and acquire in-depth knowledge. • Control questions about the lecture material support self-directed learning through active self-employment.
<p>3</p>	<p>Content</p> <p>3.1. Basics</p> <ul style="list-style-type: none"> • Foundations for information and digitization • Fundamentals of innovation and business innovation processes • Repetition of basics for business process modeling • Repetition of fundamentals for business modeling <p>3.2. Digital Economics</p> <ul style="list-style-type: none"> • Technological drivers of digitization • Economic effects of digitization • Evolution of markets in the area of market processes, market participants and market goods • Properties and evolution of digital goods

	<ul style="list-style-type: none"> • Micro and macroeconomic features of digital markets • Phase models of digitization of the markets • Classification of data-centric business models <p>3.3. Economic classification of digital trend terms</p> <ul style="list-style-type: none"> • Model for classifying the trend terms • Industry 4.0 • Big Data • Work 4.0 • Wearables • In-memory computing • Internet of Things • Cloud computing • Smart Home • Smart Grids • Quantified Self • Nano Technology • Artificial Intelligence, Deep Learning and Machine Learning • Crowd Economy • Sharing economy • Augmented Reality and Virtual Reality • Everything as a service • Classification and evaluation of socio-economic conditions with regard to data protection, transparency, IT governance and IT security <p>3.4. Innovation and Technology Management</p> <ul style="list-style-type: none"> • Value creation through innovation • R&D management: methods and tools • Innovation in organizational structure and process organization • Overall and business incentive systems for innovation • Life cycle and pattern of the innovation process • Key figures for measuring and controlling innovation
4	<p>Teaching and Training Methods</p> <p>Seminaristical Lecture</p>
5	<p>Prerequisites for Admission</p> <p>Formal: none</p>

	Knowledge and Competencies: none
6	Assessment Module exam (45 minutes) (100 %)
7	Requirements for Award of Credits Successful completion of examination
8	Module Used in Other Programs No
9	Weighting of the Mark for the Final Grade
10	Module Leader Prof. Dr. Niehüser
11	Further Information Literature: Brynjolfsson, Erik/McAfee, Andrew (2016): The Second Machine Age: Work, Progress, and Prosperity in a Time of Brilliant Technologies, New York London 2016. Choi, Soon-Yong/Stahl, Dale O./Whinston, Andrew B. (1997): The Economics of Electronic Commerce, Indianapolis 1997. Christensen, Clayton M. (2013): The Innovator's Dilemma: When New Technologies Cause Great Firms to Fail, Boston 2013. Dorfer, Laura (2016): Datenzentrische Geschäftsmodelle als neuer Geschäftsmodelltypus in der Electronic-Business-Forschung: Konzeptionelle Bezugspunkte, Klassifikation und Geschäftsmodellarchitektur, in: Schmalenbachs Zeitschrift für betriebswirtschaftliche Forschung, Vol. 68, Nr. 3, S. 307-369. Downes, Larry/Mui, Chunka (1998): Unleashing the Killer App: Digital Strategies for Market Dominance, Boston 1998.

Fahey, Liam/Randall, Robert M. (1998): Learning From the Future: Competitive Foresight Scenarios, New York 1998.

Keese, Christoph (2016): Silicon Valley: Was aus dem mächtigsten Tal der Welt auf uns zukommt, München 2016.

Kelly, Kevin (2016): The Inevitable: Understanding the 12 Technological Forces that Will Shape Our Future, New York 2016.

Negroponte, Nicholas (1996): Total Digital: Die Welt zwischen 0 und 1 oder Die Zukunft der Kommunikation, 4. Aufl, München 1996.

Negroponte, Nicholas (1996): Being Digital, London 1996.

Raskino, Mark (2015): Digital to the Core, s.l. 2015.

Shapiro, Carl/Varian, Hal R. (1999): Information Rules: A Strategic Guide to the Network Economy, Boston 1999.

Specialisation Area International Economics

Module International Trade					
Code Number	Workload	Credits	Semester	Frequency	Duration
921371	150 hrs	5	4th semester	annually summer term	1 semester
1	Specialisation Area International Economics	Contact Hours 3 class hours pw / 45 hrs	Self-Study 105 hrs	Planned Group Size 45 students	
2	<p>Learning Outcomes / Competencies</p> <p>2.1 Professional Competencies</p> <p>2.1.1 Knowledge</p> <p>The Students know/have</p> <ul style="list-style-type: none"> • about factors that enhance or impede trade between countries, • about the gains from trade illustrated by models that deal with differences in productivity or in resources, • how international trade allows to specialise giving countries greater efficiencies of large-scale production, • the basic instruments of international trade policy, and • a basic understanding of the political economy of trade policy. <p>2.1.2 Skills</p> <p>The Students can</p> <ul style="list-style-type: none"> • distinct and assess major drivers of international trade, • identify and analyse international economic conditions and relations for international business, • read and assess, and present (suitable) scientific research papers, • present and prudently defend results in a complex and demanding environment, and • apply economic models to current topics on international trade and finance. <p>2.2 Personal Competencies</p> <p>2.2.1 Social Competencies</p> <p>The Students can</p> <ul style="list-style-type: none"> • critically discuss pros and cons of selected issues of international trade policy, • work on joint tasks, i.e. presentation of a scientific research paper, in a team, • organise and manage team tasks in a project oriented manner. <p>2.1.2 Autonomy</p>				

	<p>The Students can</p> <ul style="list-style-type: none"> • manage and transform work or study material that is complex and abstract, • critically contribute to the areas of international trade reflecting different societal and economic points of views, • deal with the interplay between economic framework conditions and the strategic outline of players in the international markets, and • work on projects and ideas with a high level of autonomy.
3	<p>Contents</p> <ul style="list-style-type: none"> • Who trades with whom? <ul style="list-style-type: none"> ○ Gravity model ○ Trade patterns • Introduction to international trade theory <ul style="list-style-type: none"> ○ Labor productivity and comparative advantage ○ Resources, trade and income distribution • A primer to international trade policy <ul style="list-style-type: none"> ○ Instruments (tariffs, subsidies and quotas) ○ Political economy of trade policy ○ The institutional framework • Economies of scale and international trade
4	<p>Teaching and Training Methods</p> <p>Lecture, seminar, coaching, and homework</p>
5	<p>Prerequisites for Admission</p> <p>Knowledge and Competencies: Introduction to economics, basic microeconomics and macroeconomics</p>
6	<p>Assessment</p> <p><i>I. Complete Specialisation Area, i.e. International Economics:</i> Written examination (60 minutes) (50%) Team presentation of a scientific research paper (50%)</p> <p><i>II. Single module International Trade (open for visiting students only!):</i> Written examination (30 minutes) (50%) Team presentation of a scientific research paper (50%)</p>
7	<p>Requirements for Award of Credits</p> <p>Successful completion of assessment</p>
8	<p>Module Used in Other Programs</p> <p>No</p>

9	Weighting for the Mark for the Final Grade
10	<p>Module Leader</p> <p>Prof. Dr. Brüggelambert</p> <p>Prof. Dr. Greiber</p>
11	<p>Further Information</p> <p>Literature:</p> <ul style="list-style-type: none"> • Krugman, P. R., Obstfeld, M., Melitz, M. J. (2018), International Economics – Theory and Policy, 11th ed., Pearson. • Carmichael, F. (2005), A Guide to Game Theory, Prentice Hall. <p>Sample of scientific research papers students shall present during the course of this class (see assessment above):</p> <ul style="list-style-type: none"> • Ahmed, Abdullahi D. (2011), International Financial Integration, Investment and Economic Performance in Sub-Saharan, African Countries, Global Economy Journal 11(2). • Streif, Frank (2008), Tax Competition in Europe – Europe in Competition with Other World Regions? ZEW Discussion Paper No. 15-082. • Gosh, Madanmohan, Weimin Wangy (2009), Does FDI Accelerate Economic Growth? The OECD Experience Based on Panel Data Estimates for the Period 1980-2004, Global Economy Journal 9(4).

Module International Money					
Code Number	Workload	Credits	Semester	Frequency	Duration
921372	150 hrs	5	4th semester	annually summer term	1 semester
1	Specialisation Area International Economics	Contact Hours 3 class hours pw / 45 hrs	Self-Study 105 hrs	Planned Group Size 45 students	
2	<p>Learning Outcomes / Competencies</p> <p>2.1 Professional Competencies</p> <p>2.1.1 Knowledge</p> <p>The Students know/have</p> <ul style="list-style-type: none"> • the relation of international transactions to national income accounting, • about how exchange rates are determined, • about the differences of floated and fixed exchange rate systems, • a basic understanding of the interactions between money supply, interest rates and exchange rates, and • about selected topics regarding international capital markets. <p>2.1.2 Skills</p> <p>The Students can</p> <ul style="list-style-type: none"> • distinct and assess major drivers of international money, • assess the interplay of money supply, interest rates and exchange rates, • read and assess, and present (suitable) scientific research papers, • present and prudently defend results in a complex and demanding environment, and • apply economic models to current topics on international trade and finance. <p>2.2 Personal Competencies</p> <p>2.2.1 Social Competencies</p> <p>The Students can</p> <ul style="list-style-type: none"> • critically discuss pros and cons of selected issues of international macroeconomic policy, • work on joint tasks, i.e. presentation of a scientific research paper, in a team, • organise and manage team tasks in a project oriented manner. <p>2.2.2 Autonomy</p> <p>The Students can</p> <ul style="list-style-type: none"> • manage and transform work or study material that is complex and abstract, 				

	<ul style="list-style-type: none"> critically contribute to the areas of international money reflecting different societal and economic points of views, deal with the interplay between economic framework conditions and the strategic outline of players in the international markets, and work on projects and ideas with a high level of autonomy.
3	<p>Contents</p> <ul style="list-style-type: none"> National income accounting and the balance of payments Foreign exchange markets <ul style="list-style-type: none"> Exchange rates Determinants of foreign exchange markets Exchange rate systems <ul style="list-style-type: none"> Flexible exchange rate systems Fixed exchange rate systems Money, interest rates and exchange rates The exchange rate in the long run Output and the exchange rate in the short run International macroeconomic policy – selected issues
4	<p>Teaching and Training Methods</p> <p>Lecture, seminar, coaching, and homework</p>
5	<p>Prerequisites for Admission</p> <p>Knowledge and Competencies: Introduction to economics, basic microeconomics and macroeconomics</p>
6	<p>Assessment</p> <p><i>I. Complete Specialisation Area</i>, i.e. <u>International Economics</u>: Written examination (60 minutes) (50%) Team presentation of a scientific research paper (50%)</p> <p><i>II. Single module</i> <u>International Money</u> (open for visiting students only!): Written examination (30 minutes) (50%) Team presentation of a scientific research paper (50%)</p>
7	<p>Requirements for Award of Credits</p> <p>Successful completion of assessment</p>
8	<p>Module Used in Other Programs</p> <p>No</p>

9	Weighting for the Mark for the Final Grade
10	<p>Module Leader</p> <p>Prof. Dr. Brüggelambert</p> <p>Prof. Dr. Greiber</p>
11	<p>Further Information</p> <p>Literature:</p> <ul style="list-style-type: none"> • Farnham, P.G. (2014), Economics for Managers, 3rd ed., Pearson. • Krugman, P. R., Obstfeld, M., Melitz, M. J. (2018), International Economics – Theory and Policy, 11th ed., Pearson. • Mishkin, F. (2018), Economics of Money, Banking and Financial Markets, 12th Edition, Pearson • Mankiw, N.G. (2015), Macroeconomics, 9th ed., Worth Publishers. <p>Sample of scientific research papers students shall present during the course of this class (see assessment above):</p> <ul style="list-style-type: none"> • Ahmed, Abdullahi D. (2011), International Financial Integration, Investment and Economic Performance in Sub-Saharan, African Countries, Global Economy Journal 11(2). • Streif, Frank (2008), Tax Competition in Europe – Europe in Competition with Other World Regions? ZEW Discussion Paper No. 15-082. <p>Gosh, Madanmohan, Weimin Wangy (2009), Does FDI Accelerate Economic Growth? The OECD Experience Based on Panel Data Estimates for the Period 1980-2004, Global Economy Journal 9(4).</p>

Specialisation Area

Entrepreneurial Management and Ecosystems

Module Entrepreneurial Management and Business Game					
Code Number	Workload	Credits	Semester	Frequency	Duration
921381	150 hrs	5	4th semester	annually summer term	1 semester
1	Specialisation Area	Contact Hours	Self-Study	Planned Group Size	
	Entrepreneurial Management and Ecosystems	3 class hours pw / 45 hrs	105 hrs	45 students	
2	<p>Learning Outcomes / Competencies</p> <p>2.1 Professional Competencies</p> <p>2.1.1 Knowledge</p> <p>The Students</p> <p>Entrepreneurial Management</p> <ul style="list-style-type: none"> • grasp the idea of entrepreneurship and the motivation of entrepreneurs, • know about the startup development process, • understand challenges of startup-management and gain application ready-knowledge on selected methods and tools for it, • have an overview on start-up collaboration apps, • understand the business model design process and connected tools, • Learn about selected focus topics: <ul style="list-style-type: none"> • recognize the importance and mechanics of the cash flow plan, • understand the Lean Startup management approach and its key tools, • grasp the full scope of digital marketing, • understand financing options with focus on crowd financing, <p>Business Game</p> <ul style="list-style-type: none"> • know the interdependencies in functional activities and management decisions, • understand how businesses are steered via KPI in praxis, • grasp how strategy is developed and applied in an entrepreneurial way. <p>2.1.2 Skills</p> <p>The Students can/know/apply/are</p> <p>Entrepreneurial Management</p> <ul style="list-style-type: none"> • able to develop business models • fluent in the use of start-up collaboration apps <p>Depending on focus topics:</p> <ul style="list-style-type: none"> • able to manage a startup via the lean start-up approach • develop basic cash flow plans 				

	<ul style="list-style-type: none"> • design digital marketing campaigns, especially search engine advertising (SEA) • design crowdfunding campaigns <p>Business Game</p> <ul style="list-style-type: none"> • work on loosely defined individual focus topics in the context of a team • analyze and condense information in a business context • perform detailed cost and marketing mix analysis • analyze the strategic positioning of competitors in an industry and develop recommendations for action <p>2.2 Personal Competencies</p> <p>2.2.1 Social Competencies</p> <p>Entrepreneurial Management</p> <ul style="list-style-type: none"> • coordinate and work in depth on a business-questions in teams • coordinate multiple assignments in teams • use collaboration functions of start-up apps <p>Business Game</p> <ul style="list-style-type: none"> • coordinate and work in depth on a business-questions in teams • debate conflicting strategic options in managing businesses • take decisions within a team under time constraints <p>2.2.2 Autonomy</p> <p>The Students can/know/apply</p> <p>Entrepreneurial Management</p> <ul style="list-style-type: none"> • independently conducting a research question including literature search, term paper preparation using to state of the arts tools of academic writing, and presentation of major findings • self-coordinate work on research-question • work out own projects and ideas <p>Business Game</p> <ul style="list-style-type: none"> • reflect and deal with critical and ambiguous management situations
<p>3</p>	<p>Contents</p> <p>This module offers a comprehensive perspective on the application of the essentials in general management with a special focus on entrepreneurship. The module is structured into two complementary parts with a consequent focus on application of management instruments and methods which is ensured by the case method and business simulation. In addition, it is dealing with advanced empirical studies on major topics regarding the management of startups. The module is offered in a seminar-like format.</p> <p>a) Entrepreneurial Management</p>

	<p>This part of the module offers a focused perspective on challenges for managing startups. Topics will be explored on the basis of cases studies, own business ideas, scientific studies, case research and practitioners' best practices.</p> <p>Topics can include:</p> <ul style="list-style-type: none"> • What is a startup? • Startup Apps • Business Planning Frameworks • Value Proposition • Business Model Canvas • Cash flow plan • Lean Startup management techniques • Digital marketing, e. g. SEO, SEA • Financing for startups, e. g. crowd funding <p>b) Business Game</p> <p>This part of the module is based on a business simulation which enables students to think and act in an entrepreneurial manner in accordance with general principles of strategic and value-based management. Working in teams, participants need to plan, strategize, and decide jointly and face the challenge of arriving at decisions within the team efficiently and constructively thereby achieving transparency in the consequences of the decisions.</p> <p>Examples for challenges in form and content:</p> <ul style="list-style-type: none"> • Making decisions in complex business situations under uncertainty • Interpreting business data and defining appropriate business strategies • Applying standard instruments in the field of controlling, accounting and finance • Defining and elaborating the product marketing mix • Developing a cross-functional perspective according to the principle: "Learning business by doing business"
4	<p>Teaching and Training Methods</p> <ul style="list-style-type: none"> • Lectures • Case analyses • Spreadsheet modelling • Online tools • Business simulations
5	<p>Prerequisites for Admission</p> <p>Formal:</p> <p>Knowledge and Competencies:</p>
6	<p>Assessment</p>

	<p>Assessments are graded with points for all parts. A single grade based on the total points will be awarded for the module/specialization area.</p> <p><i>I. Complete Specialisation Area</i>, i.e. <u>Entrepreneurial Management and Ecosystems</u>: Lecture/Seminar (2/3) Thereof:</p> <ul style="list-style-type: none"> • Term paper (60%) • Presentation (20%) • Oral participation (20%) <p>Business Game (1/3) Various assessment criteria with various weights (depending on class size and structure), e. g.:</p> <ul style="list-style-type: none"> • Entry test • Concluding exam • Individual assignments • Company result (ranking of shareholder earnings) • Team work <p><i>II. Single Module</i> <u>Entrepreneurial Management and Business Game</u> (open for visiting students only!):</p> <p>Lecture/Seminar (1/2) Thereof:</p> <ul style="list-style-type: none"> • Term paper (60%) • Presentation (20%) • Oral participation (20%) <p>Business Game (1/2) Various assessment criteria with various weights (depending on class size and structure), e. g.:</p> <ul style="list-style-type: none"> • Entry test • Concluding exam • Individual assignments • Company result (ranking of shareholder earnings) • Team work
7	<p>Requirements for Award of Credits</p> <p>Successful completion of assessments.</p>
8	<p>Module Used in Other Programs</p>

9	Weighting of the Mark for the Final Grade
10	<p>Module Leader</p> <p>Prof. Dr. Dittrich</p> <p>Prof. Dr. Büchler</p>
11	<p>Further Information</p> <p>Literature:</p> <p>Entrepreneurial Management</p> <ul style="list-style-type: none"> • Blank (2013) The Four Steps to the Epiphany, K&S Ranch • Büchler (2014) Strategie entwickeln, umsetzen und optimieren, Pearson • Christensen (2000) Innovator's Dilemma, Harvard Business Review Press • Christensen (2008) Reinventing Your Business Model, HBR • Christensen / Raynor (2003) Innovator's Solution, Harvard Business Review Press • Engelen / Engelen / Bachmann (2015) Corporate Entrepreneurship, Springer Gabler • Kim / Mauborgne (2004) Blue Ocean Strategy • McGrath (2010) Business Models – A Discovery Driven Approach, HBR • Osterwalder / Pigneur (2010) Business Model Generation, Wiley • Osterwalder / Pigneur (2014) Value Proposition Design, Wiley • Ries (2011) The Lean Startup, Crown Business • Zook (2011) The Great Repeatable Business Model, HBR <p>Business Game</p> <p>Manuals to the simulation are provided before class.</p>

Module Entrepreneurial Ecosystems and Business Game					
Code Number	Workload	Credits	Semester	Frequency	Duration
921382	150 hrs	5	4th semester	annually summer term	1 semester
1	Specialisation Area Entrepreneurial Management and Ecosystems	Contact Hours 3 class hours pw / 45 hrs	Self-Study 105 hrs	Planned Group Size 45 students	
2	<p>Learning Outcomes / Competencies</p> <p>2.1 Professional Competencies</p> <p>2.1.1 Knowledge</p> <p>The Students</p> <p>Entrepreneurial Ecosystems</p> <ul style="list-style-type: none"> • grasp the societal and economic role of entrepreneurship and small and medium-sized enterprises and how an entrepreneurial ecosystem may impact entrepreneurial activities in a society, • realise the economic impact of entrepreneurship and small and medium-sized enterprises, • understand the specific requirements and restrictions for entrepreneurial activities and small and medium-sized enterprises in a global market environment, • understand why market failure in the area of entrepreneurial activities as well as for small and medium-sized may serve as a justification for economic policy interventions, • know how different stages of economic development may affect economic policy initiatives to improve the entrepreneurial ecosystem of a society, • grasp the conflict of objectives and interest when designing policy measures to improve the entrepreneurial ecosystem of a society, • know how to use modern empirical studies on entrepreneurial ecosystems to identify areas for policy action. <p>Business Game</p> <ul style="list-style-type: none"> • know the interdependencies in functional activities and management decisions, • understand how businesses are steered via KPI in praxis, • grasp how strategy is developed and applied in an entrepreneurial way. <p>2.1.2 Skills</p> <p>The Students can/know/apply</p>				

Entrepreneurial Ecosystems

- deal with complex policy matters,
- communicate complex policy issues in a convincing way,
- analyse current global trends that reshape competitive parameters for entrepreneurial activities as well as for small and medium enterprises in general,
- develop an understanding of the role and position of small and medium enterprises in global supply and business networks,
- analyse systematic disadvantages and frictions small and medium-sized enterprises are opposed to if compared with large enterprises,
- determine fields for economic policy action with respect to the entrepreneurial ecosystem of a society,
- prudently select economic policy instruments and understand the need for monitoring and evaluation of a policy choice,
- manage different roles government officials have to deal with working on policy measures,
- identify and interpret the core results of an empirical study,
- how to transform the results of a literature analysis into a term paper following standards in academic writing.

Business Game

- work on loosely defined individual focus topics in the context of a team
- analyze and condense information in a business context
- perform detailed cost and marketing mix analysis
- analyze the strategic positioning of competitors in an industry and develop recommendations for action

2.2 Personal Competencies

The Students can/know/apply

2.2.1 Social Competencies

Entrepreneurial Ecosystems

- soundly coordinate and work on joint tasks in teams,
- organise and manage complex team tasks in a project oriented manner,
- prudently defend team results in a complex and demanding environment,
- critically discuss and defend the societal role of entrepreneurship and small and medium-sized enterprises in public,
- how to act and communicate in public in a sensitive and professionally manner when voicing their opinion.

Business Game

- coordinate and work in depth on business questions in teams
- debate conflicting strategic options in managing businesses
- take decisions within a team under time constraints

2.2.2 Autonomy

Entrepreneurial Ecosystems

	<ul style="list-style-type: none"> • debate conflicting strategic options policy choices regarding the design of an entrepreneurial ecosystem of a society, • independently conducting a research question, including the following work steps: <i>(i)</i> literature search, <i>(ii)</i> writing of a term paper, and <i>(iii)</i> presentation of major findings, using state of the arts tools of academic writing and presentation, • assess pros and cons of policy measures in a social responsible way, • critically reflect policy initiatives and measures designed to improve a country's entrepreneurial ecosystem, • self-coordinate work on research-question, • work out own projects and ideas. <p>Business Game</p> <ul style="list-style-type: none"> • reflect and deal with critical and ambiguous management situations
<p>3</p>	<p>Contents</p> <p>This module offers a comprehensive perspective on the application of the essentials in general management and public policy with a special focus on entrepreneurship and small and medium-sized enterprises. The module basically is structured into two complementary parts, i.e. <i>(i)</i> a focus on the application of economic policy methods and instruments in the area of the design of entrepreneurial ecosystems and <i>(ii)</i> a business simulation part to get the students sensitive for the business environment entrepreneurial activities have to cope with. In addition, it is dealing with advanced theoretical and empirical studies on major topics regarding the constituent parts of an entrepreneurial ecosystem. The module is performed in a seminar-like format.</p> <p>c) Entrepreneurial Ecosystems</p> <p>This part of the module offers an in-dept examination of the meaning of entrepreneurial activities – as well as of small and medium-sized enterprises in general – from an economic point of view. Furthermore, it discusses the impediments these actors have to cope with in real business life as well as how to diminish these obstacles by the means of economic policy measures. The latter is accompanied by cases studies where the students have to <i>(i)</i> analyse and to assess selected countries with respect to their entrepreneurial ecosystems, <i>(ii)</i> have to design specific policy measures, and <i>(iii)</i> have to assess the policy choice instrument they have chosen from an evaluation and monitoring point of view. Case study work will be performed simulating a multi-dimensional incentive structure.</p> <p>Topics examined are the following:</p> <ul style="list-style-type: none"> • Entrepreneurship and the global economy <ul style="list-style-type: none"> ○ Understanding entrepreneurship and small and mid-sized enterprises ○ Defining entrepreneurship and small and mid-sized enterprises ○ International patterns & differences • Economic significance and contribution of entrepreneurship <ul style="list-style-type: none"> ○ Towards an entrepreneurial economy ○ Business growth, location and internationalisation

	<ul style="list-style-type: none"> • Challenges for entrepreneurial activities <ul style="list-style-type: none"> ○ Market failure and entrepreneurial policy ○ Risk/information, financing and barriers to entry ○ Internationalisation ○ Policy implication • Designing an entrepreneurial ecosystem <ul style="list-style-type: none"> ○ Major dimensions of an entrepreneurial ecosystem ○ Dealing with conflicting interests in economic policy modelling (government officials, policy makers, and entrepreneurs) ○ Selection and shaping of economic policy instruments ○ Assessment and monitoring of economics policy instruments <p>Topics will be explored by textbook contributions, cases studies, and scientific contributions (papers, research studies, etc.).</p> <p>d) Business Game</p> <p>This part of the module is based on a business simulation which enables students to think and act in an entrepreneurial manner in accordance with general principles of strategic and value-based management. Working in teams, participants need to plan, strategize, and decide jointly and face the challenge of arriving at decisions within the team efficiently and constructively thereby achieving transparency in the consequences of the decisions.</p> <p>Examples for challenges in form and content:</p> <ul style="list-style-type: none"> • Making decisions in complex business situations under uncertainty • Interpreting business data and defining appropriate business strategies • Applying standard instruments in the field of controlling, accounting and finance • Defining and elaborating the product marketing mix • Developing a cross-functional perspective according to the principle: "Learning business by doing business"
4	<p>Teaching and Training Methods</p> <ul style="list-style-type: none"> • Lectures • Case work and case coaching • Term paper coaching • Business simulations • Homework
5	<p>Prerequisites for Admission</p> <p>Formal: -</p> <p>Knowledge and Competencies: Supply Chain Management and Marketing</p>

<p>6</p>	<p>Assessment</p> <p>Assessments are graded with points for all parts. A single grade based on the total points will be awarded for the module/specialization area.</p> <p><i>I. Complete Specialisation Area</i>, i.e. <u>Entrepreneurial Management and Ecosystems</u>: Lecture/Seminar (2/3) Thereof:</p> <ul style="list-style-type: none"> • Term paper (60%) • Presentation (20%) • Oral participation (20%) <p>Business Game (1/3) Various assessment criteria with various weights (depending on class size and structure), e. g.:</p> <ul style="list-style-type: none"> • Entry test • Concluding exam • Individual assignments • Company result (ranking of shareholder earnings) • Team work <p><i>II. Single Module</i> <u>Entrepreneurial Ecosystems and Business Game</u> (open for visiting students only!):</p> <p>Lecture/Seminar (1/2) Thereof:</p> <ul style="list-style-type: none"> • Term paper (60%) • Presentation (20%) • Oral participation (20%) <p>Business Game (1/2) Various assessment criteria with various weights (depending on class size and structure), e. g.:</p> <ul style="list-style-type: none"> • Entry test • Concluding exam • Individual assignments • Company result (ranking of shareholder earnings) • Team work
<p>7</p>	<p>Requirements for Award of Credits</p> <p>Successful completion of examinations</p>

8	Module Used in Other Programs
9	Weighting of the Mark for the Final Grade
10	<p>Module Leader</p> <p>Prof. Dr. Brüggelambert</p> <p>Prof. Dr. Dittrich</p>
11	<p>Further Information</p> <p>Literature:</p> <p>Entrepreneurial Ecosystems</p> <ul style="list-style-type: none"> • Ács, Z. J., Morck, R., Shaver, J. M., Yeung, B. (1997), The Internationalization of Small and Medium-Sized Enterprises: A Policy Perspective, <i>Small Business Economics</i> 9: 7–20. • Ács, Z. J., Szerb, L., Autio, E., Lloyd, A. (2017), <i>Global Entrepreneurship Index 2017</i>, The Global Entrepreneurship and Development Institute, Washington, D.C. • GEM (2016), <i>Global Entrepreneurship Monitor: Global Report 15/16</i>, Global Entrepreneurship Research Association, London School of Business, London. • Knight, F. (1957 [1921]), <i>Risk, Uncertainty and Profit</i>, Kelly & Millan. • OECD (2009), “Top Barriers and Drivers to SME Internationalisation”, Report by the OECD Working Party on SMEs and Entrepreneurship, OECD. • OECD (2014), <i>Concept Note: Revision of the SME Policy Index Methodology For the Small Business Act for Europe Assessment in the EU pre-accession region and the Eastern Partnership Countries</i>, Paris. • OECD (2016), <i>Entrepreneurship at a Glance 2016</i>, OECD Publishing, Paris. • Schumpeter, J. A. (1934), <i>The Theory of Economic Development</i>, Harvard University Press. • Storey, D. J., Greene, F. J. (2010), <i>Small Business and Entrepreneurship</i>, Pearson Education. <p>Sample of scientific research papers students shall present as well as shall serve as a starting point of their term paper work (see assessment above):</p> <ul style="list-style-type: none"> • Audretsch, D. B., Heger, D., Veith, T. (2015), <i>Infrastructure and Entrepreneurship</i>, in: <i>Small Business Economics</i>, 44, 219–230. • Dawson, C., de Meza, D., Henley, A., Arabsheibani, G. R. (2014), <i>Entrepreneurship: Cause and Consequence of Financial Optimism</i>, in: <i>Journal of Economics & Management Strategy</i>, 23, 717–742. • Puri, M., Robinson, D. T. (2013), <i>The Economic Psychology of Entrepreneurship and Family Business</i>, in: <i>Journal of Economics & Management Strategy</i>, 22, 423–444

	<p>Business Game</p> <p>Manuals to the simulation are provided before class.</p>
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Module Seminars & Projects					
Code Number	Workload	Credits	Semester	Frequency	Duration
921511/2	150 hrs	5	3/4/6/8 semester	winter term/ summer term	1 semester
1	Specialisation Area		Contact Hours	Self-Study	Planned Group Size
-			3 class hours pw / 45 hrs	105 hrs	45 students
2	<p>Learning Outcomes / Competencies</p> <p>Lectures and projects belonging to this module concentrate on various topics and domains and shall provide students with up to date study courses beyond the regular curriculum. Lectures and projects shall be on an intermediate or advanced level and shall deal with special fields of research and/or business skills that are related to the field of international business. Lecturer and/or projects coaches can be members of the faculty staff and visiting professors as well as visiting lecturers from private and public business.</p> <p>The following list exemplifies lectures and projects that are deemed to qualify to become part of this module (alternating program!):</p> <ul style="list-style-type: none"> • <i>Lectures (possible):</i> Mergers and Acquisition, Event Management, Brand Marketing and Brand Management, Reverse Innovations, International Trade Law, Ownership Rights and Litigation, Diversity Management, Entrepreneurship & Business Start-ups, Ethics and Law, Subsidiary Controlling, Development Economics, Management in Emerging Markets, Strategic Decision Theory, Institutional Economics, etc. • <i>Projects (possible):</i> Case Competitions, Management Projects, etc. <p>The actual program will be announced in due time before beginning of term.</p>				
3	<p>Contents</p> <p>Depending on the lectures/projects actually selected for the particular semester.</p>				
4	<p>Teaching and Training Methods</p> <p>Depending on the lectures/projects actually selected for the particular semester.</p>				

5	<p>Prerequisites for Admission</p> <p>Formal:</p> <p>Knowledge and Competencies:</p>
6	<p>Assessment</p> <p>Depending on the lectures/projects actually selected for the particular semester. Will be announced in due time before the beginning of term.</p>
7	<p>Requirements for Award of Credits</p> <p>Successful completion of examinations</p>
8	<p>Module Used in Other Programs</p>
9	<p>Weighting of the Mark for the Final Grade</p>
10	<p>Module Leader</p> <p>Study Course Director International Business/International Business Management</p>
11	<p>Further Information</p> <p>Literature:</p> <p>Will be announced in due time before the beginning of term.</p>