

English-taught Classes



Module Specifications



DHBW Heidenheim offers classes taught in English mainly in the field of international business administration and management. This program is available to students from both, DHBW as well as international students from our partner universities all over the world.

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Modules – January to March

Module: Leadership (AIS41)

Module title			
Management: Leadership			
Tuition and assessment			
Methods	Assessment		Graded yes/no
Lectures	Written Examination		yes
Workload and ECTS points			
Workload (in hours, multiples of 30)	Total	90	ECTS
	Attendance (lectures and examination)	25	3
	Independent study	65	
Learning outcomes and skills			
Subject-related skills	Students are familiar with diverse methods of personnel and enterprise leadership and can relate this knowledge to recent research in the field. They learn to deal with primary factors of leadership success and develop an overall understanding of situational interpretations of leadership. Due to both their studies and practical experience, students are able to carry out multi-dimensional analyses of problems. They have a great understanding of socio-motivational networks and are able to develop target-driven solutions.		
Socio-ethical skills	Students develop a feeling for complex leadership problems in the daily operations of an enterprise and can handle such problems constructively. They are aware of their particular responsibility within the organization and are capable of dealing with diverse normative problems involving ethical decisions. They can actively work in groups and take on group leadership functions.		
Personal skills	Students can assume responsibility for their own work and critical evaluate it. They can handle outside criticism of their own work constructively. They learn to reason their position by using well- founded arguments. Students are expected to make use of targeted queries, to exhibit focused discussion participation and assume responsibility for their own academic success. They are able to give their mentors appropriate feedback and are aware of the limitations of academic theory, as well as practical concepts in daily business operations. Students can use all available material and means for study purposes and are capable of doing some standard research with little guidance.		
Transferable skills	Students possess detailed and comprehensive knowledge of the primary theories of leadership and respective implications for the realization of integrative leadership concepts. They are able to evaluate alternative compare them critically and apply the results to their own work at their training companies. Students are familiar with ideas and methods of initiating and controlling change processes at an enterprise.		
Course content			
Corporate culture – styles of management – management models – incentive programs – conflict management – communication and motivation			
Literature (most recent editions are required)			
<ul style="list-style-type: none"> • Bea, F.X.; Göbel, E.: Organisation. Theorie und Gestaltung, Stuttgart: Lucius & Lucius 			

- Bleicher, K.: Das Konzept Integriertes Management, Berlin, New York: Campus
- Dillerup, R.; Stoi, R.: Unternehmensführung, München: Vahlen
- Rosentiel, L. v.; Regnet, E.;Domsch, M. E.: Führung von Mitarbeiter: Handbuch für erfolgreiches Personalmanagement, Stuttgart: Schäffer-Poeschel
- Welge, M.; Al-Laham, A.: Strategisches Management. Grundlagen – Prozess – Implementierung, Wiesbaden: Gabler
- Wunderer, R.: Führung und Zusammenarbeit. Eine unternehmerische Führungslehre, Köln: Luchterhand

Additional information

Module: Management and Core process (AIS99)

Module title				
International HRM: Leadership and Core Processes				
Tuition and assessment				
Methods		Assessment		Graded yes/no
Lectures, Exercises		Examination		yes
Workload and ECTS points				
Workload (in hours, multiples of 30)	Total	150	ECTS	
	Attendance (lectures and examination)	50	5	
	Independent study	100		
Learning outcomes and skills				
Subject-related skills	The students can understand and evaluate the relevance of corporate policy strategies for the HR strategy. They can relate to strategies of internationalization and classify the posting situation in this context. They understand the posting of employees as a secondment system and, within that, come to a deeper knowledge of HR core processes and can evaluate them. The knowledge is used purposefully, e.g. in the context of a Balanced Scorecard for the personnel area. You can recognize, assess and consider the relevance of HR interaction partners. They are able to independently solve problems of higher complexity as well as to make, justify and reflect on HR decisions. In doing so, they can recognize and qualify the impact of theory and technology development on human resources			
Socio-ethical skills	Students gain the necessary socio-ethical skills to demonstrate their ability to think independently and act responsibly using critical judgment both in business and in society.			
Personal skills	The students can reflect their behaviour during the Indentations event and realistically assess. They refer to experiences in the practical phases and are motivated to make the learning transfer between theory and practice. This takes place in the field of human resources, so they can recognize the social responsibility of the operational stakeholders in the context of human resources, evaluate and integrate into their own actions. The importance of trade unions and works councils as employee advocacy is taken into account as well as diversity is accepted as an influencing factor and taken into account in making own decisions. The students can work effectively in a working group, reflect on and evaluate their different roles and take over the group leadership. They communicate objectively and respectfully with each other and stick to agreements.			
Transferable skills	The students learn the precise application of instruments and concepts of operational personnel work in various fields of action, the interdependence and integration of HR measures, the explanation and prognosis of HR-related phenomena and their relevance to operational practice. Ultimately, the students develop an overall understanding of corporate HR work in the context of international corporate activity. You will be able to take on, analyse and evaluate tasks in the HRM of an (international) company and successfully solve them.			
Course content				
Goals and strategies of national and international personnel work; Posting system; Core processes of national and international personnel work: demand planning and competence management; Employee recruitment;				

Personnel selection and preparation (onboarding); Employee Engagement, Performance Management and Potential Assessment; International Remuneration and Incentive Systems (Reward Systems, Compensation); Employee retention (retention); Release of employees

Literature (most recent editions are required)

Bamber, G.J./Lansbury, R.D./Wailles, N.: International and Comparative Employment Relations, London: Sage.
 Bratton, J./Gold, J.: Human Resources Management. Theory and Practice, New York: Palgrave Macmillan.
 Briscoe, D.R./Schuler, R.S./Claus, L.: International Human Resources Management. Policies and Practices for Multinational Enterprises, New York: Routledge Chapman & Hall.
 Dessler, G.: A Framework for Human Resources Management, Upper Saddle River: Pearson Global.
 Dowling, P.J./Festin, M./Engle, A.D.: International Human Resource Management, Andover: Cengage.
 Harzing, A.-W./Pinnington, A. International Human Resource Management, London: Sage.
 Oechsler, W.A./Paul, C.: Personal und Arbeit: Einführung in das Personalmanagement, Berlin, München, Boston: De Gruyter.
 Scholz, C.: Grundzüge des Personalmanagements, München: Vahlen.
 Scholz, C.: Personalmanagement: Informationsorientierte und verhaltenstheoretische Grundlagen, München: Vahlen.
 Tayeb, M.H.: International Human Resource Management. A Multinational Companies Perspective, Oxford, New York: Oxford University Press.

Module: Principles of International Marketing & Sales (AIS100)

Module title				
International Marketing & Sales				
Tuition and assessment				
Methods		Assessment		Graded yes/no
Lectures, Exercises, Case Study		Examination or Assignment		yes
Workload and ECTS points				
Workload (in hours, multiples of 30)	Total	150	ECTS	
	Attendance (lectures and examination)	50	5	
	Independent study	100		
Learning outcomes and skills				
Subject-related skills	The students acquire in-depth knowledge of market research in international markets and are able to develop a problem-oriented approach to the processing of an empirical research project. They have deepened their knowledge of special features of international marketing / sales strategies as a basis for designing international marketing and sales processes and tools. Based on this, the students have deepened the possibilities and limits of the use of selected marketing mix and distribution instruments in an international context (e.g. market-driven design of entrepreneurial services, establishment of situation-specific communication concepts, design of targeted brand positioning and management, vertical marketing or price and terms policy, Designing appropriate marketing and sales processes and structures, each from an international perspective). In addition, the students acquire knowledge about how companies have to adapt organizational structures, control and coordination systems for the implementation of international marketing and sales strategies.			
Socio-ethical skills	Students gain the necessary socio-ethical skills to demonstrate their ability to think independently and act responsibly using critical judgment both in business and in society.			
Personal skills	The students are able to use all available learning and working tools for the acquisition of knowledge and to apply theories, concepts and methods of international marketing and sales independently under the guidance of concrete problems. They have developed an awareness of the complexity of real questions and can make their own solutions. They take responsibility for their work, can evaluate it and deal constructively with critical comments. They specifically ask comprehension questions, actively participate in differentiated technical discussions and are open to suggestions. They are able to justify and defend their point of view by using a theoretically founded argumentation. As part of this module, the students deepen their awareness of the possibilities and problems of influencing people and organizations through marketing and sales instruments and deal with the resulting economic, social and ethical areas of tension in a more critical manner. They are sensitized to the observance of ethical and scientific standards in conducting empirical investigations. You can work effectively in a working group, recognize the group leadership and possibly take over.			
Transferable skills	Students will be able to transfer their knowledge in international marketing and sales as well as their skills and abilities in this field to new situations and develop professional problem solutions. They can apply the acquired knowledge as well as abilities and skills in real problems. They independently plan marketing and sales projects, implement			

	them and critically reflect the project's success as well as their approach.
Course content	
<p>Fundamentals of international marketing and sales; Special features of international market research (e.g., internally. Marketing Research Plan, Cultural Bias, Comparability and Equivalence, Multicountry Scales and Data, Challenges and Future Directions); Special features of international marketing and sales strategy (Internationalization Decision (and Theories)), International Competitiveness, Market Selection Process, Market Entry Strategies, coordination / standardization decisions of "being international"); Instrumental Special Features of International Marketing and Sales (Designing the Global Marketing Program in Product Policy, Pricing Policy, Communication Policy and Distribution Policy); Implementation and coordination of international marketing and sales programs (implementing and coordinating the Global Marketing Program in product policy, pricing policy, communication policy and distribution policy).</p>	
Literature (most recent editions are required)	
<p>Baack, D. W./Harris, E. G./Baack, D.: International Marketing. Thousand Oaks (CA): SAGE Publications. Backhaus, K./Voeth, M.: Internationales Marketing, Stuttgart: Schäffer-Poeschel. Belz, C.: Internationales Vertriebsmanagement für Industriegüter, Frankfurt a. M.: Ueberreuter Binckebanck, L./Belz, C.: Internationaler Vertrieb, Wiesbaden: Springer. Cateora, P./Gilly, M./Graham, J.: International Marketing, New York: McGraw-Hill. Craig, S./Douglas, S.: International Marketing Research, Chichester: Wiley. Czinkota, M./Ronkainen, I.: International Marketing, Mason: South Western De Mooij, M. K.: Consumer Behavior and Culture: Consequences for Global Marketing and Advertising, London: SAGE Publications. Eckardt, G. H.: Business-to-Business-Marketing, Stuttgart: Schäffer-Poeschel. Ellis, N.: Business-to-Business Marketing – relationships, networks & strategies, Oxford: Oxford University Press. Futrell, C.M.: Fundamentals of Selling, New York: McGraw-Hill. Hofbauer, G./Hellwig, C.: Professionelles Vertriebsmanagement, Erlangen: Publicis Kommunikationsagentur. Hollensen, S.: Global Marketing, Harlow et al.: Pearson. Homburg, C.: Marketingmanagement, Wiesbaden: Springer Gabler. Homburg, Ch./Schäfer, H./Schneider, J.: Sales Excellence, Wiesbaden. Kotabe, M./Helsen, K.: Global Marketing Management, Hoboken: Wiley. Kotler, Ph./Armstrong, G.: Principles of Marketing. Global Edition, Upper Saddle River: Prentice Hall Winkelmann, P.: Marketing und Vertrieb: Fundamente für die Marktorientierte Unternehmensführung, München: Oldenbourg. Zentes, J./Swoboda, B./Schramm-Klein, H.: Internationales Marketing, München: Vahlen.</p>	

Module: International Supply Chain Design (AIS101)

Module title			
International Supply Chain Design			
Tuition and assessment			
Methods		Assessment	Graded yes/no
Lectures, Seminar, Exercises, Case Study		Examination or Assignment	yes
Workload and ECTS points			
Workload (in hours, multiples of 30)	Total	150	ECTS
	Attendance (lectures and examination)	50	5
	Independent study	100	
Learning outcomes and skills			
Subject-related skills	Students can classify international supply chain designs. You can judge the supply chain structures from different perspectives regarding their suitability for a given supply chain strategy. They are able to assess the opportunities and risks associated with design from an international perspective. They identify weaknesses and can make recommendations on centralization / decentralization decisions and location decisions. They understand the logistical significance of intermediaries in the international environment on both the procurement and the sales side and can and are familiar with alternative concepts for their use.		
Socio-ethical skills	Students gain the necessary socio-ethical skills to demonstrate their ability to think independently and act responsibly using critical judgment both in business and in society.		
Personal skills	Students understand the societal and environmental impact of offshoring and outsourcing decisions. They recognize the active role companies can play in terms of social and environmental issues at home and abroad and are able to develop suitable ideas. The students are able to use all available learning and working tools for the acquisition of knowledge or to develop them by asking questions of understanding if necessary. They analyze case studies in a team and represent their point of view using theoretical arguments. Critical objections from the team use them constructively.		
Transferable skills	Students can critically discuss and analyze case studies of international service provision in interdisciplinary teams. They develop ideas for redesign, derive implications and evaluate them.		
Course content			
Supply chain strategies; Centralization or decentralization of value-added processes; international location planning; vertical / horizontal integration in an international environment; International transport infrastructure; distributed storage; Logistics service providers and intermediaries;			
Literature (most recent editions are required)			
Chase, R.B./Jacobs, F.R.: Operations and Supply Management, Irwin: McGraw-Hill. Chopra, S./Meindl, P.: Supply Chain Management. Strategy, Planning and Operation, Harlow: Pearson. Christopher, M.: Logistics and SCM, Harlow: Pearson Education. Coyle, J.J./Novack, R.A./Gibson, B.J./Bardi E.J.: Transportation. A Supply Chain Perspective, South-Western: Cengage. Grant, D.B./Lambert, D.M./Stock, J.R./Ellram, L.M.: Fundamentals of Logistics Management, London:			

McGraw-Hill.

Heizer, J./Render, B.M.: Operations Management, Harlow: Pearson.

Ivanov, D./Tsipoulanis, A.: Global Supply Chain & Operation Management, Zürich: Springer.

Kouvelis, P./Dong L.: Handbook of Integrated Risk Management in Global Supply Chains, Hoboken: Wiley.

Krajewski, L.J./Malhotra, M.K.: Operations Management. Processes and Supply Chains, Harlow: Pearson.

Langley, C.J./Coyle, J.J./Gibson, B.J./Novack, R.A./Bardi, E.J.: Managing Supply Chains. A Logistics Approach, South Western, Cengage.

Large, R.: Strategisches Beschaffungsmanagement. Eine praxisorientierte Einführung. Mit Fallstudien, Wiesbaden: Gabler.

Mangan, J.J./Lalwani, C.L.: Global Logistics and Supply Chain Management, Wiley.

Melzer-Ridinger, R.: Supply Chain Management, München: Oldenbourg.

Mieke, C./Nagel, M.: Produktion und Logistik. Die wichtigsten Methoden, Konstanz: UVK.

Schönsleben, P.: Integral Logistics Management. Operations and Supply Chain Management within and across Companies, Boca Raton: CRC Press. Stadler, H./Kilger, C.: Supply Chain Management and Advanced Planning. Concepts, Models, Software and Case Studies, Berlin: Springer.

Wildemann, H.: Supply Chain Management. Effizienzsteigerung in der unternehmensübergreifenden

Wertschöpfungskette, München: TCW Transfer-Centrum. Wisner, J.D./Tan, K./Leong, G.K.: Principles of Supply Chain Management. A Balanced Approach, Boston: Cengage.

Module: Quality Management Strategies (AIS12)

Module title			
Quality Management Strategies			
Tuition and assessment			
Methods		Assessment	Graded yes/no
Lecture, Groupwork Assignments and presentation, discussion, process simulation		Written Test	yes
Workload and ECTS points			
Workload (in hours, multiples of 30)	Total		ECTS
	Attendance (lectures and examination)	24	3
	Independent study		
Learning outcomes and skills			
Subject-related skills	Students learn the basics and principles of quality management and learn how to implement it.		
Socio-ethical skills			
Personal skills			
Transferable skills			
Course content			
Introduction to module; issue handbook with power points, case studies and workshop. Basis of quality as a strategy Role and objectives of operations and quality Quality implementation – the TQM approach ISO 9001 and EFQM assessment model Implementation of Continuous Improvement concepts Quality tools – examples and application (group assignments) Six Sigma principles and basic concept Six Sigma tools: e.g. Pareto, Process Capability assessment, SPC, DoE basics			
Literature (most recent editions are required)			
Goetsch/Davis: Quality Management for Organizational Excellence Slack et al.: Operations Management			

Module: International Business (AIS122)

Module title				
International Business I: Basics of International Business				
Tuition and assessment				
Methods		Assessment		Graded yes/no
Lectures, group work, seminars, independent study		Group presentation examination		yes
Workload and ECTS points				
Workload (in hours, multiples of 30)	Total		90	ECTS
	Attendance (lectures and examination)		36	4
	Independent study		54	
Learning outcomes and skills				
Subject-related skills	Students will retrace the progression of international trade and foreign direct investment. They will gain an understanding of theoretical approaches for explaining international trade and foreign direct investment as well as the ability to compare them with each other. Furthermore, they will understand how international trade, foreign direct investments and international organizations and are affected by cross-cultural, financial, country and operational risks. Further, the class will deal with questions and practical solutions to the means of financing international business and applying methods for risk reduction.			
Socio-ethical skills	Upon completion of this module, students gain the ability to value arguments put forth by critical observers of globalization and international activities of multi-nationals. They are able to compare the phenomena directly with a purely economic point of view. They are aware of the responsibility businesses bear in the search for sustainable balance between economic success and environmental and social concerns. They are acutely aware of the conflicts and difficulties arising during activities pertaining to order-fulfilment and supply chain processes in a single enterprise or among enterprises.			
Personal skills	The students acquire the ability to communicate professionally about the topics dealt with in the course. They are capable of explaining fundamental concepts and discussing their significance for multi-nationals. The students can handle diverse departmental-oriented points of view regarding logistics problems both critically and constructively. They are required to interact with each other in the role of company directors assessing IB strategies for a chosen business.			
Transferable skills	Students can independently work on selected problems that occur in conjunction with the globalization of enterprises. Using their knowledge of globalization, they are able to work out solutions to problems on their own, develop basic strategies, discuss and present them to financiers/investors. Applying established literature and professional practices facilitates their own approach to advanced analysis in this area. Students can evaluate the critical steps in a process that lead to success by synthesizing cause-and-effect chains of middle complexity. They can recognize potential improvement and can develop mature concepts, which they are able to defend argumentatively amongst their colleagues.			
Course content				
Globalization: development, evaluation and influences from an entrepreneurial point of view – Reactions of enterprises to differences among national, political and economic systems – Multi-nationals –				

Internationalization and market-entry strategies
Literature (most recent editions are required)
<ul style="list-style-type: none">• Cavusgil, S.T.; Knight, G.A.; Riesenberger, J.R.: International Business: Strategy, Management, and the New Realities, Upper Saddle River: Pearson Prentice Hall• Daniels, J. D.; Radebaugh, L.; Sullivan, D.: International Business, Upper Saddle River: Pearson Prentice Hall• Global Strategy, Loose-Leaf Version – 21 Jul 2016 by Mike W Peng on Amazon• Lewis, R.D. (2012). When Teams Collide: managing the international team successfully. Nicholas Brealey.
Additional information
The external lecturer is an international businessman with a PhD in the field of management strategy and the course is designed for practical application of academic theory.

Module: Change and Innovation Management (AIS17)

Module title			
Change and Innovation Management			
Tuition and assessment			
Methods		Assessment	
Classroom sessions will be interactive, with both individual and group work activities.		Group presentation 50% Group report 50 %	
		Graded yes/no Yes	
Workload and ECTS points			
Workload (in hours, multiples of 30)	Total	120	ECTS
	Attendance (lectures and examination)	32	4
	Independent study	88	
Learning outcomes and skills			
Subject-related skills	Understanding and managing change at the level of the organization and the employee		
Socio-ethical skills	Students will need to make judgements		
Personal skills	Students will develop a range of interpersonal and presentation skills whilst interacting effectively with others on a one to one, small group and one to many context		
Transferable skills	Self-confidence; public speaking, analysis, employability		
Course content			
To help participants to understand, critically analyze and deal effectively with, the management of change. The nature of change at macro, meso and micro levels. The distribution and use of power within and between organizations. The implementation of, and resistance to, change. Resistance at individual and organizational levels. Models of change management. Organizational politics. The nature and causes of organizational conflict: strategies for dealing with interpersonal and intergroup conflict. Notions of strategic and transformational change.			
Literature			
Indicative Reading Mullins, L. Organizational Behavior Pearson Education London (latest edition)			
Additional information			

Module: Human Resource Management (AIS01)

Module title			
Human Resource Management			
Tuition and assessment			
Methods		Assessment	Graded yes/no
Lectures		Written examination	yes
Workload and ECTS points			
Workload (in hours, multiples of 30)	Total	90	ECTS
	Attendance (lectures and examination)	24	3
	Independent study	66	
Learning outcomes and skills			
Subject-related skills	Students understand basic theories and concepts of business organizations. They gain fundamental knowledge of different types and models of structural and operational organization, as well as of influencing factors and principles of structures. Students can evaluate practical organizational concepts. They are also familiar with the forms of inter-organizational cooperation. They learn to evaluate the relevance of personnel decisions for an entire enterprise. With their basic knowledge, students are capable of solving tasks of average complexity independently.		
Socio-ethical skills	Students understand the power of organizational rules to shape organizations and are able to implement alternative measures responsibly. Furthermore, they develop a deep understanding of the social responsibility of human-resources activities. They are expected to work effectively in study groups and to assume leadership functions.		
Personal skills	Students are able to argue their own position using economic reasoning. They are capable of making use of all available theoretical and practical learning aids for their studies and for guided research projects.		
Transferable skills	Students recognize the importance of organizational structures as a decisive element of managing processes. They can evaluate decisions made regarding organizational policies for an entire enterprise. They are hereby familiar with classical concepts as well as current models of organization within and among different organizations. They learn about the application of HR tools in individual cases, interdependencies and integration of HR measures, explanation and forecasts of HR phenomena, as well as their relevance for running a company. Finally, students develop an understanding of the entire context of organizational structures and the work of human resources.		
Course content			
Aims and tasks of human resources – HR planning – Recruitment – Redundancies and allocation of human resources – compensation and corporate social policies – Staff development – Fundamentals of HR marketing			
Literature (most recent editions are required)			
<ul style="list-style-type: none"> • Bea, F.X.; Göbel, E.: Organisation. Theorie und Gestaltung, Stuttgart: Lucius & Lucius • Bröckermann, R.: Personalwirtschaft: Lehr- und Übungsbuch für Human Resource Management, Stuttgart: Schäffer-Poeschel • Jung, H.: Personalwirtschaft, München, Wien: Oldenbourg • Scholz, Ch.: Personalmanagement. Informationsorientierte und verhaltenstheoretische Grundlagen, Münche: Vahlen 			

- Vahs, D.: Organisation: Ein Lehr-und Managementbuch, Stuttgart: Schäffer-Poeschel

Additional information

Module: Principles of Macroeconomics (AIS116)

Module title				
Macroeconomics				
Tuition and assessment				
Methods		Assessment		Graded yes/no
Lectures, Exercises		Examination		yes
Workload and ECTS points				
Workload (in hours, multiples of 30)	Total	76	ECTS	
	Attendance (lectures and examination)	28	3	
	Independent study	48		
Learning outcomes and skills				
Subject-related skills	Students are able to describe short- and long-term macroeconomic developments in the economy and to analyse them using models. Students will be able to visualize the generation of money, the monetary value and the financial impact using various concepts and in the context of the financial system, and apply it to current questions. They know important currency-theoretical connections and can explain monetary policy decisions.			
Socio-ethical skills	Students develop a basic understanding of the ethical responsibility of their own behavior in a social context. They are able to choose means appropriate to the context/person and develop the empathy required for a specific situation and for understanding the argumentative position of their partner in social interaction. They recognize the limitation and dangers of social influence and regard the misuse of social manipulation techniques critically.			
Personal skills	Students can recognize the complexity of macroeconomic contexts and compare the sometimes contradictory explanations. Students understand the dependence of economic explanations on historical and cultural conditions.			
Transferable skills	In this module, students learn about the dependencies of a company on macroeconomic development. They understand how a company is influenced by economic cycles or monetary policy decisions and what reactions to such developments are possible. Students can understand the possibilities, but also the limitations and risks of using models and their assumptions in macroeconomics			
Course content				
<i>Economic cycle and National Accounts</i>				
<ul style="list-style-type: none"> - Basic ideas of macroeconomic paradigms: Keynesian vs. neoclassical approaches - Model-based macroeconomic analysis of the closed economy (e.g. IS-LM model, AS-AD model, Solow model) - Economic policy implications (e.g. fiscal and monetary policy) 				
Literature (most recent editions are required)				
<ul style="list-style-type: none"> -Arnold, L.: Makroökonomik, Mohr Siebeck, Tübingen -Beck, H.: Globalisierung und Außenwirtschaft, Vahlen, München -Blanchard, O./Illing, G.: Makroökonomie, Pearson, München -Görgens, E./Ruckriegel, K./Seitz, F.: Europäische Geldpolitik, UVK-Verlag, Konstanz -Issing, O.: Einführung in die Geldtheorie, Vahlen, München 				

- Mankiw, N. G.: Makroökonomik, Schäffer Poeschel, Stuttgart
- Rose, K., Sauernheimer, K.: Theorie der Außenwirtschaft, Vahlen, München
- Spahn, P.: Geldpolitik, Vahlen, München
- Stiglitz, J. E./Walsh, C. E.: Makroökonomie, Oldenbourg, München- Schulte-Zurhausen, M.: Organisation, München: Vahlen
- Schreyögg, G. / Geiger, G.: Organisation. Grundlagen moderner Organisationsgestaltung, Heidelberg: Springer
- Stock-Homburg, R.: Personalmanagement. Theorien – Konzepte – Instrumente, Wiesbaden: SpringerGabler
 - Vahs, D.: Organisation: Ein Lehr- und Managementbuch, Stuttgart: Schäffer-Poeschel

Modules – March to June

Module: Leadership, Ethics and Sustainability (AIS112)

Module title			
Applied Intercultural Management			
Tuition and assessment			
Methods		Assessment	Graded yes/no
Lectures, Case Study		Portfolio	yes
Workload and ECTS points			
Workload (in hours, multiples of 30)	Total	90	ECTS
	Attendance (lectures and examination)	33	3
	Independent study	57	
Learning outcomes and skills			
Subject-related skills	<p>Leadership culture and corporate culture are a complex entity that has a profound impact on the prevailing management and leadership styles within the organization. Based on the basic knowledge already gained, the students gained further knowledge about the complex interplay of cultural levels and their influence on corporate governance and strategic orientation.</p> <p>More companies are not only confronted with the question of maximizing profits, but increasingly with questions of ethics and sustainability. The students have dealt with various international aspects of ethics, e.g. in production, in order to gain a situational understanding of the problem. As a further development of the newly gained knowledge, they asked themselves about the cultural factors influencing the basic understanding of sustainability and its social significance. They gained knowledge about the complex interaction of the culture, the socio-economic environment and the sustainability and were thus able to develop recommendations for action for their companies.</p> <p>As workforce heterogeneity and corporate globalization grows, understanding people's motivation and motivation is just as important as understanding their way of making decisions and their willingness to take risks. Using case studies and group work, the students developed detailed knowledge of the factors influencing culture and culture Differences to selected departments in companies.</p>		
Socio-ethical skills	<p>Students develop a basic understanding of the ethical responsibility of their own behavior in a social context. They are able to choose means appropriate to the context/person and develop the empathy required for a specific situation and for understanding the argumentative position of their partner in social interaction. They recognize the limitation and dangers of social influence and regard the misuse of social manipulation techniques critically.</p>		
Personal skills	<p>The students further refined their ability to reflect and act in situations of intercultural interaction and developed a sense of their own intercultural competence. They are aware of the need for attitudes and attitudes to interact effectively and appropriately in intercultural situations. The students increasingly take on responsibility for the learning success. They can provide appropriate feedback and justify their point of view using a reasoned argumentation. They use all available learning and working tools for the acquisition of knowledge.</p>		

	<p>The students have developed a sense of complex and complex problems in cooperation in international teams and cross-border business co-operations. They are aware of their special responsibility in working with colleagues and business partners from different cultural backgrounds. Students are able to understand other ways of thinking and behaving, and to convey their own point of view in a transparent and appreciative way against the background of their own value system.</p> <p>The students have developed a feeling for the complex influences and effects of culture on economic contexts. They are able to reflect their own behavior against the background of other value systems and to analyze the behavior of others from different perspectives. The</p> <p>Students can work constructively in an international working group.</p>
Transferable skills	<p>The students are aware of the importance of increasing diversity in the entrepreneurial environment. They have a comprehensive knowledge of questions and methods of intercultural management. They can transfer and apply the acquired knowledge in the sense of the action-oriented dimension of intercultural competence to real situations in the intercultural cooperation. Against the background of the goal orientation of business administration, the students are able to show flexibility in their situation. They clearly represent their own position where it is necessary.</p>
Course content	
<p><i>Cultural Management and Leadership Styles: In-Depth Studies; Cooperation in international teams; Basic understanding of ethics; International ethical Standpoints; Sustainability; Ethics and sustainability: an international comparison.</i></p>	
Literature (most recent editions are required)	
<p>Bowe, H.J./Martin, K./Manns, H.: Communication Across Cultures. Mutual Understanding in a Global World, Port Melbourne: Cambridge University Press.</p> <p>Browaeys, M.-J./Price, R.: Understanding Cross-Cultural Management, Harlow: Pearson Education.</p> <p>Chhokar, J.S./Brodbeck, F.C./House, R.J.: Culture and Leadership Across the World. The GLOBE Book of In-Depth Studies of 25 Societies, Mahwah: Lawrence Erlbaum Associates.</p> <p>Deresky, H.: International Management. Managing Across Borders and Cultures, Harlow: Pearson Education.</p> <p>Deardorff, D.K. (Hrsg.): The SAGE Handbook of Intercultural Competence, Thousand Oaks: SAGE Publications.</p> <p>House, R.J./Hanges, P.J./ Javidan, M./ Dorfman, P.W./ Gupta, V. (Hrsg.): Culture, Leadership and Organization. The GLOBE Study of CEO Leadership Behavior and Effectiveness in 62 Societies, Thousand Oaks: Sage Publications</p> <p>House, R.J./Hanges, P.J./ Javidan, M./ Dorfman, P.W./ Sully de Luque, M.F.: Strategic Leadership Across the Cultures, The GLOBE Study of CEO Leadership and Behavior and Effectiveness in 24 countries Thousand Oaks: Sage Publications</p> <p>Lüsebrink, H.J.: Interkulturelle Kommunikation. Interaktion, Fremdwahrnehmung, Kulturtransfer, Stuttgart, Melzer</p> <p>Luthans J./ Doh, J.P. : International Management. Cultur, Strategy and Behavior, New York, McGraw-Hill</p> <p>Martin, J.N./ Nakayama, T.K. : Intercultural Communication in Context , New York, McGraw-Hill</p> <p>Nakayama, T.K./ Halualani R.T.(Hrsg.): The Handbook of critical Intercultural Communication; Chichester ,Wiley-Blackwell</p> <p>Samovar, L.A./ Porter R.E./ McDaniel E.R./ Roy C.S.: Communication between Cultures, Boston: Cengage Learning</p> <p>Schneider, S.C./ Barsoux J.L. / Stahl G.K.: Managing across Cultures, Harlow: Pearson.</p> <p>Schneider, S.C./ Hirt, C. : MultikulturellesManagement, München: Oldenbourg</p> <p>Thomas, D.C./ Peterson, M.F.: Cross-Cultural Management: Essential Concepts, Thousand Oaks: SAGE Publications</p>	

Module: Intercultural Management in selected operational Areas (AIS113)

Module title			
Applied Intercultural Management			
Tuition and assessment			
Methods		Assessment	Graded yes/no
Lectures, Case Study		Portfolio	yes
Workload and ECTS points			
Workload (in hours, multiples of 30)	Total	90	ECTS
	Attendance (lectures and examination)	33	3
	Independent study	57	
Learning outcomes and skills			
Subject-related skills	<p>Leadership culture and corporate culture are a complex entity that has a profound impact on the prevailing management and leadership styles within the organization. Based on the basic knowledge already gained, the students gained further knowledge about the complex interplay of cultural levels and their influence on corporate governance and strategic orientation.</p> <p>More companies are not only confronted with the question of maximizing profits, but increasingly with questions of ethics and sustainability. The students have dealt with various international aspects of ethics, e.g. in production, in order to gain a situational understanding of the problem. As a further development of the newly gained knowledge, they asked themselves about the cultural factors influencing the basic understanding of sustainability and its social significance. They gained knowledge about the complex interaction of the culture, the socio-economic environment and the sustainability and were thus able to develop recommendations for action for their companies.</p> <p>As workforce heterogeneity and corporate globalization grows, understanding people's motivation and motivation is just as important as understanding their way of making decisions and their willingness to take risks. Using case studies and group work, the students developed detailed knowledge of the factors influencing culture and culture Differences to selected departments in companies.</p>		
Socio-ethical skills	<p>Students develop a basic understanding of the ethical responsibility of their own behavior in a social context. They are able to choose means appropriate to the context/person and develop the empathy required for a specific situation and for understanding the argumentative position of their partner in social interaction. They recognize the limitation and dangers of social influence and regard the misuse of social manipulation techniques critically.</p>		
Personal skills	<p>The students further refined their ability to reflect and act in situations of intercultural interaction and developed a sense of their own intercultural competence. They are aware of the need for attitudes and attitudes to interact effectively and appropriately in intercultural situations. The students increasingly take on responsibility for the learning success. They can provide appropriate feedback and justify their point of view using a reasoned argumentation. They use all available learning and working tools for the acquisition of knowledge.</p> <p>The students have developed a sense of complex and complex problems in cooperation in international teams and cross-border business co-operations. They are aware of their special responsibility in working with colleagues and business partners from different cultural backgrounds. Students are able to understand other ways of thinking and</p>		

	<p>behaving, and to convey their own point of view in a transparent and appreciative way against the background of their own value system. The students have developed a feeling for the complex influences and effects of culture on economic contexts. They are able to reflect their own behavior against the background of other value systems and to analyze the behavior of others from different perspectives. The Students can work constructively in an international working group.</p>
Transferable skills	<p>The students are aware of the importance of increasing diversity in the entrepreneurial environment. They have a comprehensive knowledge of questions and methods of intercultural management. They can transfer and apply the acquired knowledge in the sense of the action-oriented dimension of intercultural competence to real situations in the intercultural cooperation. Against the background of the goal orientation of business administration, the students are able to show flexibility in their situation. They clearly represent their own position where it is necessary.</p>
Course content	
<p><i>The influence of the culture on various selected disciplines e.g. Human resources management, production, development, marketing and controlling will be treated and deepened: Topics addressed include communication, relationships, hierarchies, expectations, compensation systems, willingness to take risks and role understanding in an international environment..</i></p>	
Literature (most recent editions are required)	
<p>Bowe, H.J./Martin, K./Manns, H.: Communication Across Cultures. Mutual Understanding in a Global World, Port Melbourne: Cambridge University Press. Browaeys, M.-J./Price, R.: Understanding Cross-Cultural Management, Harlow: Pearson Education. Chhokar, J.S./Brodbeck, F.C./House, R.J.: Culture and Leadership Across the World. The GLOBE Book of In-depth Studies of 25 Societies, Mahwah: Lawrence Erlbaum Associates. Deresky, H.: International Management. Managing Across Borders and Cultures, Harlow: Pearson Education. Deardorff, D.K. (Hrsg.): The SAGE Handbook of Intercultural Competence, Thousand Oaks: SAGE Publications. House, R.J./Hanges, P.J./ Javidan, M./ Dorfman, P.W./ Gupta, V. (Hrsg.): Culture, Leadership and Organization. The GLOBE Study of CEO Leadership Behavior and Effectiveness in 62 Societies, Thousand Oaks: Sage Publications House, R.J./Hanges, P.J./ Javidan, M./ Dorfman, P.W./ Sully de Luque, M.F.: Strategic Leadership Across the Cultures, The GLOBE Study of CEO Leadership and Behavior and Effectiveness in 24 countries Thousand Oaks: Sage Publications Lüsebrink, H.J.: Interkulturelle Kommunikation. Interaktion, Fremdwahrnehmung, Kulturtransfer, Stuttgart, Melzer Luthans J./ Doh, J.P. : International Management. Cultur, Strategy and Behavior, New York, McGraw-Hill Martin, J.N./ Nakayama, T.K. : Intercultural Communication in Context , New York, McGraw-Hill Nakayama, T.K./ Halualani R.T.(Hrsg.): The Handbook of critical Intercultural Communication; Chichester ,Wiley-Blackwell Samovar, L.A./ Porter R.E./ McDaniel E.R./ Roy C.S.: Communication between Cultures, Boston: Cengage Learning Schneider, S.C./ Barsoux J.L. / Stahl G.K.: Managing across Cultures, Harlow: Pearson. Schneider, S.C./ Hirt, C. : Multikulturelles Management, München: Oldenbourg Thomas, D.C./ Peterson, M.F.: Cross-Cultural Management: Essential Concepts, Thousand Oaks: SAGE Publications</p>	

Module: International Market Research (AIS89)

Module title				
International Market Research				
Tuition and assessment				
Methods		Assessment		Graded yes/no
Lectures, Seminar, Project		Project report (with Presentation)		yes
Workload and ECTS points				
Workload (in hours, multiples of 30)	Total		150	ECTS
	Attendance (lectures and examination)		55	5
	Independent study		95	
Learning outcomes and skills				
Subject-related skills	Students learn about the special requirements that arise in the field of (market) research in an international environment. In particular, they get to know the essential stages / processes / methods / contents of relevant (empirical) research in order to be able to apply this knowledge independently or in a team within the framework of studies ("Market, Legal or Organizational Studies"). In the concrete (practical) example, the students recognize and understand the importance of empirical research for companies. As they learn to assess the applicability of subject-specific content (International Market Research), students develop a critical understanding of how to deal with relevant knowledge; For example, they can also give a qualified assessment of the results of existing studies.			
Socio-ethical skills	Students gain the necessary socio-ethical skills to demonstrate their ability to think independently and act responsibly using critical judgment both in business and in society.			
Personal skills	The students improve their ability to reflect on the mediated content and learn to transfer their own knowledge and abilities independently and autonomously to the respective requirements and changed situations. The available learning and working tools increasingly use them independently to acquire knowledge or to search for appropriate solutions. By working on the research project, the students take on (co-) responsibility. They can justify their point of view using theoretically sound reasoning and provide appropriate feedback. Project-related work improves students' perseverance, perseverance and resilience; they also improve their ability to prioritize tasks according to their relevance. The students take responsibility for their own work; Their actions and the associated consequences can be presented plausibly and appropriately and justified in a comprehensible way. Criticism of results they can express appreciative and accept. Through the project-related group work in the research project, the students learn to take responsibility in the team as well as to involve all project members in the various work-sharing stages of the entire research process. In the joint solution of problems, they can make conflicting goals transparent and identify solutions that are communicative-morally. Through their cooperative behaviour, the project members help the team complete the research project together.			
Transferable skills	The students develop their understanding of overarching relationships and processes. For example, knowledge of international markets, as well as knowledge of one's own company and the knowledge of its design / control are fundamental to			

	<p>the success of an international company. Upon completion of the module, students will be able to assess the potential benefits of available research approaches and methodologies for the practice. In addition, they can critically reflect their content-related contribution as well as their group-related behaviour - also in comparison to the other group members - and derive consequences for future research projects as well as for future teamwork. The students can evaluate optional research methods, critically compare and transfer them to their practical work or new questions.</p>
<p>Course content</p>	
<p>Principles of International Market Research Methodological basics and special features of internationally applied (comparative) studies (concepts, demarcations, definitions, tasks); Information needs of international companies; Ideal-typical course of research within the framework of Market, Legal and Organizational Studies (for example definition of the research problem, establishment of hypotheses, information requirements, research design); Methods of obtaining information (qualitative / quantitative methods, sources of information, secondary / primary research); Selection process, analysis, documentation and presentation of research results (data analysis / analysis, measurement theory, statistical test methods, study / research report, oral presentation, forms of presentation); Fields of application in practice (e.g. Comparative Studies, Legal Studies, Organizational Studies, Attitude / Image).</p> <p>Applied International Market Research Indentation of the content taught in teaching and learning unit I by application to the concrete case of practice, i. (practical) implementation on the basis of a small, temporally definable (ideally empirical) research project; possible topics would be e.g. comparative studies on legal differences between countries; comparative culture analyses e.g. of organizations / companies; Customer satisfaction surveys; Analysis of employees' willingness to innovate; transnational analysis of consumers / target groups. Based on the (empirical) project, students should learn and internalize the essential steps of planning and conducting a Market, Legal or Organizational Study, i. E. Conception, survey, data analysis by means of data analysis software and presentation. In addition to the regular involvement in the group project, the clearly recognizable participation in the final report of the project is also essential. In addition to the detailed analysis, development of solution proposals and documentation of the results, this also includes their presentation.</p>	
<p>Literature (most recent editions are required)</p>	
<p>Backhaus, K./Erichson, B./Plinke, W./Weiber, R.: Multivariate Analysemethoden: Eine anwendungsorientierte Einführung, Berlin, Heidelberg: Springer. Bauer, E.: Internationale Marketingforschung: Informationsgewinnung für das internationale Marketing, München: Oldenbourg. Birn, R. J.: The Handbook of International Marketing Research Techniques, London: Kogan Page. Bryman, A.: Social Research methods, Oxford: Oxford University Press. Döring, N./Bortz, J.: Forschungsmethoden und Evaluation in den Sozial- und Humanwissenschaften, Berlin, Heidelberg: Springer. Harkness, J. A./van de Vijver, F. J. R./Mohler, P. P.: Cross-cultural survey methods, Hoboken/NJ: Wiley-Interscience. Herrmann, A./Homburg, C./Klarmann, M.: Handbuch Marktforschung: Methoden - Anwendungen - Praxisbeispiele, Wiesbaden: Springer Gabler. Hug, T./Poscheschnik, G.: Empirisch forschen: Die Planung und Umsetzung von Projekten im Studium, Konstanz: UVK. Koch, J./Gebhardt, P./Riedmüller, F.: Marktforschung: Grundlagen und praktische Anwendungen, Berlin: De Gruyter Oldenbourg. Kühl, S./Strodtholz, P./Taffertshofer, A. (Hrsg.): Handbuch Methoden der Organisationsforschung: Quantitative und Qualitative Methoden, Wiesbaden: VS Verlag für Sozialwissenschaften. Kumar, V.: International marketing research, Upper Saddle River/N.J.: Prentice Hall. Titscher, S./Meyer, M./Mayrhofer, W.: Organisationsanalyse: Konzepte und Methoden, Stuttgart: UTB.</p>	

Module: Human Resource Management (AIS114)

Module title			
Human resources Management			
Tuition and assessment			
Methods		Assessment	Graded yes/no
Lectures, Case Study, Inverted Classroom, Role play		Examination or Presentation	yes
Workload and ECTS points			
Workload (in hours, multiples of 30)	Total	90	ECTS
	Attendance (lectures and examination)	33	3
	Independent study	57	
Learning outcomes and skills			
Subject-related skills	<p>The students can understand and evaluate the relevance of HR policy decisions for the entire company. They have gained an overview of all relevant personnel management processes, from personnel planning to staff release, and can also classify the relevance of employee participation.</p> <p>In addition, they know the basic theories and concepts of organizational design. The different forms and models of structural and procedural organization are familiar to them, as well as the Framework conditions and special features of project management. On this basis, they can judge real organizational concepts in a qualified way.</p>		
Socio-ethical skills	<p>Students develop a basic understanding of the ethical responsibility of their own behavior in a social context. They are able to choose means appropriate to the context/person and develop the empathy required for a specific situation and for understanding the argumentative position of their partner in social interaction. They recognize the limitation and dangers of social influence and regard the misuse of social manipulation techniques critically.</p>		
Personal skills	<p>The students get to know characteristics that characterize participative, culturally sensitive and tolerant behaviour. Likewise, they have developed a deeper understanding of the social / ethical responsibility of corporate HR work and can also classify the importance of works councils. In addition, they have developed an understanding of the behavioural power of organizational regulations.</p>		
Transferable skills	<p>The students are able to identify and evaluate the basic framework conditions for personnel management and organization based on the strategic overall orientation of a company. The students also recognize the importance of organizational design as an essential element in the management process, can assess the contribution of organizational policy decisions to corporate governance and can also transfer this to concrete fields of action of project management.</p>		
Course content			
<ul style="list-style-type: none"> - Goals and tasks of the operational personnel work - human resource planning - Principles of personnel marketing - Recruitment - Company remuneration policy 			

- *Human resources development*
- *Personnel release*
- *Organizational models for HR*

Literature (most recent editions are required)

- Bach, N.; Brehm, C.; Buchholz, W.; Petry, T.: Wertschöpfungsorientierte Organisation. Architekturen – Prozesse – Strukturen, Wiesbaden: SpringerGabler
- Berthel, J.; Becker, F. G.: Personal-Management. Grundzüge für Konzeptionen betrieblicher Personalarbeit, Stuttgart: Schäffer-Poeschel
- Lindner, D.; Lindner-Lohmann, F.; Schirmer, U.: Personalmanagement, Heidelberg: Springer
- Oechsler, W.A. / Paul, C: Personal und Arbeit, München, Wien: Oldenbourg
- Scholz, C.: Personalmanagement. Informationsorientierte und verhaltenstheoretische Grundlagen, München: Vahlen
- Schulte-Zurhausen, M.: Organisation, München: Vahlen
- Schreyögg, G. / Geiger, G.: Organisation. Grundlagen moderner Organisationsgestaltung, Heidelberg: Springer
- Stock-Homburg, R.: Personalmanagement. Theorien – Konzepte – Instrumente, Wiesbaden: SpringerGabler
- Vahs, D.: Organisation: Ein Lehr- und Managementbuch, Stuttgart: Schäffer-Poeschel

Module: Organization and Project Management (AIS115)

Module title			
Human resources Management			
Tuition and assessment			
Methods		Assessment	Graded yes/no
Lectures, Case Study, Inverted Classroom, Role play		Examination or Presentation	yes
Workload and ECTS points			
Workload (in hours, multiples of 30)	Total	60	ECTS
	Attendance (lectures and examination)	22	2
	Independent study	38	
Learning outcomes and skills			
Subject-related skills	<p>The students can understand and evaluate the relevance of HR policy decisions for the entire company. They have gained an overview of all relevant personnel management processes, from personnel planning to staff release, and can also classify the relevance of employee participation.</p> <p>In addition, they know the basic theories and concepts of organizational design. The different forms and models of structural and procedural organization are familiar to them, as well as the Framework conditions and special features of project management. On this basis, they can judge real organizational concepts in a qualified way.</p>		
Socio-ethical skills	<p>Students develop a basic understanding of the ethical responsibility of their own behavior in a social context. They are able to choose means appropriate to the context/person and develop the empathy required for a specific situation and for understanding the argumentative position of their partner in social interaction. They recognize the limitation and dangers of social influence and regard the misuse of social manipulation techniques critically.</p>		
Personal skills	<p>The students get to know characteristics that characterize participative, culturally sensitive and tolerant behaviour. Likewise, they have developed a deeper understanding of the social / ethical responsibility of corporate HR work and can also classify the importance of works councils. In addition, they have developed an understanding of the behavioural power of organizational regulations.</p>		
Transferable skills	<p>The students are able to identify and evaluate the basic framework conditions for personnel management and organization based on the strategic overall orientation of a company. The students also recognize the importance of organizational design as an essential element in the management process, can assess the contribution of organizational policy decisions to corporate governance and can also transfer this to concrete fields of action of project management.</p>		
Course content			
<ul style="list-style-type: none"> - <i>company and organization</i> - <i>Organization theories</i> - <i>Organizational</i> - <i>workflow management / process management</i> - <i>organization of organizational change (organizational development)</i> 			

- *project management (project conception, project realization, project control)*

Literature (most recent editions are required)

- Bach, N.; Brehm, C.; Buchholz, W.; Petry, T.: Wertschöpfungsorientierte Organisation. Architekturen – Prozesse – Strukturen, Wiesbaden: SpringerGabler
- Berthel, J.; Becker, F. G.: Personal-Management. Grundzüge für Konzeptionen betrieblicher Personalarbeit, Stuttgart: Schäffer-Poeschel
- Lindner, D.; Lindner-Lohmann; F.; Schirmer, U.: Personalmanagement, Heidelberg: Springer
- Oechsler, W.A. / Paul, C: Personal und Arbeit, München, Wien: Oldenbourg
- Scholz, C.: Personalmanagement. Informationsorientierte und verhaltenstheoretische Grundlagen, München: Vahlen
- Schulte-Zurhausen, M.: Organisation, München: Vahlen
- Schreyögg, G. / Geiger, G.: Organisation. Grundlagen moderner Organisationsgestaltung, Heidelberg: Springer
- Stock-Homburg, R.: Personalmanagement. Theorien – Konzepte – Instrumente, Wiesbaden: SpringerGabler
- Vahs, D.: Organisation: Ein Lehr- und Managementbuch, Stuttgart: Schäffer-Poeschel

Module: Principles of Macroeconomics

(AIS116)

Module title			
Macroeconomics			
Tuition and assessment			
Methods		Assessment	Graded yes/no
Lectures, Exercises		Examination	yes
Workload and ECTS points			
Workload (in hours, multiples of 30)	Total	76	ECTS
	Attendance (lectures and examination)	28	3
	Independent study	48	
Learning outcomes and skills			
Subject-related skills	Students are able to describe short- and long-term macroeconomic developments in the economy and to analyse them using models. Students will be able to visualize the generation of money, the monetary value and the financial impact using various concepts and in the context of the financial system, and apply it to current questions. They know important currency-theoretical connections and can explain monetary policy decisions.		
Socio-ethical skills	Students develop a basic understanding of the ethical responsibility of their own behavior in a social context. They are able to choose means appropriate to the context/person and develop the empathy required for a specific situation and for understanding the argumentative position of their partner in social interaction. They recognize the limitation and dangers of social influence and regard the misuse of social manipulation techniques critically.		
Personal skills	Students can recognize the complexity of macroeconomic contexts and compare the sometimes contradictory explanations. Students understand the dependence of economic explanations on historical and cultural conditions.		
Transferable skills	In this module, students learn about the dependencies of a company on macroeconomic development. They understand how a company is influenced by economic cycles or monetary policy decisions and what reactions to such developments are possible. Students can understand the possibilities, but also the limitations and risks of using models and their assumptions in macroeconomics		
Course content			
<i>Economic cycle and National Accounts</i>			
<ul style="list-style-type: none"> - Basic ideas of macroeconomic paradigms: Keynesian vs. neoclassical approaches - Model-based macroeconomic analysis of the closed economy (e.g. IS-LM model, AS-AD model, Solow model) - Economic policy implications (e.g. fiscal and monetary policy) 			
Literature (most recent editions are required)			

- Arnold, L.: Makroökonomik, Mohr Siebeck, Tübingen
- Beck, H.: Globalisierung und Außenwirtschaft, Vahlen, München
- Blanchard, O./Illing, G.: Makroökonomie, Pearson, München
- Görgens, E./Ruckriegel, K./Seitz, F.: Europäische Geldpolitik, UVK-Verlag, Konstanz
- Issing, O.: Einführung in die Geldtheorie, Vahlen, München
- Mankiw, N. G.: Makroökonomik, Schäffer Poeschel, Stuttgart
- Rose, K., Sauernheimer, K.: Theorie der Außenwirtschaft, Vahlen, München
- Spahn, P.: Geldpolitik, Vahlen, München
- Stiglitz, J. E./Walsh, C. E.: Makroökonomie, Oldenbourg, München- Schulte-Zurhausen, M.: Organisation, München: Vahlen
- Schreyögg, G. / Geiger, G.: Organisation. Grundlagen moderner Organisationsgestaltung, Heidelberg: Springer
- Stock-Homburg, R.: Personalmanagement. Theorien – Konzepte – Instrumente, Wiesbaden: SpringerGabler
 - Vahs, D.: Organisation: Ein Lehr- und Managementbuch, Stuttgart: Schäffer-Poeschel

Module: Money and Banking (AIS117)

Module title			
Macroeconomics			
Tuition and assessment			
Methods		Assessment	
Lectures, Exercises		Examination	
Graded yes/no			
yes			
Workload and ECTS points			
Workload (in hours, multiples of 30)	Total	74	ECTS
	Attendance (lectures and examination)	27	3
	Independent study	47	
Learning outcomes and skills			
Subject-related skills	Students are able to describe short- and long-term macroeconomic developments in the economy and to analyse them using models. Students will be able to visualize the generation of money, the monetary value and the financial impact using various concepts and in the context of the financial system, and apply it to current questions. They know important currency-theoretical connections and can explain monetary policy decisions.		
Socio-ethical skills	Students develop a basic understanding of the ethical responsibility of their own behavior in a social context. They are able to choose means appropriate to the context/person and develop the empathy required for a specific situation and for understanding the argumentative position of their partner in social interaction. They recognize the limitation and dangers of social influence and regard the misuse of social manipulation techniques critically.		
Personal skills	Students can recognize the complexity of macroeconomic contexts and compare the sometimes contradictory explanations. Students understand the dependence of economic explanations on historical and cultural conditions.		
Transferable skills	In this module, students learn about the dependencies of a company on macroeconomic development. They understand how a company is influenced by economic cycles or monetary policy decisions and what reactions to such developments are possible. Students can understand the possibilities, but also the limitations and risks of using models and their assumptions in macroeconomics		
Course content			
<ul style="list-style-type: none"> - <i>Economic cycle and National Accounts</i> - <i>Basic ideas of macroeconomic paradigms: Keynesian vs. neoclassical approaches</i> - <i>Model-based macroeconomic analysis of the closed economy (e.g. IS-LM model, AS-AD model, Solow model)</i> - <i>Economic policy implications (e.g. fiscal and monetary policy)</i> - <i>Monetary fundamentals, financial system</i> - <i>Money demand and money supply</i> - <i>Fundamentals of monetary policy</i> - <i>Institutional structuring of monetary policy</i> - <i>Inflation and deflation</i> - <i>Current topics of monetary policy</i> - <i>Currency market</i> - <i>Exchange rate theories</i> - <i>International Monetary Order</i> 			

Literature (most recent editions are required)

- Arnold, L.: Makroökonomik, Mohr Siebeck, Tübingen
- Beck, H.: Globalisierung und Außenwirtschaft, Vahlen, München
- Blanchard, O./Illing, G.: Makroökonomie, Pearson, München
- Görgens, E./Ruckriegel, K./Seitz, F.: Europäische Geldpolitik, UVK-Verlag, Konstanz
- Issing, O.: Einführung in die Geldtheorie, Vahlen, München
- Mankiw, N. G.: Makroökonomik, Schäffer Poeschel, Stuttgart
- Rose, K., Sauernheimer, K.: Theorie der Außenwirtschaft, Vahlen, München
- Spahn, P.: Geldpolitik, Vahlen, München
- Stiglitz, J. E./Walsh, C. E.: Makroökonomie, Oldenbourg, München- Schulte-Zurhausen, M.: Organisation, München: Vahlen
- Schreyögg, G. / Geiger, G.: Organisation. Grundlagen moderner Organisationsgestaltung, Heidelberg: Springer
- Stock-Homburg, R.: Personalmanagement. Theorien – Konzepte – Instrumente, Wiesbaden: SpringerGabler
- Vahs, D.: Organisation: Ein Lehr- und Managementbuch, Stuttgart: Schäffer-Poeschel

Module: Applied Project Management (AIS121)

Module title			
Key Skills II			
Tuition and assessment			
Methods		Assessment	Graded yes/no
Lectures, Seminar, Laboratory exercises, Plan play/Simulation, Role play		Certificate of Achievement (without marks)	no
Workload and ECTS points			
Workload (in hours, multiples of 30)	Total	74	ECTS
	Attendance (lectures and examination)	27	3
	Independent study	47	
Learning outcomes and skills			
Subject-related skills	The students have advanced qualifications for scientific study and can critically assess their applicability to practical situations. Furthermore, they are able to deal with a business problem in a structured scientific approach.		
Socio-ethical skills	Students develop a basic understanding of the ethical responsibility of their own behavior in a social context. They are able to choose means appropriate to the context/person and develop the empathy required for a specific situation and for understanding the argumentative position of their partner in social interaction. They recognize the limitation and dangers of social influence and regard the misuse of social manipulation techniques critically.		
Personal skills	<p>Students can</p> <ul style="list-style-type: none"> - communicate openly, recognize, critically analyse and assess own and foreign communication patterns, - autonomously and confidently represent your own positions and understand other positions, - manage conflict in a balanced way, - recognize the ethical implications and responsibilities of research, - use the learned methods in a rational, understanding and fair manner and non-manipulative, - Use the plurality of theories and methods in a meaningful way. 		
Transferable skills	<p>The students</p> <ul style="list-style-type: none"> - are able to quickly find new situations, work into new tasks and integrate into teams and cultures, - convince as independently thinking and responsible acting personalities with critical judgment in economy and society, - are characterized by well-founded technical knowledge, understanding of general relationships as well as the ability to put theoretical knowledge into practice, - solving problems in the professional environment methodically as well as purposefully and acting in a team- oriented manner. 		
Course content			
<ul style="list-style-type: none"> - <i>Phases of project management</i> - <i>Project Controlling</i> - <i>Quality management in projects</i> 			

- *Risk management in projects*
- *Methods and tools of project management*

Literature (most recent editions are required)

- Bortz, J./Döring, N.: Forschungsmethoden und Evaluation für Human- und Sozialwissenschaftler, Heidelberg: Springer
- Kornmeier, M.: Wissenschaftstheorie und wissenschaftliches Arbeiten. Heidelberg: Physica
- Kromrey, H.: Empirische Sozialforschung. Stuttgart: Lucius & Lucius
- Oppel, K.: Business Knigge International. Freiburg: Haufe
- Schneider, D.: Business Administration, Band 4: Geschichte und Methoden der Wirtschaftswissenschaften. München: Oldenbourg
- Schnell, R./Hill, P. B. / Esser, E.: Methoden der empirischen Sozialforschung. München: Oldenbourg
- Schwaiger, M./Meyer, A.: Theorien und Methoden der Betriebswirtschaft. München: Vahlen
- Stickel-Wolf, C. /Wolf, J.: Wissenschaftliches Arbeiten und Lerntechniken, Wiesbaden: Gabler
- Theisen, M. R.: Wissenschaftliches Arbeiten. München: Vahlen

Additional information

Module: International Economics (AIS11)

Module title				
International Economics				
Tuition and assessment				
Methods		Assessment		Graded yes/no
Lectures, Exercises		Examination		yes
Workload and ECTS points				
Workload (in hours, multiples of 30)	Total	120	ECTS	
	Attendance (lectures and examination)	36	4	
	Independent study	84		
Learning outcomes and skills				
Subject-related skills	Students can describe and calculate the process of international distribution of goods. They can assess and evaluate the specific cultural aspects of international markets. The students can handle important aspects of contract design in the company and assess the fundamental importance of European and international regulations at national level. They know the specificities of global markets and can apply selected methods of market processing.			
Socio-ethical skills	The students can use analytical methods to analyse and evaluate the structure of an international business relationship with statistical methods.			
Personal skills	Students are familiar with the legal, cultural and market specificities of global markets and can apply and reflect on selected methods for dealing with international markets. They can develop strategies for building international markets.			
Transferable skills	The students are able to evaluate and critically compare different cultural methods. They can identify options for action in specific situations, assess them critically and plausibly justify their decision on the chosen alternative.			
Course content				
Learning and learning units				
<ul style="list-style-type: none"> • Basics • Country and Political Differences • Ethics in International Business • International Trade Theory • Political Economy of International Trade • Foreign Direct Investment and Exchange Market • Regional Economic Integration • International Monetary System • Global Capital Market • Strategy and Structure of International Business 				

- International Business Operations and Cases
- Special Chapters of International Economics

International Business Summer School

- International trade
- Business Dynamics
- O Stastical Methods MarcoV Chains
- International marketing
- O Country and Political Differences — Ethics in International Business — International Trade
- Theory — Political Economy of International Trade — Foreign Direct Investment and Exchange
- Market — Regional Economic Integration — International Monetary System — Global Capital
- Market — Strategy and Structure of International Business — International Business Operations
- and Cases
- Intercultural competence

Literature (most recent editions are required)

Makram El-Shagi, Gerhard Rubel, Aspects of International Economics..Gabler 2015
Susanne Czech-Winkelmann, Manual International Business: Strategy, practice, case studies, Schmidt Verlag 2008
G.M. Grossman, Kenneth Rogoff Handbook of International Economics, Elsevier 2005

Module: International Business (AIS122)

Module title				
International Business I: Basics of International Business				
Tuition and assessment				
Methods		Assessment		Graded yes/no
Lectures, group work, seminars, independent study		Group presentation examination		yes
Workload and ECTS points				
Workload (in hours, multiples of 30)	Total		90	ECTS
	Attendance (lectures and examination)		36	4
	Independent study		54	
Learning outcomes and skills				
Subject-related skills	Students will retrace the progression of international trade and foreign direct investment. They will gain an understanding of theoretical approaches for explaining international trade and foreign direct investment as well as the ability to compare them with each other. Furthermore, they will understand how international trade, foreign direct investments and international organizations and are affected by cross-cultural, financial, country and operational risks. Further, the class will deal with questions and practical solutions to the means of financing international business and applying methods for risk reduction.			
Socio-ethical skills	Upon completion of this module, students gain the ability to value arguments put forth by critical observers of globalization and international activities of multi-nationals. They are able to compare the phenomena directly with a purely economic point of view. They are aware of the responsibility businesses bear in the search for sustainable balance between economic success and environmental and social concerns. They are acutely aware of the conflicts and difficulties arising during activities pertaining to order-fulfilment and supply chain processes in a single enterprise or among enterprises.			
Personal skills	The students acquire the ability to communicate professionally about the topics dealt with in the course. They are capable of explaining fundamental concepts and discussing their significance for multi-nationals. The students can handle diverse departmental-oriented points of view regarding logistics problems both critically and constructively. They are required to interact with each other in the role of company directors assessing IB strategies for a chosen business.			
Transferable skills	Students can independently work on selected problems that occur in conjunction with the globalization of enterprises. Using their knowledge of globalization, they are able to work out solutions to problems on their own, develop basic strategies, discuss and present them to financiers/investors. Applying established literature and professional practices facilitates their own approach to advanced analysis in this area. Students can evaluate the critical steps in a process that lead to success by synthesizing cause-and-effect chains of middle complexity. They can recognize potential improvement and can develop mature concepts, which they are able to defend argumentatively amongst their colleagues.			
Course content				
Globalization: development, evaluation and influences from an entrepreneurial point of view – Reactions of enterprises to differences among national, political and economic systems – Multi-nationals –				

Internationalization and market-entry strategies
Literature (most recent editions are required)
Cavusgil, S.T.; Knight, G.A.; Riesenberger, J.R.: International Business: Strategy, Management, and the New Realities, Upper Saddle River: Pearson Prentice Hall Daniels, J. D.; Radebaugh, L.; Sullivan, D.: International Business, Upper Saddle River: Pearson Prentice Hall lobal Strategy, Loose-Leaf Version – 21 Jul 2016 by Mike W Peng on Amazon Lewis, R.D. (2012). When Teams Collide: managing the international team successfully. Nicholas Brealey.
Additional information
The external lecturer is an international businessman with a PhD in the field of management strategy and the course is designed for practical application of academic theory.

Module: International Marketing(AIS05)

Module title				
International Marketing				
Tuition and assessment				
Methods		Assessment		Graded yes/no
Lectures, group work, exercises and case studies		written exam		yes
Workload and ECTS points				
Workload (in hours, multiples of 30)	Total		90	ECTS
	Attendance (lectures and examination)		24	3
	Independent study		66	
Learning outcomes and skills				
Subject-related skills	Students gain insight into the theoretical foundations of international marketing and learn about the primary decision fields in international marketing strategies. They are aware of the most important characteristics of such tools as product/program, price/terms, distribution/sales, communication policies in an international context. They recognize the controversy between standardization and differentiation, with which multinationals are confronted, and understand which aspects speak for standardization and which for localization.			
Socio-ethical skills	Students learn about the opportunities and limitations of informational influence on people and discuss the economic, social and ethical consequences critically. Moreover, they recognize the value of responsibly applied financial instruments. The students can work in groups effectively, recognize group leadership and take on leadership functions themselves.			
Personal skills	Students participate actively in discussion, ask appropriate question, and are open to new ideas, assuming more and more responsibility for their own academic success. They are able to justify their own point of view using well-founded business administrative reasoning. They have learned to field criticism, to criticize others adequately and they can give their mentors appropriate feedback.			
Transferable skills	Students can use the knowledge, skills and abilities they have gained to solve actual problems. Upon completion of the module, they possess a fundamental overview of central concepts and areas of international marketing.			
Course content				
Specialization of marketing tools in international context - Market research in international markets - Case studies				
Literature (most recent editions are required)				
Backhaus, K; Voeth, M.: Internationales Marketing, Stuttgart: Schäffer-Poeschel Czinkota, M. R.; Ronkainen, I. A, Zvobgo, G.: International Matketing, Andover: Cengage Learning Keegan, W. J.; Green, M.C.: Global Marketing, Upper Saddle River: Prentice Hall Kotabe, M.: Global Marketing Management: International Student Version, Hoboken: Wiley				
Additional information				

Modules – June to mid-September

Module: International Strategy Development (AIS102)

Module title			
Strategic Management in International Business			
Tuition and assessment			
Methods		Assessment	Graded yes/no
Lectures, Case Study		Examination or Portfolio	Yes
Workload and ECTS points			
Workload (in hours, multiples of 30)	Total	75	ECTS
	Attendance (lectures and examination)	25	3
	Independent study	50	
Learning outcomes and skills			
Subject-related skills	The students should acquire sound theoretical knowledge, understanding of interdependencies as well as the ability to transfer the theoretical knowledge of international strategy development and implementation as well as international corporate governance into business practice.		
Socio-ethical skills	Students develop a basic understanding of the ethical responsibility of their own behavior in a social context. They are able to choose means appropriate to the context/person and develop the empathy required for a specific situation and for understanding the argumentative position of their partner in social interaction. They recognize the limitation and dangers of social influence and regard the misuse of social manipulation techniques critically.		
Personal skills	The students have learned to adapt their own abilities independently to the constantly changing requirements. The students should have developed a feeling for the complex social influences and effects on strategy development and implementation and corporate governance. They should be able to contribute constructively and socially competent in international strategy development and implementation processes as well as corporate governance issues.		
Transferable skills	Students are able to evaluate and critically compare different approaches to strategy development and implementation as well as corporate governance. They have basic analysis patterns that allow them to structure problems in a goal-oriented manner. On the basis of the acquired knowledge, they can point out options for action in concrete situations, evaluate them critically and give plausible reasons for their decision on the chosen alternative.		
Course content			
Fundamentals of international strategy development and implementation; Strategic planning (planning, targeting, environmental analysis, business analysis); Strategy choice; Strategy Implementation; Strategic control; current case studies.			
Literature (most recent editions are required)			
Bea, F.X./Haas, J.: Strategisches Management, München: UTB.			

Clarke, T.: International Corporate Governance – A Comparative Approach, Arbington: Routledge.
Cullen, J.B./Parboteeah, K.P.: Multinational Management. A Strategic Approach, Boston: Cengage Learning.
Goergen, M.: International Corporate Governance, Harlow: Pearson.
Huse, M.: Boards, Governance and Value Creation, Cambridge: Cambridge University Press.
Jones, G.R./Hill, C.W.: Theory of Strategic management. With Cases, Toronto: Cengage Learning.
Malin, C.: Corporate Governance, Oxford: Oxford University Press.
Nagel, M./Mieke, C.: BWL-Methoden. Handbuch für Studium und Praxis, Stuttgart: UTB.
Perlitz, M./Schrack, R.: Internationales Management, Konstanz: UVK.
Tricker, B.: Corporate governance: principles, policies, and practices, Oxford: Oxford University Press.
Welge, M.K./Al-Laham, A.: Strategisches Management. Grundlagen - Prozess - Implementierung, Wiesbaden: SpringerGabler

Module: Corporate Governance and Case Studies (AIS103)

Module title				
Strategic Management in International Business				
Tuition and assessment				
Methods		Assessment		Graded yes/no
Lectures, Case Study		Examination or Portfolio		Yes
Workload and ECTS points				
Workload (in hours, multiples of 30)	Total	75	ECTS	
	Attendance (lectures and examination)	25	3	
	Independent study	50		
Learning outcomes and skills				
Subject-related skills	The students should acquire sound theoretical knowledge, understanding of interdependencies as well as the ability to transfer the theoretical knowledge of international strategy development and implementation as well as international corporate governance into business practice.			
Socio-ethical skills	Students develop a basic understanding of the ethical responsibility of their own behavior in a social context. They are able to choose means appropriate to the context/person and develop the empathy required for a specific situation and for understanding the argumentative position of their partner in social interaction. They recognize the limitation and dangers of social influence and regard the misuse of social manipulation techniques critically.			
Personal skills	The students have learned to adapt their own abilities independently to the constantly changing requirements. The students should have developed a feeling for the complex social influences and effects on strategy development and implementation and corporate governance. They should be able to contribute constructively and socially competent in international strategy development and implementation processes as well as corporate governance issues.			
Transferable skills	Students are able to evaluate and critically compare different approaches to strategy development and implementation as well as corporate governance. They have basic analysis patterns that allow them to structure problems in a goal-oriented manner. On the basis of the acquired knowledge, they can point out options for action in concrete situations, evaluate them critically and give plausible reasons for their decision on the chosen alternative.			
Course content				
Basic goals, tasks, challenges, theories, models, structures and codes of corporate governance; Corporate governance in Germany and other selected regions; current case studies.				
Literature (most recent editions are required)				
<p>Bea, F.X./Haas, J.: Strategisches Management, München: UTB.</p> <p>Clarke, T.: International Corporate Governance – A Comparative Approach, Arbington: Routledge.</p> <p>Cullen, J.B./Parboteeah, K.P.: Multinational Management. A Strategic Approach, Boston: Cengage Learning.</p> <p>Goergen, M.: International Corporate Governance, Harlow: Pearson.</p> <p>Huse, M.: Boards, Governance and Value Creation, Cambridge: Cambridge University Press.</p> <p>Jones, G.R./Hill, C.W.: Theory of Strategic management. With Cases, Toronto: Cengage Learning.</p>				

Malin, C.: Corporate Governance, Oxford: Oxford University Press.
Nagel, M./Mieke, C.: BWL-Methoden. Handbuch für Studium und Praxis, Stuttgart: UTB.
Perlitz, M./Schrank, R.: Internationales Management, Konstanz: UVK.
Tricker, B.: Corporate governance: principles, policies, and practices, Oxford: Oxford University Press.
Welge, M.K./Al-Laham, A.: Strategisches Management. Grundlagen - Prozess - Implementierung, Wiesbaden: SpringerGabler

Module: Organizational and Support Processes (AIS104)

Module title			
International HRM: Organizational and Support Processes			
Tuition and assessment			
Methods		Assessment	Graded yes/no
Lectures, Exercises, Case Study		Examination or Portfolio	Yes
Workload and ECTS points			
Workload (in hours, multiples of 30)	Total	150	ECTS
	Attendance (lectures and examination)	50	5
	Independent study	100	
Learning outcomes and skills			
Subject-related skills	The students are familiar with the secondment system of employees abroad and the contents and significance of HR core processes. You know and accept the role of HR as "Business Partner". They can recognize, assess and take into account the relevance of HR support processes. They are able to independently solve problems of higher complexity as well as to make, justify and reflect on HR decisions. In doing so, they can recognize and qualify the impact of theoretical and technological development on human resources. The knowledge of comparative studies in human resources enables the students through specific background knowledge on selected approaches in different countries		
Socio-ethical skills	Students develop a basic understanding of the ethical responsibility of their own behavior in a social context. They are able to choose means appropriate to the context/person and develop the empathy required for a specific situation and for understanding the argumentative position of their partner in social interaction. They recognize the limitation and dangers of social influence and regard the misuse of social manipulation techniques critically.		
Personal skills	The students can reflect their behaviour during the Indentations event and realistically assess. They refer to experiences in the practical phases and are motivated to make the learning transfer between theory and practice. This takes place in the field of human resources, so they can recognize the social responsibility of the operational stakeholders in the context of human resources, evaluate and integrate into their own actions. The students can work effectively in a working group, reflect on and evaluate their different roles and take over the group leadership. They communicate objectively and respectfully with each other and stick to agreements.		
Transferable skills	The students learn the precise application of instruments and concepts of operational personnel work in various fields of action, the interdependence and integration of HR measures, the explanation and prognosis of HR-related phenomena and their relevance to operational practice. Ultimately, the students develop an overall understanding of corporate HR work in the context of international corporate activity. You will be able to take on, analyse and evaluate tasks in the HRM of an (international) company and successfully solve them..		
Course content			
Employee relations and representation (Employment Relations); Organization of human resources; Technological developments in national and international HRM			

(digitization); Personnel development and training in an international environment; Personnel controlling; HRM in the context of M & A processes; Change management; HRM in selected countries or cultures (Comparative HRM); Behavioural and personality-oriented basics; Selected projects in HRM.

Literature (most recent editions are required)

Bamber, G.J./Lansbury, R.D./Wailles, N.: International and Comparative Employment Relations, London: Sage.
 Bratton, J./Gold, J.: Human Resources Management. Theory and Practice, New York: Palgrave Macmillan.
 Briscoe, D.R./Schuler, R.S./Claus, L.: International Human Resources Management. Policies and Practices for Multinational Enterprises, New York: Routledge Chapman & Hall.
 Dessler, G.: A Framework for Human Resources Management, Upper Saddle River: Pearson Global.
 Dowling, P.J./Festin, M./Engle, A.D.: International Human Resource Management, Andover: Cengage.
 Harzing, A.-W./Pinnington, A. International Human Resource Management, London: Sage.
 Oechsler, W.A./Paul, C.: Personal und Arbeit: Einführung in das Personalmanagement, Berlin, München, Boston: De Gruyter.
 Scholz, C.: Grundzüge des Personalmanagements, München: Vahlen.
 Scholz, C.: Personalmanagement: Informationsorientierte und verhaltenstheoretische Grundlagen, München: Vahlen.
 Tayeb, M.H.: International Human Resource Management. A Multinational Companies Perspective, Oxford, New York: Oxford University Press.

Module: Applied International Marketing and Sales Management (AIS105)

Module title			
International Marketing & Sales: Principles of International Marketing & Sales Management			
Tuition and assessment			
Methods		Assessment	Graded yes/no
Lectures, Exercises, Case Study		Examination or Assignment	Yes
Workload and ECTS points			
Workload (in hours, multiples of 30)	Total	150	ECTS
	Attendance (lectures and examination)	50	5
	Independent study	100	
Learning outcomes and skills			
Subject-related skills	The students acquire in-depth knowledge of market research in international markets and are able to develop a problem-oriented approach to the processing of an empirical research project. They have deepened their knowledge of special features of international marketing / sales strategies as a basis for designing international marketing and sales processes and tools. Based on this, the students have deepened the possibilities and limits of the use of selected marketing mix and distribution instruments in an international context (e.g. market-driven design of entrepreneurial services, establishment of situation-specific communication concepts, design of targeted brand positioning and management, vertical marketing or price and terms policy, Designing appropriate marketing and sales processes and structures, each from an international perspective). In addition, the students acquire knowledge about how companies have to adapt organizational structures, control and coordination systems for the implementation of international marketing and sales strategies.		
Socio-ethical skills	Students develop a basic understanding of the ethical responsibility of their own behavior in a social context. They are able to choose means appropriate to the context/person and develop the empathy required for a specific situation and for understanding the argumentative position of their partner in social interaction. They recognize the limitation and dangers of social influence and regard the misuse of social manipulation techniques critically.		
Personal skills	The students are able to use all available learning and working tools for the acquisition of knowledge and to apply theories, concepts and methods of international marketing and sales independently under the guidance of concrete problems. They have developed an awareness of the complexity of real questions and can make their own solutions. They take responsibility for their work, can evaluate it and deal constructively with critical comments. They specifically ask comprehension questions, actively participate in differentiated technical discussions and are open to suggestions. They are able to justify and defend their point of view by using a theoretically founded argumentation. As part of this module, the students deepen their awareness of the possibilities and problems of influencing people and organizations through marketing and sales instruments and deal with the resulting economic, social and ethical areas of tension in a more critical manner. They are sensitized to the observance of ethical and scientific standards in conducting empirical investigations. You can work effectively in a working group, recognize the group leadership and possibly take over.		
Transferable skills	Students will be able to transfer their knowledge in international marketing and sales as		

	<p>well as their skills and abilities in this field to new situations and develop professional problem solutions. They can apply the acquired knowledge as well as abilities and skills in real problems. They independently plan marketing and sales projects, implement them and critically reflect the project's success as well as their approach.</p>
<p>Course content</p>	
<p>Fundamentals of international marketing and sales; Special features of international market research (e.g., internally. Marketing Research Plan, Cultural Bias, Comparability and Equivalence, Multicounty Scales and Data, Challenges and Future Directions); Special features of international marketing and sales strategy (Internationalization Decision (and Theories)), International Competitiveness, Market Selection Process, Market Entry Strategies, coordination / standardization decisions of "being international"); Instrumental Special Features of International Marketing and Sales (Designing the Global Marketing Program in Product Policy, Pricing Policy, Communication Policy and Distribution Policy); Implementation and coordination of international marketing and sales programs (implementing and coordinating the Global Marketing Program in product policy, pricing policy, communication policy and distribution policy).</p>	
<p>Literature (most recent editions are required)</p>	
<p>Baack, D. W./Harris, E. G./Baack, D.: International Marketing. Thousand Oaks (CA): SAGE Publications. Backhaus, K./Voeth, M.: Internationales Marketing, Stuttgart: Schäffer-Poeschel. Belz, C.: Internationales Vertriebsmanagement für Industriegüter, Frankfurt a. M.: Ueberreuter Binckebanck, L./Belz, C.: Internationaler Vertrieb, Wiesbaden: Springer. Cateora, P./Gilly, M./Graham, J.: International Marketing, New York: McGraw-Hill. Craig, S./Douglas, S.: International Marketing Research, Chichester: Wiley. Czinkota, M./Ronkainen, I.: International Marketing, Mason: South Western De Mooij, M. K.: Consumer Behavior and Culture: Consequences for Global Marketing and Advertising, London: SAGE Publications. Eckardt, G. H.: Business-to-Business-Marketing, Stuttgart: Schäffer-Poeschel. Ellis, N.: Business-to-Business Marketing – relationships, networks & strategies, Oxford: Oxford University Press. Futrell, C.M.: Fundamentals of Selling, New York: McGraw-Hill. Hofbauer, G./Hellwig, C.: Professionelles Vertriebsmanagement, Erlangen: Publicis Kommunikationsagentur. Hollensen, S.: Global Marketing, Harlow et al.: Pearson. Homburg, C.: Marketingmanagement, Wiesbaden: Springer Gabler. Homburg, Ch./Schäfer, H./Schneider, J.: Sales Excellence, Wiesbaden. Kotabe, M./Helsen, K.: Global Marketing Management, Hoboken: Wiley. Kotler, Ph./Armstrong, G.: Principles of Marketing. Global Edition, Upper Saddle River: Prentice Hall Winkelmann, P.: Marketing und Vertrieb: Fundamente für die Marktorientierte Unternehmensführung, München: Oldenbourg. Zentes, J./Swoboda, B./Schramm-Klein, H.: Internationales Marketing, München: Vahlen.</p>	

Module: International Supply Chain Management (AIS106)

Module title				
International Supply Chain Management				
Tuition and assessment				
Methods		Assessment		Graded yes/no
Lectures, Exercises, Case Study		Examination or Assignment		Yes
Workload and ECTS points				
Workload (in hours, multiples of 30)	Total	150	ECTS	
	Attendance (lectures and examination)	50	5	
	Independent study	100		
Learning outcomes and skills				
Subject-related skills	<p>The students are able to systematically identify customers, suppliers, intermediaries and service providers with whom intensive cooperation is beneficial. They can evaluate and discuss the benefits of cooperative approaches such as cooperative inventory management, cooperative sales forecasts, cooperative transport control or postponement across organizations. They can outline what information needs to be exchanged between the parties involved and how benefits and risks have to be distributed so that cooperation can be successful. They are able to assess the risks associated with the exchange of information, especially in asymmetric collaborations, and are aware of the importance of mutual trust in this context. They are able to create, evaluate and compare alternative plans for reconciling supply and demand. This allows you to identify strategy-compliant plans, which then serve as the basis for synchronized service provision of the involved parties.</p> <p>The risks in international supply chains are systematically recorded and classified. They develop and assess risk management measures.</p>			
Socio-ethical skills	<p>Students develop a basic understanding of the ethical responsibility of their own behavior in a social context. They are able to choose means appropriate to the context/person and develop the empathy required for a specific situation and for understanding the argumentative position of their partner in social interaction. They recognize the limitation and dangers of social influence and regard the misuse of social manipulation techniques critically.</p>			
Personal skills	<p>They understand the benefits of trust as the basis for any form of cooperative collaboration. They draw on their intercultural competence and are able to interpret the risks intercultural communication brings to building trust. The students can put themselves in the position of customers, suppliers and service providers and understand and represent their positions.</p>			
Transferable skills	<p>Students can critically discuss and analyse case studies of international service provision. They develop ideas for their reorganization in coordination with other involved parties, derive implications and evaluate them</p>			
Course content				
<p>Supply Chain Strategie; Internationale Make-or-Buy-Entscheidung; Strategische Beschaffung; Internationale Produktions- und Distributionsstrukturen; Logistik- Dienstleister; Supply Chain Management (z.B. E-Procurement, VMI, ECR, CPFR); Risikomanagement; beschaffungsrelevante Rechtsgebiete. duct policy, pricing policy, communication policy and distribution policy).</p>				

Literature (most recent editions are required)

Chase, R.B./Jacobs, F.R.: Operations and Supply Management, Irwin: McGraw-Hill.
 Chopra, S./Meindl, P.: Supply Chain Management. Strategy, Planning and Operation, Harlow: Pearson.
 Christopher, M.: Logistics and SCM, Harlow: Pearson Education.
 Coyle, J.J./Novack, R.A./Gibson, B.J./Bardi E.J.: Transportation. A Supply Chain Perspective, South-Western: Cengage.
 Grant, D.B./Lambert, D.M./Stock, J.R./Ellram, L.M.: Fundamentals of Logistics Management, London: McGraw-Hill.
 Heizer, J./Render, B.M.: Operations Management, Harlow: Pearson.
 Ivanov, D./Tsipoulaidis, A.: Global Supply Chain & Operation Management, Zürich: Springer.
 Kouvelis, P./Dong L.: Handbook of Integrated Risk Management in Global Supply Chains, Hoboken: Wiley.
 Krajewski, L.J./Malhotra, M.K.: Operations Management. Processes and Supply Chains, Harlow: Pearson.
 Langley, C.J./Coyle, J.J./Gibson, B.J./Novack, R.A./Bardi, E.J.: Managing Supply Chains. A Logistics Approach, South Western, Cengage.
 Large, R.: Strategisches Beschaffungsmanagement. Eine praxisorientierte Einführung. Mit Fallstudien, Wiesbaden: Gabler.
 Mangan, J.J./Lalwani, C.L.: Global Logistics and Supply Chain Management, Wiley.
 Melzer-Ridinger, R.: Supply Chain Management, München: Oldenbourg.
 Mieke, C./Nagel, M.: Produktion und Logistik. Die wichtigsten Methoden, Konstanz: UVK.
 Schönsleben, P.: Integral Logistics Management. Operations and Supply Chain Management within and across Companies, Boca Raton: CRC Press. Stadler, H./Kilger, C.: Supply Chain Management and Advanced Planning. Concepts, Models, Software and Case Studies, Berlin: Springer.
 Wildemann, H.: Supply Chain Management. Effizienzsteigerung in der unternehmensübergreifenden Wertschöpfungskette, München: TCW Transfer-Centrum. Wisner, J.D./Tan, K./Leong, G.K.: Principles of Supply Chain Management. A Balanced Approach, Boston: Cengage.

Module: Interdisciplinary Business Communication (AIS107)

Module title				
Interdisciplinary Communication in Business				
Tuition and assessment				
Methods		Assessment		Graded yes/no
Lectures, Seminar, Exercises, Case Study, Role play		Portfolio		Yes
Workload and ECTS points				
Workload (in hours, multiples of 30)	Total	75	ECTS	
	Attendance (lectures and examination)	25	3	
	Independent study	50		
Learning outcomes and skills				
Subject-related skills	Upon completion of this module, students have developed an in-depth understanding of issues that may arise when working with colleagues from other professional disciplines. The students are able to analyse and evaluate selected interdisciplinary facts and correlations for given topics. They will also be able to identify and analyse conflicting goals and ambiguities of interdisciplinary cooperation and to develop appropriate recommendations for dealing with them competently.			
Socio-ethical skills	Students develop a basic understanding of the ethical responsibility of their own behavior in a social context. They are able to choose means appropriate to the context/person and develop the empathy required for a specific situation and for understanding the argumentative position of their partner in social interaction. They recognize the limitation and dangers of social influence and regard the misuse of social manipulation techniques critically.			
Personal skills	After completing the module, students have learned how to handle different media and sources critically. Students value different perspectives and opinions and use them consciously to improve work results and develop their personality. The students deliberately look for a topic in different subject areas according to different perspectives in order to comprehend them comprehensively. The students are able to involve different colleagues or group members and to come to a solution that is sustainable for all concerned, even in conflicts.			
Transferable skills	The students perceive differences between cultural groups and specialist disciplines and develop their own competencies in the appropriate context. The students understand that values, norms and ethical principles as well as their operational implementation in behaviours or sustainability initiatives are a necessary basis for every economic activity. The students recognize that interdisciplinary connections are of great relevance in the future.			
Course content				
Subject-specific foundations of interdisciplinary work in an international context, exemplary range of topics: leadership of interdisciplinary teams, moration, sustainability, information technology, engineering or technical sciences, business psychology				
Literature (most recent editions are required)				
Arthur, W. B.: Complexity and the Economy, Oxford: Oxford University Press.				

Bowe, H.J./Martin, K./Manns, H.: Communication Across Cultures: Mutual Understanding in a Global World, Cambridge: Cambridge University Press. Ernst, R./Amm, U.: Wörterbuch der industriellen Technik, Wiesbaden: Brandstätter.

Mor Barak, M.E.: Managing Diversity - Toward a Globally Inclusive Workplace, London: Sage Publications.

Redlich, T. (Hrsg.): Interdisziplinäre Perspektiven zur Zukunft der Wertschöpfung, Wiesbaden: Springer Gabler.

Schein, E.H.: Organizational Culture and Leadership, San Francisco: Jossey-Bass.

Module: Interdisciplinary Communication Project (AIS108)

Module title			
Interdisciplinary Communication in Business			
Tuition and assessment			
Methods		Assessment	Graded yes/no
Lectures, Seminar, Exercises, Case Study, Role play		Portfolio	Yes
Workload and ECTS points			
Workload (in hours, multiples of 30)	Total	75	ECTS
	Attendance (lectures and examination)	25	3
	Independent study	50	
Learning outcomes and skills			
Subject-related skills	Upon completion of this module, students have developed an in-depth understanding of issues that may arise when working with colleagues from other professional disciplines. The students are able to analyse and evaluate selected interdisciplinary facts and correlations for given topics. They will also be able to identify and analyse conflicting goals and ambiguities of interdisciplinary cooperation and to develop appropriate recommendations for dealing with them competently.		
Socio-ethical skills	Students develop a basic understanding of the ethical responsibility of their own behavior in a social context. They are able to choose means appropriate to the context/person and develop the empathy required for a specific situation and for understanding the argumentative position of their partner in social interaction. They recognize the limitation and dangers of social influence and regard the misuse of social manipulation techniques critically.		
Personal skills	After completing the module, students have learned how to handle different media and sources critically. Students value different perspectives and opinions and use them consciously to improve work results and develop their personality. The students deliberately look for a topic in different subject areas according to different perspectives in order to comprehend them comprehensively. The students are able to involve different colleagues or group members and to come to a solution that is sustainable for all concerned, even in conflicts.		
Transferable skills	The students perceive differences between cultural groups and specialist disciplines and develop their own competencies in the appropriate context. The students understand that values, norms and ethical principles as well as their operational implementation in behaviours or sustainability initiatives are a necessary basis for every economic activity. The students recognize that interdisciplinary connections are of great relevance in the future.		
Course content			
Interdisciplinary project for the application, preparation and communication of the established functional and sector-specific technical and language skills			
Literature (most recent editions are required)			
Arthur, W. B.: Complexity and the Economy, Oxford: Oxford University Press. Bowe, H.J./Martin, K./Manns, H.: Communication Across Cultures: Mutual Understanding in a Global World,			

Cambridge: Cambridge University Press. Ernst, R./Amm, U.: Wörterbuch der industriellen Technik, Wiesbaden: Brandstätter.
Mor Barak, M.E.: Managing Diversity - Toward a Globally Inclusive Workplace, London: Sage Publications.
Redlich, T. (Hrsg.): Interdisziplinäre Perspektiven zur Zukunft der Wertschöpfung, Wiesbaden: Springer Gabler.
Schein, E.H.: Organizational Culture and Leadership, San Francisco: Jossey-Bass.

Modules – October to December

Module: Presentation and Communication Skills (AIS85)

Module title			
Key Qualifications I (VS)			
Tuition and assessment			
Methods	Assessment	Graded yes/no	
Lectures, Seminar, Laboratory exercises, Plan play/Simulation, Role play	Certificate of Achievement (without marks)	No	
Workload and ECTS points			
Workload (in hours, multiples of 30)	Total	75	ECTS
	Attendance (lectures and examination)	30	3
	Independent study	45	
Learning outcomes and skills			
Subject-related skills	The students have the first basic qualifications for scientific study and can critically assess their applicability to practical situations. Furthermore, they are able to work on a company problem in a structured scientific approach		
Socio-ethical skills	<p>Students can</p> <ul style="list-style-type: none"> - communicate openly, recognize, critically analyse and assess own and foreign communication patterns, - autonomously and confidently represent your own positions and understand other positions - use the learned methods in a rational, understanding and fair manner and non-manipulative, - manage conflict in a balanced way, - recognize the ethical implications and responsibilities of research, - Use the plurality of theories and methods in a meaningful way. 		
Personal skills	<p>Students can</p> <ul style="list-style-type: none"> - communicate openly, recognize, critically analyse and assess own and foreign communication patterns, - autonomously and confidently represent your own positions and understand other positions - use the learned methods in a rational, understanding and fair manner and non-manipulative, - manage conflict in a balanced way, - recognize the ethical implications and responsibilities of research, - Use the plurality of theories and methods in a meaningful way. 		
Transferable skills	<p>The students</p> <ul style="list-style-type: none"> - are able to quickly find new situations, work into new tasks and integrate into teams and cultures, - convince as independently thinking and responsible acting personalities with critical judgment in economy and society, - are characterized by well-founded technical knowledge, understanding of general 		

	relationships as well as the ability to put theoretical knowledge into practice, - solving problems in the professional environment methodically as well as purposefully and acting in a team-oriented manner.
Course content	
<p>Presentation skills</p> <ul style="list-style-type: none"> - Areas of application and objectives of a presentation - Content structure of a presentation / presentation dramaturgy - Media use and visualization techniques (e.g., text images, graphics and symbols) - Presentation Techniques - Voice work and rhetoric - Non-verbal communication: Body language, facial expressions and gestures - Dealing with stage fright - Follow-up of the presentation - Specifics of scientific presentations - Exercises related to the respective field of study <p>Communication skills</p> <ul style="list-style-type: none"> - Communication psychological research and communication theories - communication and interaction - Rhetoric - Communication of communicative and rhetorical skills - Negotiation Techniques - Active listening - Question technique - Objection Handling - Communication Disorders - Conflict talks, Moration, feedback and employee discussions, communication in teams - Exercises against the background of current topics of the respective field of study with subsequent discussion 	
Literature (most recent editions are required)	
<ul style="list-style-type: none"> - Bortz, J./Döring, N.: Forschungsmethoden und Evaluation für Human- und Sozialwissenschaftler, Heidelberg: Springer - Kornmeier, M.: Wissenschaftstheorie und wissenschaftliches Arbeiten. Heidelberg: Physica - Kromrey, H.: Empirische Sozialforschung. Stuttgart: Lucius & Lucius - Renner, H.-G. u. Strasmann, J. Das Outdoor-Seminar in der betrieblichen Praxis, Hamburg: Verlag Windmühle - Schneider, D.: Business Administration, Band 4: Geschichte und Methoden der Wirtschaftswissenschaften. München: Oldenbourg - Schnell, R./Hill, P. B. / Esser, E.: Methoden der empirischen Sozialforschung. München: Oldenbourg - Schwaiger, M./Meyer, A.: Theorien und Methoden der Betriebswirtschaft. München: Vahlen - Stickel-Wolf, C. /Wolf, J.: Wissenschaftliches Arbeiten und Lerntechniken, Wiesbaden: Gabler - Theisen, M. R.: Wissenschaftliches Arbeiten. München: Vahlen 	
Additional information	

Module: Introduction in Business Administration (AIS80)

Module title			
Introduction to Business Administration			
Tuition and assessment			
Methods		Assessment	Graded yes/no
Lectures		Examination	Yes
Workload and ECTS points			
Workload (in hours, multiples of 30)	Total	100	ECTS
	Attendance (lectures and examination)	40	4
	Independent study	60	
Learning outcomes and skills			
Subject-related skills	<p>The students are able to understand the basic connections of business thinking and acting. Based on this, they can describe the essential constitutive decision fields, exemplify and know the subtasks in the entrepreneurial decision cycle. Equally, students are able to outline the basic steps of a company's economic performance process.</p> <p>The students are able to understand the basic connections of business thinking and acting. Based on this, they can describe the essential constitutive decision-making fields and the subtasks in the entrepreneurial decision-making cycle. Equally, students are able to outline the basic steps of a company's economic performance process.</p>		
Personal and Social skills	<p>The students know the goal dimensions of a company and are familiar with the diverging demands of different interest groups. From dealing with alternative rationality principles of economics, they have developed a basic understanding of the economic, political, social, environmental and ethical perspectives of a company. As part of this module, students learn about the possibilities and limits of informational influencing of people and have critically examined the resulting economic, social and ethical areas of tension.</p>		
Transferable skills	<p>The students know the objectives of business administration as a science as well as the different approaches of business research concepts. You can describe simple problems in the context of the performance and leadership process of a company using business terminology. After completing this module, students can independently analyse clearly defined decision-making problems using basic business methods and formulate simple explanatory approaches. They have developed an understanding of the marketing orientation of a company and the application of the instruments of the marketing mix. Students are able to apply their knowledge and skills to problems of marketing practice.r.</p>		
Course content			
<p>Introduction to Business Administration 40 60</p> <ul style="list-style-type: none"> - The enterprise as an economic and social system - Basic scientific theoretical positions in business administration - Models and methods of business administration - Business environment: goals and decisions - Core functions of management: legal forms, rights of disposal and corporate governance, concentration and cooperation - Location decisions - Overview of dimensions of the value creation process 			
Literature (most recent editions are required)			

- Bruhn, M.: Marketing: Grundlagen für Studium und Praxis, Wiesbaden: Springer - Gabler
- Esch, F.-R./Herrmann, A./Sattler, H.: Marketing. Eine managementorientierte Einführung, München: Vahlen
- Homburg, Chr.: Grundlagen des Marketingmanagements: Einführung in Strategie, Instrumente, Umsetzung und Unternehmensführung, Wiesbaden: Springer – Gabler
- Jung, H.: Allgemeine Business Administration, München – Wien: Oldenbourg
- Kirsch, J./Müllerschön, B.: Marketing kompakt, Sternenfels: Verl. Wiss. und Praxis
- Meffert, H./Burmann, C./Kirchgeorg, M.: Marketing; Grundlagen marktorientierter Unternehmensführung; Konzepte – Instrumente – Praxisbeispiele, Wiesbaden: Gabler
- Thommen, J.-P. u.a.: Allgemeine Business Administration: Umfassende Einführung aus managementorientierter Sicht, Springer: Wiesbaden
- Vahs, D./Schäfer-Kunz, J.: Einführung in die Business Administration, Stuttgart: Schäffer-Poeschel
- Wöhe, G./Döring, U./Brösel, G.: Einführung in die Allgemeine Business Administration, München: Vahlen

Additional information

Module: Principles of International Business and its environment (AIS81)

Module title				
International Business and its Environment				
Tuition and assessment				
Methods		Assessment		Graded yes/no
Lectures and exercises		Examination or Seminar work (no Presentation)		yes
Workload and ECTS points				
Workload (in hours, multiples of 30)	Total		75	ECTS
	Attendance (lectures and examination)		30	3
	Independent study		45	
Learning outcomes and skills				
Subject-related skills	<p>The students recognize and understand the determinants of international business activity. They can analyze and critically evaluate the framework conditions of internationally active companies. The students recognize how international trade and direct investment are developing. They gain an overview of theoretical explanations for international trade and direct investment and can compare these approaches.</p> <p>The students deal with reaction possibilities of companies to different characteristics of the political-legal and economic enterprise environment. Students can explain internationalization decisions. They have an overview of possible internationalization strategies and market entry forms and can evaluate these comparatively. They can analyze and evaluate the opportunities and risks of global business activity.</p> <p>In addition, the students got to know different design options for added value in an international context. You can classify and critically assess make-or-buy procurement decisions and design options using examples such as your own partner company. They know the alternatives in the order processing, can recognize push and pull control in the own partner enterprise and evaluate with regard to multilayered goals. They understand the importance of planning for coordination between the parties involved and synchronization of processes and their influence</p> <p>Buffer and transport..</p>			
Personal and social skills	<p>With the completion of the module, the students have acquired the competence to view the international business activities of companies as well as globalization from different perspectives, including the arguments of critical observers of these phenomena. They are aware of the responsibility of global companies for a sustainable balance between economic success, environmental protection and social responsibility.</p> <p>They are sensitized to the conflicts and coordination problems in the internal and cross-company added value process and can handle it constructively. The students have acquired the competence to communicate adequately about the aspects of international business dealt with. They are able to explain basic concepts and discuss their importance for international companies.</p>			
Transferable skills	<p>The students are able to independently work on selected problems that arise in the course of internationalization of companies with the help of their knowledge of</p>			

	<p>globalization issues, develop simple solution strategies and discuss them in a team. Their knowledge of basic Literature and relevant terminology facilitates their independent access to advanced analysis in this field. For given internal and external framework conditions, the students can assess the feasibility and advantageousness of relevant concepts.</p> <p>You can identify critical process sections, products, and suppliers. They recognize potential for improvement, develop concepts that are ready for decision-making under guidance, and defend them with collegial contradiction. They can identify and judge success-critical processes and design alternative designs and defend them argumentatively in collegial contradiction or</p> <p>develop</p>
<p>Course content</p>	
<p>Explanatory approaches to international trade and direct investment; Development of international trade and direct investment; State influence on international trade: causes and instruments (for example protectionism); Regional economic integration; Significance and tasks of selected international organizations; Corporate responses to differences between national political and economic systems</p>	
<p>Literature (most recent editions are required)</p>	
<ul style="list-style-type: none"> • Bretzke, W.-R.: Logistische Netzwerke, Berlin: Springer. <p>Cavusgil, S. T./Knight, G. A./Riesenberger, J. R.: International Business: Strategy, Management, and the New Realities, Upper Saddle River: Pearson Prentice Hall. Christopher, M.: Logistics and Supply Chain Management. Creating Value-Adding Networks, Harlow: Prentice Hall.</p> <p>Collinson, S./Narula, R./ Rugman, A. M.: International Business, Harlow: Pearson.</p> <p>Daniels, J. D./Radebaugh, L./Sullivan, D.: International Business, Upper Saddle River: Pearson Prentice Hall. Hill, Ch. W. L.: International Business: Competing in the Global Marketplace, New York: McGraw-Hill.</p> <p>Neiberger, C./Bertram, H.: Waren um die Welt bewegen. Strategien und Standorte im Management globaler Warenketten, Mannheim: MetaGIS Informationssysteme.</p> <p>Slack, N./Brandon-Jones, A.: Operations Management, Harlow: Pearson Education.</p>	
<p>Additional information</p>	
<p></p>	

Module: Fundamentals of Business Communication (AIS82)

Module title			
Foundations of Communication in Business			
Tuition and assessment			
Methods		Assessment	Graded yes/no
Lectures, Seminar, Exercises, Case Study, Role play		Portfolio	yes
Workload and ECTS points			
Workload (in hours, multiples of 30)	Total	75	ECTS
	Attendance (lectures and examination)	30	3
	Independent study	45	
Learning outcomes and skills			
Subject-related skills	Upon completion of the module, students will be able to understand important professional life situations in the foreign language and to appropriately apply the relevant subject language actively and contextually in written and oral communication		
Personal and social skills	Students can reflect on their learning process and identify learning strategies. In this module, the students continued to learn how to work together on problems. They can also substantiate their point comprehensibly and give appreciative criticism.		
Transferable skills	After completing the module in multilingual professional working groups, the students are able to contribute to solving problems and solving problems with the appropriate use of jargon. They are thus capable of acting in an international working environment.		
Course content			
Repetition and consolidation of grammar and vocabulary for use in a professional context, company descriptions (products, services, structure / process organization, tasks)			
Literature (most recent editions are required)			
<p>Brook-Hart, G.: Cambridge Professional English Business Benchmark. C1 BEC Higher Edition, Cambridge: Cambridge University Press. Brook-Hart, G.: Cambridge Professional English Business Benchmark. Upper-intermediate, Vantage, Cambridge: Cambridge University Press. Juan, O./ de Prada, M. et al: En equipo.es 2, München: Hueber.</p> <p>Pastor, E.: Bürokommunikation Spanisch, Stuttgart: PONS.</p> <p>Powell, M.: Presenting in English. How to give successful presentations, Stuttgart: Klett. Sweeney, S.: English for Business Communication, Cambridge: Cambridge University Press.</p> <p>Tano, M.: Expertos. Curso avanzado de español orientado al mundo del trabajo. (B 2), Stuttgart: Klett. Taylor, S./Gartside, I.: Model Business Letters, o.O.: Financial Times.</p> <p>Williams, E.: Presentations in English, München: Hueber.</p>			

Module: Introduction to Economics

(AIS37)

Module title				
Economics I: Introduction to Economics				
Tuition and assessment				
Methods		Assessment		Graded yes/no
Lectures and exercises		written examination		yes
Workload and ECTS points				
Workload (in hours, multiples of 30)	Total	75	ECTS	
	Attendance (lectures and examination)	30	3	
	Independent study	45		
Learning outcomes and skills				
Subject-related skills	Students become familiar with the concepts and methods of economics and are able to assess and explain the advantages and drawbacks of using models for economic analysis. They understand the principles of analyzing the behavior of households and firms, and are able to use these tools to analyze markets and apply them to new problems.			
Socio-ethical skills	The students can understand and assess the diverse views of agents and interest groups from a microeconomic perspective. Analyzing market imperfections opens up ethical dimensions of business/economic decisions to them, even in this early phase of their studies.			
Personal skills	Students can comprehend the logic of economic decisions and draw conclusion for individual and collective actions. They are able to communicate the effects of such economic decisions appropriately.			
Transferable skills	Studying price theory in various types and forms of markets helps the students to understand the situation of their own training company and even to develop solutions for problems.			
Course content				
Basic economic terminology and concepts - Contents and methods of economics - Introduction to the history of economic thought - Economic systems - Germany's economic order - Introduction to microeconomics - Market mechanisms				
Literature (most recent editions are required)				
<ul style="list-style-type: none"> • Baßeler, U.; Heinrich, J.; Utecht, B.: Grundlagen und Probleme der Volkswirtschaft, Stuttgart: Schäffer-Poeschel • Bofinger, P.: Grundzüge der Volkswirtschaftslehre: Eine Einführung in die Wissenschaft von Märkten, München u. a.: Pearson Education • Erlei, M.; Leschke, M.; Sauerland, D.: Neue Institutionenökonomik, Stuttgart: Schäffer-Poeschel • Homann, K.; Suchanek, A.: Ökonomik: Eine Einführung, Tübingen: Mohr Siebeck • Krugman, P.; Wells, R.: Volkswirtschaftslehre, Stuttgart: Schäffer-Poeschel [engl.: Economics, New York: 				

Worth Publishers]

- Mankiw, N. G.: Grundzüge der Volkswirtschaftslehre, Stuttgart: Schäffer-Poeschel [engl.: Principles of Economics, Mason: Thomson South-Western]
- Pindyck, R. S.; Rubinfeld, D. L.: Mikroökonomie, München: Pearson Studium [engl.: Microeconomics, Upper Saddle River: Pearson Prentice Hall]
- Varian, H. R.: Grundzüge der Mikroökonomik, München: Oldenbourg [engl.: Intermediate Microeconomics: A Modern Approach, New York u. a.: Norton]
- Wildmann, L.: Einführung in die Volkswirtschaftslehre, Mikroökonomie und Wettbewerbspolitik: Module der Volkswirtschaftslehre 1, München: Oldenbourg

Additional information

Module: International Operations Management (AIS109)

Module title			
Operational Management in International Business			
Tuition and assessment			
Methods		Assessment	Graded yes/no
Lectures and exercises		examination	yes
Workload and ECTS points			
Workload (in hours, multiples of 30)	Total	120	ECTS
	Attendance (lectures and examination)	44	4
	Independent study	76	
Learning outcomes and skills			
Subject-related skills	<p>The students know the design options that result from the internationalization of goods and financial flows for the companies. The understanding of the underlying models enables the students to identify potentials and limits of internationalization decisions. The basic alternatives for internationalization decisions from offshoring to the use of service providers, strategic partnerships, joint ventures to the various forms of direct investment can be compared. Alternative locations can also assess their opportunities and risks.</p> <p>Students understand the financial implications of internationalization decisions. They can assess the financial risks and recommend suitable hedging instruments and strategies. They know the instruments for implementing and financing international trading transactions. They master common procedures for the financial optimization of the flow of goods within the company.</p> <p>They judge the decisions from different perspectives in the company such as the customer, the financial and the logistics view. They are able to identify the associated risks, assess and know measures for risk management. Students can assess the applicability of theories and models and use them to make, understand and judge globalization decisions in their own company.</p>		
Socio-ethical skills	<p>The students can understand and assess the diverse views of agents and interest groups from a microeconomic perspective. Analyzing market imperfections opens up ethical dimensions of business/economic decisions to them, even in this early phase of their studies.</p>		
Personal skills	<p>The students understand the impact of globalization decisions and the related commodity and financial flows on the economy, society and the environment. They deal critically with economic, social and ethical areas of tension. You can classify the differences between real financial instruments compared to speculative financing and their consequences in the international environment.</p>		
Transferable skills	<p>Students can evaluate internationalization decisions from different perspectives in the company. They assess the impact on the economy, society and the environment holistically and thus identify conflicts of interest with stakeholder groups at an early stage. Thus, they are able to make informed decisions about internationalization in-house as well as externally.</p>		

Course content
Processes in operational and supply chain management; Design options for global supply chains; Order processing; Capacity management / inventory management; Make-or-Buy; sourcing; International transactions; Risk Exposure in International Supply Chains
Literature (most recent editions are required)
<p>Brealey, R./ Myers, S./ Allen, F.: Principles of Corporate Finance, New York: McGraw-Hill.</p> <p>Bretzke, W.-R.: Logistische Netzwerke, Berlin: Springer.</p> <p>Cooper, R.: Corporate Treasury and Cash Management, Basingstoke: Macmillan.</p> <p>Coyle, J.J./ Novack, R.A./ Gibson, B.J./ Bardi E.J.: Transportation. A Supply Chain Perspective, South-Western: Cengage Learning. Eun, C.S./ Resnick, B.G.: International Finance, Maidenhead: McGraw-Hill.</p> <p>Grant, D.B./ Lambert, D.M./ Stock, J.R./ Ellram, L.M.: Fundamentals of Logistics Management, London: McGraw-Hill.</p> <p>Heizer, J./ Render, B.M.: Operations Management, Harlow: Pearson.</p> <p>Ivanov, D./ Tsipoulanidis, A.: Global Supply Chain & Operation Management, Zürich: Springer International Publishing.</p> <p>Kouvelis, P./ Dong L.: Handbook of Integrated Risk Management in Global Supply Chains, Hoboken: Wiley.</p> <p>Krajewski, L.J./ Malhotra, M.K.: Operations Management. Processes and Supply Chains, Harlow: Pearson.</p> <p>Mieke, C./Nagel, M.: Produktion und Logistik. Die wichtigsten Methoden, Konstanz: UVK.</p> <p>Perridon, L./ Steiner, M.: Finanzwirtschaft der Unternehmung, München: Vahlen.</p> <p>Shapiro, A.C.: Multinational Financial Management, Hoboken: Wiley.</p> <p>Wachowitz, J./ Van Horne: Fundamentals of Financial Management, New York: Prentice Hall.</p>
Additional information

Module: International Financial Management (AIS110)

Module title				
Operational Management in International Business				
Tuition and assessment				
Methods		Assessment		Graded yes/no
Lectures and exercises		examination		yes
Workload and ECTS points				
Workload (in hours, multiples of 30)	Total	120	ECTS	
	Attendance (lectures and examination)	44	4	
	Independent study	76		
Learning outcomes and skills				
Subject-related skills	<p>The students know the design options that result from the internationalization of goods and financial flows for the companies. The understanding of the underlying models enables the students to identify potentials and limits of internationalization decisions. The basic alternatives for internationalization decisions from offshoring to the use of service providers, strategic partnerships, joint ventures to the various forms of direct investment can be compared. Alternative locations can also assess their opportunities and risks.</p> <p>Students understand the financial implications of internationalization decisions. They can assess the financial risks and recommend suitable hedging instruments and strategies. They know the instruments for implementing and financing international trading transactions. They master common procedures for the financial optimization of the flow of goods within the company.</p> <p>They judge the decisions from different perspectives in the company such as the customer, the financial and the logistics view. They are able to identify the associated risks, assess and know measures for risk management. Students can assess the applicability of theories and models and use them to make, understand and judge globalization decisions in their own company.</p>			
Socio-ethical skills	<p>The students can understand and assess the diverse views of agents and interest groups from a microeconomic perspective. Analyzing market imperfections opens up ethical dimensions of business/economic decisions to them, even in this early phase of their studies.</p>			
Personal skills	<p>The students understand the impact of globalization decisions and the related commodity and financial flows on the economy, society and the environment. They deal critically with economic, social and ethical areas of tension. You can classify the differences between real financial instruments compared to speculative financing and their consequences in the international environment.</p>			
Transferable skills	<p>Students can evaluate internationalization decisions from different perspectives in the company. They assess the impact on the economy, society and the environment holistically and thus identify conflicts of interest with stakeholder groups at an early stage. Thus, they are able to make informed decisions about internationalization in-house as well as externally.</p>			

Course content
Determination of risk exposures in internationalization strategies (e.g., transaction risk, translation risk, economic currency risk); Hedging of risk exposures via derivatives (hedging strategies, forwards, futures, options); Documents in foreign trade (customs documents, certificates of origin, shipping documents, order papers, insurance documents, movement certificates, SGS and PSI certificates); Foreign trade financing (Hermes guarantees, international export and investment guarantee coverages, forms of risk cover, foreign credit institutions, KfW project financing, forfaiting, buyer credit); International payment transactions (international exchange transactions, BOE versus Promissory Notes, discounting of bills of exchange, acceptances, drafts and endorsements, documentary cash transactions, documentary credits (letter of credits); use of supply chain financing to optimize business processes (eg factoring, leasing, cash forwarding); working capital (eg cash management, receivable management, payable management, capital structure management)
Literature (most recent editions are required)
<p>Brealey, R./ Myers, S./ Allen, F.: Principles of Corporate Finance, New York: McGraw-Hill.</p> <p>Bretzke, W.-R.: Logistische Netzwerke, Berlin: Springer.</p> <p>Cooper, R.: Corporate Treasury and Cash Management, Basingstoke: Macmillan.</p> <p>Coyle, J.J./ Novack, R.A./ Gibson, B.J./ Bardi E.J.: Transportation. A Supply Chain Perspective, South-Western: Cengage Learning. Eun, C.S./ Resnick, B.G.: International Finance, Maidenhead: McGraw-Hill.</p> <p>Grant, D.B./ Lambert, D.M./ Stock, J.R./ Ellram, L.M.: Fundamentals of Logistics Management, London: McGraw-Hill.</p> <p>Heizer, J./ Render, B.M.: Operations Management, Harlow: Pearson.</p> <p>Ivanov, D./ Tsipoulaidis, A.: Global Supply Chain & Operation Management, Zürich: Springer International Publishing.</p> <p>Kouvelis, P./ Dong L.: Handbook of Integrated Risk Management in Global Supply Chains, Hoboken: Wiley.</p> <p>Krajewski, L.J./ Malhotra, M.K.: Operations Management. Processes and Supply Chains, Harlow: Pearson.</p> <p>Mieke, C./Nagel, M.: Produktion und Logistik. Die wichtigsten Methoden, Konstanz: UVK.</p> <p>Perridon, L./ Steiner, M.: Finanzwirtschaft der Unternehmung, München: Vahlen.</p> <p>Shapiro, A.C.: Multinational Financial Management, Hoboken: Wiley.</p> <p>Wachowitz, J./ Van Horne: Fundamentals of Financial Management, New York: Prentice Hall.</p>
Additional information

Module: Negotiations (AIS111)

Module title			
Applied Communication in Business			
Tuition and assessment			
Methods		Assessment	Graded yes/no
Lectures, Seminar, Exercises, Case Study, Role play		Portfolio	yes
Workload and ECTS points			
Workload (in hours, multiples of 30)	Total	90	ECTS
	Attendance (lectures and examination)	33	3
	Independent study	57	
Learning outcomes and skills			
Subject-related skills	After completing the module, students can conduct negotiations in the foreign language in a goal-oriented and systematic manner. The students can assess negotiation situations and negotiating partners and know methods to achieve their goals in negotiations also in an international context. In addition, after completing the module, the students have an overview of important communication techniques and their context-related application in an international business environment.		
Socio-ethical skills	Students can reflect on their learning process and identify learning strategies. In this module, the students continued to learn how to work together on problems. They can also substantiate their point comprehensibly and give appreciative criticism.		
Personal skills	The students learn basic social negotiation techniques and can independently achieve conflict resolution and compromise with negotiating partners. They can critically reflect and constructively use different views and opinions. They are able to identify opportunities and obstacles in the context of intercultural and interdisciplinary cooperation as well as in negotiations and to make them successful. The students are able to question their personal negotiating behaviour critically and adapt it to the situation. In addition, they are able to reflect the communication behaviour across different communication technologies and to adapt their communication to the situation.		
Transferable skills	After completing the module, students can communicate and conduct negotiations in the context of different mother languages and cultures in a targeted manner and using adequate communication technologies in the foreign language.		
Course content			
Requirements for negotiation success in an international context, goal setting, negotiation strategies, goal-oriented conduct of negotiations, psychological and intercultural basics, negotiation techniques, lines of argumentation, objection treatment, completion techniques, special features of conducting negotiations in foreign language and intercultural context			
Literature (most recent editions are required)			
Bozarth, J.: Show Your Work: The Payoffs and How-to's of Working Out Loud, San Francisco: Wiley. D'Addario, M.: Teoría y práctica de la comunicación: Ciencia y tecnología de la información, North Charleston, SC: CreateSpace Independent Publishing Platform. Grant, A.E./Meadows, and J.H.: Communication Technology Update and Fundamentals, London; New York: Routledge.			

Kolbaek, D.: Online Collaboration and Communication in Contemporary Organizations, IGI Global: Hershey, PA.

Krizan, A.C./Merrier, P./Logan, J.P./Williams, K.S.: Communicating in business, Mason, OH: South-Western/Cengage Learning.

Llamazares Garcia-Lomas, O.: Negociación Internacional, Madrid: Global Marketing Strategies, S.L.

McCarthy, A./Hay, S.: Advanced Negotiation Techniques, Berkeley, CA: Apress.

Opresnik, M.O.: The Hidden Rules of Successful Negotiation and Communication, Cham: Springer.

Roy, S. /Shaw, I.S.: Communicating Differences : Culture, Media, Peace and Conflict Negotiation, London: Palgrave Macmillan.

Wallwork, A.: Meetings, Negotiations, and Socializing: A Guide to Professional English, New York, NY: Springer.

Additional information

Module: International Procurement (AIS120)

Module title			
International Procurement			
Tuition and assessment			
Methods		Assessment	Graded yes/no
Lectures, group work, exercises and case studies		Written examination	yes
Workload and ECTS points			
Workload (in hours, multiples of 30)	Total	120	ECTS
	Attendance (lectures and examination)	24	3
	Independent study	80	
Learning outcomes and skills			
Subject-related skills	This Module provides in-depth focus on operations (goals, content, activities, methods, tools), particularly in an international context. Students attain comprehensive and in-depth understanding of the opportunities and risks of working with international suppliers, while paying attention to the aspects of quality, costs, methods, organization, new communication media, etc. In addition, they learn about strategic decision-making in purchasing, warehousing, production and logistics from an international perspective. They possess comprehensive and in-depth knowledge about the tools of production planning and controlling, as well as logistics – about their implementation, the opportunities and significance of international risk and quality management. They can apply appropriate concepts both theoretically and pragmatically. Finally, while practicing simulation projects on logistical processes and supply chains, students are able to identify origins and influences of problems therein. They can prepare appropriate solutions using analytical methods.		
Socio-ethical skills	Students are introduced to materials management concepts, particularly related to their effect on the work-world and the environment. They understand the social changes brought about by globalized and networked supply chains. They are able to work in groups effectively, recognize and take on leadership functions.		
Personal skills	Students are capable of using all available resources for learning and working. They can carry out smaller research tasks independently with minimal guidance. They develop an understanding of the complexity of real problems and can propose solutions. They assume responsibility for their own work. They can evaluate it and at the same time deal with constructive criticism. Students are capable of participating in a focused discussion and asking appropriate questions, while remaining open to new ideas. They are able to reason and defend their own point of view. They are able to give their academic mentors suitable feedback.		
Transferable skills	Students are able to transfer their knowledge and skills in international business to new situations and develop their own solutions to problems. They can actively use the knowledge and skills acquired to solve actual problems since they have developed a feeling for multi-faceted and complex problems.		
Course content			
<i>Strategic procurement planning (in-depth) – Sourcing strategies – operative sourcing (in-depth) – e-procurement – ECR – Supply-chain management – (Logistics) international procurement markets – Logistics</i>			

*service providers – Supplier appraisal and development – Selected in-depth logistics project management –
Laws and regulations pertaining to procurement*

Literature (most recent editions are required)

Additional information

Module: Change and Innovation Management (AIS17)

Module title			
Change and Innovation Management			
Tuition and assessment			
Methods		Assessment	
Classroom sessions will be interactive, with both individual and group work activities.		Group presentation 50% Group report 50 %	
		Graded yes/no Yes	
Workload and ECTS points			
Workload (in hours, multiples of 30)	Total	120	ECTS
	Attendance (lectures and examination)	32	4
	Independent study	88	
Learning outcomes and skills			
Subject-related skills	Understanding and managing change at the level of the organization and the employee		
Socio-ethical skills	Students will need to make judgements		
Personal skills	Students will develop a range of interpersonal and presentation skills whilst interacting effectively with others on a one to one, small group and one to many context		
Transferable skills	Self-confidence; public speaking, analysis, employability		
Course content			
To help participants to understand, critically analyze and deal effectively with, the management of change. The nature of change at macro, meso and micro levels. The distribution and use of power within and between organizations. The implementation of, and resistance to, change. Resistance at individual and organizational levels. Models of change management. Organizational politics. The nature and causes of organizational conflict: strategies for dealing with interpersonal and intergroup conflict. Notions of strategic and transformational change.			
Literature			
Indicative Reading Mullins, L. Organizational Behavior Pearson Education London (latest edition)			
Additional information			

Module: Project Management (AIS19.1)

Module title				
Project Management				
Tuition and assessment				
Methods		Assessment		Graded yes/no
Seminar, exercises, presentations, case studies, group work		Written Examination (60%), Presentation (40%)		Yes
Workload and ECTS points				
Workload (in hours, multiples of 30)	Total		66	ECTS
	Attendance (lectures and examination)		32	4
	Independent study		34	
Learning outcomes and skills				
Subject-related skills	Students will develop an understanding of the importance of project management and will be able to apply the principles, practices and methods underlying projects. They develop a view of projects in their organizational context.			
Socio-ethical skills	Students experience the complexity of working in an intercultural project team. They understand the problem of the integration of project teams in the corporate organization.			
Personal skills	Students understand the necessity of a structured approach to lead projects.			
Transferable skills	Students recognize the requirements of Project Management and can apply a structured approach in unclear situations			
Course content				
Project process model according to PMI: Terms, Project types, Project-life-cycle Initiating: Project charter, Stakeholder Planning: scope, schedule, cost, resources, risk Executing: team development, organization, leadership Monitoring and controlling: milestone trend analysis, earned value analysis Closing: lessons learned				
Literature (most recent editions are required)				
Wysocki, Robert K. (2013) Effective Project Management: Traditional, Agile, Extreme, Hybrid 8th Edition, Wiley Publishing, Inc. (ISBN 978-1119562801)				
Project Management Institute (2017) A Guide to the Project Management Body of Knowledge (Pmbok Guide), 6th Edition, Project Management Institute (ISBN 978-1628251845)				
Sanghera, Paul (2019) CAPM® in Depth: Certified Associate in Project Management Study Guide for the CAPM® Exam, 2nd Edition, Apress ISBN-13 (electronic): 978-1-4842-3664-2				
Additional information				
Students generate a feasibility study (group work) and perform a presentation.				

Module: Human Resource Management (AIS01) (Fall)

Module title			
Human Resource Management			
Tuition and assessment			
Methods		Assessment	Graded yes/no
Lectures		Written examination	yes
Workload and ECTS points			
Workload (in hours, multiples of 30)	Total	90	ECTS
	Attendance (lectures and examination)	24	3
	Independent study	66	
Learning outcomes and skills			
Subject-related skills	Students understand basic theories and concepts of business organizations. They gain fundamental knowledge of different types and models of structural and operational organization, as well as of influencing factors and principles of structures. Students can evaluate practical organizational concepts. They are also familiar with the forms of inter-organizational cooperation. They learn to evaluate the relevance of personnel decisions for an entire enterprise. With their basic knowledge, students are capable of solving tasks of average complexity independently.		
Socio-ethical skills	Students understand the power of organizational rules to shape organizations and are able to implement alternative measures responsibly. Furthermore, they develop a deep understanding of the social responsibility of human-resources activities. They are expected to work effectively in study groups and to assume leadership functions.		
Personal skills	Students are able to argue their own position using economic reasoning. They are capable of making use of all available theoretical and practical learning aids for their studies and for guided research projects.		
Transferable skills	Students recognize the importance of organizational structures as a decisive element of managing processes. They can evaluate decisions made regarding organizational policies for an entire enterprise. They are hereby familiar with classical concepts as well as current models of organization within and among different organizations. They learn about the application of HR tools in individual cases, interdependencies and integration of HR measures, explanation and forecasts of HR phenomena, as well as their relevance for running a company. Finally, students develop an understanding of the entire context of organizational structures and the work of human resources.		
Course content			
Aims and tasks of human resources – HR planning – Recruitment – Redundancies and allocation of human resources – compensation and corporate social policies – Staff development – Fundamentals of HR marketing			
Literature (most recent editions are required)			
<ul style="list-style-type: none"> • Bea, F.X.; Göbel, E.: Organisation. Theorie und Gestaltung, Stuttgart: Lucius & Lucius • Bröckermann, R.: Personalwirtschaft: Lehr- und Übungsbuch für Human Resource Management, Stuttgart: Schäffer-Poeschel • Jung, H.: Personalwirtschaft, München, Wien: Oldenbourg • Scholz, Ch.: Personalmanagement. Informationsorientierte und verhaltenstheoretische Grundlagen, München: Vahlen 			

- Vahs, D.: Organisation: Ein Lehr-und Managementbuch, Stuttgart: Schäffer-Poeschel

Additional information

Module: Business English (AIS13.1)

Module title			
Business English I			
Tuition and assessment			
Methods	Assessment	Graded yes/no	
Lectures, exercises, group work	Written examination	yes	
Workload and ECTS points			
Workload (in hours, multiples of 30)	Total	49	ECTS
	Attendance (lectures and examination)	16	2
	Independent study	33	
Learning outcomes and skills			
Subject-related skills	Students can describe their company, its structures, products and services in English. They have learned to write different types of letters (inquiries, orders, complaints, etc.). They are capable of giving a presentation in English, articulating business content convincingly and effectively. Students can write an application in English and are able to conduct and interview successfully in English. They are familiar with and can use subject-related business vocabulary		
Socio-ethical skills	Students learn to work in teams to solve problems and are prepared to understand and deal with intercultural differences in business life.		
Personal skills	Students know how to research material for presentations and reports, to outline and prepare it as required for such. In group work and role-plays, they have developed extended communication skills, as well as a basic understanding of intercultural differences.		
Transferable skills	Students acquire a sense of time management to prepare and carry out presentations. They gain knowledge and an understanding of intercultural communication, which they independently continue to develop through reading. They become familiar with the instruments for language self-study (Internet – CBTs/WBTs–books) that enable further learning without classroom teaching during their practical terms.		
Course content			
Company description (products, services, structure) – Making contacts, keeping small talk. – Telephoning – Leading and participating in meetings and discussions – Commercial correspondence			
Literature (most recent editions are required)			
<ul style="list-style-type: none"> Allison, John, Paul Emmerson, <i>The Business. Intermediate</i>, (Hueber) Macmillan / John Allison, Jeremy Townsend, Paul Emmerson, <i>The Business Upper Intermediate</i>, Hueber (Macmillan) Brook-Hart, Guy, <i>Cambridge Professional English Business Benchmark. Upper-intermediate, Vantage</i>, Klett (Cambridge University Press) / Guy Brook-Hart, <i>Cambridge Professional English Business Benchmark. C1 BEC Higher Edition</i>, Klett (Cambridge University Press) Hofstede, Geert, Gert Jan Hofstede, Michael Minkov, <i>Cultures and Organizations: Software of the Mind. International Cooperation and its importance for survival</i>, New York et al.: McGraw-Hill Hughes, John, <i>Success with BEC Vantage</i>, Langenscheidt: Berlin, München: (Summertown Publishing) / Paul Dummet, Colin Benn, <i>Success with BEC Higher</i>, Langenscheidt: Berlin, München: (Summertown Publishing) Murphy, Raymond, <i>English Grammar in Use. A self-study reference and practice book for intermediate students of English. With pocket guide for German-speaking learners, Niveau B1/B2</i>, Buch + CD-ROM, Stuttgart: Klett/ Cambridge: Cambridge University Press 2010 Powell, Mark, <i>Presenting in English. How to give successful presentations</i>, Stuttgart: Klett Shirley Taylor, Leonard Gartside, <i>Model Business Letters</i>, o.O.: Financial Times 			

- Sweeney, Simon, *English for Business Communication*, Klett (Cambridge University Press)
- Trompenaars, Fons; Hampden-Turner, Charles, *Managing People Across Cultures (Culture for Business)*, o.O.: John Wiley and Sons
- Williams, Erica J., *Presentations in English. Student's Book with DVD*, München: Hueber

Additional information

Module: International Marketing(AIS05)

Module title			
International Marketing			
Tuition and assessment			
Methods		Assessment	
Lectures, group work, exercises and case studies		written exam	
Graded yes/no			
yes			
Workload and ECTS points			
Workload (in hours, multiples of 30)	Total	90	ECTS
	Attendance (lectures and examination)	24	3
	Independent study	66	
Learning outcomes and skills			
Subject-related skills	Students gain insight into the theoretical foundations of international marketing and learn about the primary decision fields in international marketing strategies. They are aware of the most important characteristics of such tools as product/program, price/terms, distribution/sales, communication policies in an international context. They recognize the controversy between standardization and differentiation, with which multi-nationals are confronted, and understand which aspects speak for standardization and which for localization.		
Socio-ethical skills	Students learn about the opportunities and limitations of informational influence on people and discuss the economic, social and ethical consequences critically. Moreover, they recognize the value of responsibly applied financial instruments. The students can work in groups effectively, recognize group leadership and take on leadership functions themselves.		
Personal skills	Students participate actively in discussion, ask appropriate question, and are open to new ideas, assuming more and more responsibility for their own academic success. They are able to justify their own point of view using well-founded business administrative reasoning. They have learned to field criticism, to criticize others adequately and they can give their mentors appropriate feedback.		
Transferable skills	Students can use the knowledge, skills and abilities they have gained to solve actual problems. Upon completion of the module, they possess a fundamental overview of central concepts and areas of international marketing.		
Course content			
Specialization of marketing tools in international context - Market research in international markets - Case studies			
Literature (most recent editions are required)			
<ul style="list-style-type: none"> • Backhaus, K; Voeth, M.: Internationales Marketing, Stuttgart: Schäffer-Poeschel • Czinkota, M. R.; Ronkainen, I. A, Zvobgo, G.: International Matketing, Andover: Cengage Learning • Keegan, W. J.; Green, M.C.: Global Marketing, Upper Saddle River: Prentice Hall • Kotabe, M.: Global Marketing Management: International Student Version, Hoboken: Wiley 			
Additional information			

Module: Intercultural Management (AIS23)

Module title			
Principles of Intercultural Management			
Tuition and assessment			
Methods	Assessment	Graded yes/no	
Lectures, Case Study	Portfolio	yes	
Workload and ECTS points			
Workload (in hours, multiples of 30)	Total	75	ECTS
	Attendance (lectures and examination)	32	4
	Independent study	43	
Learning outcomes and skills			
Subject-related skills	<p>Students studied the influences of increasing internationalization of business activities and immigration on the imprinting of different cultural levels. They have come to know the central concepts for strengthening the perception of their social and cultural environment, as well as reflecting on how they deal with "strangers".</p> <p>As a basis for their orientation in the international environment, the students got to know the central concepts of the concept of culture and gained an overview of the possible uses and limitations of essential traditional and past cultural theories. They have learned the basics of acculturation theory and are able to estimate the limitations or possibilities of different clashing cultures or groups to approach each other. They analysed the key factors influencing intercultural communication situations and developed a basic understanding of cultural imprints in interpersonal situations.</p> <p>Against the background of the business activities of internationally operating companies, the students dealt with the complicated interaction of the cultural levels and their influence on the employees and the corporate culture. Furthermore, they are able, depending on the situation, to determine the influence of cultural differences on the corporate strategy, organization design, as well as the used ones</p> <p>To recognize leadership concepts and negotiation strategies and to act purposefully.</p>		
Personal and social skills	<p>The students have cognitively and emotionally reflected their own cultural imprint. They are aware of the need for a model analysis of intercultural interaction and the inherent risk of stereotyping. You are open to suggestions and able to independently apply given methods to concrete problems. The students have developed a feeling for the complex influences and effects of culture on economic contexts. They are able to reflect their own behavior against the background of other value systems and to analyze the behavior of others from different perspectives. The</p> <p>Students can work constructively in an international working group.</p>		
Transferable skills	<p>Students are able to evaluate and critically compare different approaches. They have basic analysis patterns that allow them to structure problems of intercultural interaction in a goal-oriented manner. On the basis of the already acquired knowledge about different socio-cultural contexts, they can point out options for action in concrete situations, critically evaluate them and plausibly justify their decision on the chosen alternative of action.</p>		
Course content			
Specialization of marketing tools in international context - Market research in international markets - Case studies			

Literature (most recent editions are required)

- Bowe, H. J./Martin, K./Manns, H.: Communication Across Cultures. Mutual Understanding in a Global World, Port Melbourne: Cambridge University Press. Browaeys, M.-J./Price, R.: Understanding Cross-Cultural Management, Harlow: Pearson Education.
- Chhokar, J.S./Brodbeck, F.C./House, R.J.: Culture and Leadership Across the World. The GLOBE Book of In-depth Studies of 25 Societies, Mahwah: Lawrence Erlbaum Associates.
- Deresky, H.: International Management. Managing Across Borders and Cultures, Harlow: Pearson Education. Deardorff, D.K. (Hrsg.): The SAGE Handbook of Intercultural Competence. Thousand Oaks: SAGE Publications.
- House, R.J./Hanges, P.J./Javidan, M./Dorfman, P.W./Gupta, V. (Hrsg.): Culture, Leadership, and Organizations. The GLOBE Study of 62 Societies, Thousand Oaks: SAGE Publications.
- House, R.J./Dorfman, P.W./Javidan, M./Hanges, P.J./Sully de Luque, M.F.: Strategic Leadership Across Cultures. The GLOBE Study of CEO Leadership Behavior and Effectiveness in 24 Countries, Thousand Oaks: Sage Publications.
- Lüsebrink, H.-J.: Interkulturelle Kommunikation. Interaktion, Fremdwahrnehmung, Kulturtransfer, Stuttgart: Metzler. Luthans, F./Doh, J.P.: International Management. Culture, Strategy and Behavior, New York: McGraw-Hill.
- Martin, J.N./Nakayama, T.K.: Intercultural Communication in Contexts, New York: McGraw-Hill.
- Nakayama, T.K./Halualani, R.T. (Hrsg.): The Handbook of Critical Intercultural Communication, Chichester: Wiley-Blackwell. Schneider, S.C./Barsoux, J.-L./Stahl, G.K.: Managing Across Cultures, Harlow: Pearson.
- Schneider, U./Hirt, C.: Multikulturelles Management, München: Oldenbourg.
- Thomas, D.C./Peterson, M.F.: Cross-Cultural Management: Essential Concepts, Thousand Oaks: SAGE Publications.

Additional information

Module: International Business (AIS122)

Module title				
International Business I: Basics of International Business				
Tuition and assessment				
Methods		Assessment		Graded yes/no
Lectures, group work, seminars, independent study		Group presentation examination		yes
Workload and ECTS points				
Workload (in hours, multiples of 30)	Total		90	ECTS
	Attendance (lectures and examination)		36	4
	Independent study		54	
Learning outcomes and skills				
Subject-related skills	Students will retrace the progression of international trade and foreign direct investment. They will gain an understanding of theoretical approaches for explaining international trade and foreign direct investment as well as the ability to compare them with each other. Furthermore, they will understand how international trade, foreign direct investments and international organizations and are affected by cross-cultural, financial, country and operational risks. Further, the class will deal with questions and practical solutions to the means of financing international business and applying methods for risk reduction.			
Socio-ethical skills	Upon completion of this module, students gain the ability to value arguments put forth by critical observers of globalization and international activities of multi-nationals. They are able to compare the phenomena directly with a purely economic point of view. They are aware of the responsibility businesses bear in the search for sustainable balance between economic success and environmental and social concerns. They are acutely aware of the conflicts and difficulties arising during activities pertaining to order-fulfilment and supply chain processes in a single enterprise or among enterprises.			
Personal skills	The students acquire the ability to communicate professionally about the topics dealt with in the course. They are capable of explaining fundamental concepts and discussing their significance for multi-nationals. The students can handle diverse departmental-oriented points of view regarding logistics problems both critically and constructively. They are required to interact with each other in the role of company directors assessing IB strategies for a chosen business.			
Transferable skills	Students can independently work on selected problems that occur in conjunction with the globalization of enterprises. Using their knowledge of globalization, they are able to work out solutions to problems on their own, develop basic strategies, discuss and present them to financiers/investors. Applying established literature and professional practices facilitates their own approach to advanced analysis in this area. Students can evaluate the critical steps in a process that lead to success by synthesizing cause-and-effect chains of middle complexity. They can recognize potential improvement and can develop mature concepts, which they are able to defend argumentatively amongst their colleagues.			
Course content				
Globalization: development, evaluation and influences from an entrepreneurial point of view – Reactions of enterprises to differences among national, political and economic systems – Multi-nationals –				

Internationalization and market-entry strategies

Literature (most recent editions are required)

- Cavusgil, S.T.; Knight, G.A.; Riesenberger, J.R.: International Business: Strategy, Management, and the New Realities, Upper Saddle River: Pearson Prentice Hall
- Daniels, J. D.; Radebaugh, L.; Sullivan, D.: International Business, Upper Saddle River: Pearson Prentice Hall
- Global Strategy, Loose-Leaf Version – 21 Jul 2016 by Mike W Peng on Amazon
- Lewis, R.D. (2012). When Teams Collide: managing the international team successfully. Nicholas Brealey.

Additional information

The external lecturer is an international businessman with a PhD in the field of management strategy and the course is designed for practical application of academic theory.

Module: Quality Management Strategies (AIS12)

Module title			
Quality Management Strategies			
Tuition and assessment			
Methods		Assessment	Graded yes/no
Lecture, Groupwork Assignments and presentation, discussion, process simulation		Written Test	yes
Workload and ECTS points			
Workload (in hours, multiples of 30)	Total		ECTS
	Attendance (lectures and examination)	24	3
	Independent study		
Learning outcomes and skills			
Subject-related skills	Students learn the basics and principles of quality management and learn how to implement it.		
Socio-ethical skills			
Personal skills			
Transferable skills			
Course content			
Introduction to module; issue handbook with power points, case studies and workshop. Basis of quality as a strategy Role and objectives of operations and quality Quality implementation – the TQM approach ISO 9001 and EFQM assessment model Implementation of Continuous Improvement concepts Quality tools – examples and application (group assignments) Six Sigma principles and basic concept Six Sigma tools: e.g. Pareto, Process Capability assessment, SPC, DoE basics			
Literature (most recent editions are required)			
Goetsch/Davis: Quality Management for Organizational Excellence Slack et al.: Operations Management			
Additional information			

Module: Innovation and Product Management (AIS07)

Module title			
Innovation and Product Management			
Tuition and assessment			
Methods		Assessment	Graded yes/no
Presentation and written documentation		Written exam	Yes
Workload and ECTS points			
Workload (in hours, multiples of 30)	Total	144	ECTS
	Attendance (lectures and examination)	36	4
	Independent study	108	
Learning outcomes and skills			
Subject-related skills	Students learn central methods for analysis and implementation in the fields of product innovation, process innovation, structure-innovation and cultural innovation. They are able to identify essential factors in complex and realistic scenarios and deduct suitable measures. Students work on a real innovative product.		
Socio-ethical skills	The students learn how innovation and product development influence the economy and society, as well as the ethic behind development of a product. They become aware of difficulties and challenges between financing, developing, and marketing a product to sponsors and for society.		
Personal skills	Students are able to make best use of their time and resources. They can identify the strengths and weaknesses of team members and leverage off them to reach their goals in optimal fashion. Double-checking the quality of their work, to ensure everything is performing as they should.		
Transferable skills	The students can understand how to organize a project into different stages. They will be able to use their newfound knowledge to address issues with by proposing multiple strategies, and identifying the best option, then implementing that strategy appropriately.		
Course content			
Self-study in a Team – Applied Project Management – Planning a Development Project – Development of a Product Concept (Construction, Design) – Performing Audits – Generating a Prototype – Quality Management in a Project – Fundraising, Sponsoring, and Financing – Event Management – Presentation Statements – Project Documentation			
Literature (most recent editions are required)			
Schäppi, B., Andreasen, M., Radermacher, F.: Handbuch Produktentwicklung, Hanser Literatur der Grundlagenvorlesungen			
Additional information			

Module: Leadership and Strategic Management (AIS04)

Module title			
Leadership and Strategic Management			
Tuition and assessment			
Methods		Assessment	Graded yes/no
Lecture, seminar, group work, independent study		Assignment and written examination	yes
Workload and ECTS points			
Workload (in hours, multiples of 30)	Total	90	ECTS
	Attendance (lectures and examination)	40	5
	Independent study	50	
Learning outcomes and skills			
Subject-related skills	Students gain an understanding of concepts and instruments of leadership and strategic management in companies. They are able to reflect concepts, methods and instruments of strategic management, apply them and evaluate their effectiveness. They are able to identify reasons for management problems and to develop suitable measures to solve those problems. Building on the IB module they are able to transfer these skills to an international environment as well as a domestic environment.		
Socio-ethical skills	Upon completion of this module, students gain the ability to understand the nature of the dynamics between leaders and followers. Furthermore, they will understand how the different leadership styles apply to specific corporate cultures and corporate strategic positioning. By choosing and analysing real-time company activities in various industries (e.g. Lufthansa, Huawei), the nature of leadership and its connection to corporate strategies, failing or successful, is assessed from the perspective of different stakeholders. An overview of the potentially conflicting social and ethical aspirations and actions of the lead actors in a corporate strategy is gained through application in a domestic and international environment.		
Personal skills	The primary skill gained is cross-cultural in a wider sense – the cultures of leaders or followers, of Western and Asian strategies and the differing leadership styles, of communication and of its potential misunderstandings. The students can then understand where leaders can fail and what is required to succeed when managing strategically at different levels.		
Transferable skills	Students work in groups on selected companies that have leadership or transitional strategy issues. Group work brings into practical application the nature of leadership and follower styles when under time pressure to complete strategic tasks. Applying established literature and professional practices allows the management skills needed for future career progress in business and personal activities. Skillful arguments, both deductive and inductive, are necessary for their presentation examination, strengthening their own skill sets.		
Course content			
Leadership styles and differences in selected industries and countries – Working in multi-cultural workforces – Expatriate management and cultural adjustments – Strategies for international and domestic management –			

Team leadership and negotiating around the world – Modern leadership styles in a dynamic environment – Business ethics and corporate social responsibility – Current economic developments and strategic change to meet future external environments.

Literature (most recent editions are required)

Daft R.L. (2013), The Leadership Experience, (6th Edn), Blackwells

Johnson, G., Whittington, R., Scholes, K. (2012), Fundamentals of strategy (2nd Edn). FT/Prentice Hall.

Hitt, M.A., Ireland, R.D., Hoskisson, R.E. (2015) Strategic Management (11th Edn). Cengage Learning.

Additional information

The external lecturer is an international businessman with a PhD in the field of management strategy and the course is designed for practical application of academic theory.

Module: International Finance (AIS06)

Module title					
International Finance					
Tuition and assessment					
Methods		Assessment		Graded yes/no	
Lecture and case studies		Written examination		yes	
Workload and ECTS points					
Workload (in hours, multiples of 30)	Total	80		ECTS	
	Attendance (lectures and examination)	24		3	
	Independent study	66			
Learning outcomes and skills					
Subject-related skills	<p>The students learn about strategic opportunities related to different business models in the national and international context and understand which strategy fits in with which bank. Furthermore, they can estimate operational effects of different strategies. The range of strategic issues goes from very precise to very complex constellations, so that the students get familiar with different types of strategic complexity as well. Through case studies, students learn about detailed comprehension of advantages and disadvantages of the different types of internationalization and market entry strategies for banks and discernment of risks involved in different forms of international presence, especially in international mergers and acquisitions. Finally, the students get familiar with: Currency implications from the point of view of investors in different countries, combined effects in financial management – interactions between exchange rate fluctuations and price movements on international financial markets, and net performance from international investing and hedging.</p>				
Socio-ethical skills	<p>Students learn about the opportunities and limitations of informational influence on people and discuss the economic, social and ethical consequences critically. Moreover, they recognize the value of responsibly applied financial instruments. The students can work in groups effectively, recognize group leadership and take on leadership functions themselves</p>				
Personal skills	<p>Students are able to make use of all available materials for their studies independently. They can collate data from various sources, evaluate and present their findings according to given criteria. Finally, the students are able to apply given methods to solve problems on their own.</p>				
Transferable skills	<p>Students can use the knowledge, skills and abilities they have gained to solve actual problems. Upon completion of the module, they possess a fundamental overview of central concepts and areas of international financing.</p>				
Course content					
Strategic opportunities for a bank – Analysis of Business Segments – Strategic Alliances – Implications of strategic decisions – Implementing issues					
Patterns of Internationalization – Timing Strategies – Assessment of Country Risk and Business Environment – Market Entry Strategies and Forms of International Presence – International Mergers and Acquisitions					
Credit risk management and market – Credit derivatives overview – Selected credit derivatives – Risk / Return					

management with credit derivatives

Literature (most recent editions are required)

- Besanko, D. / Dranove, D. / Shanley, M.: Economics of Strategy, Current Edition, New York.
- Dombret, A. R. / Kern, H. J.: European Retail Banks – An Endangered Species?, Current Edition, Weinheim.
- Ghemawat, P. et al.: Strategy and the Business Landscape, Current Edition, Upper Saddle River.
- Korhonen, P. / Koskinen, L. / Voutilainen, R.: A Customer View on the Most Preferred Alliance Structure between Banks and Insurance Companies, in: ZfB, No. 2, 2006, pp. 139-164.
- Krahenen, J. P. / Schmidt, R. H. (Eds.): The German Financial System, Current Edition, New York.

- Bennett, R. / Blythe, J.: International Marketing: Strategy Planning, Market Entry & Implementation, 3rd edition, Kogan Page, 2002.
- Doole, I. / Lowe, R.: International Marketing Strategy: Analysis, Development and Implementation, 4th edition, Thomson Learning, 2004.
- Faaborg, O. / Gesteland, R. R. / Noergaard, E.: International Marketing, Cultures & Communication, DanskeMedieDesign A/S, 2005.
- Nicoleta-Lascu, D.: International Marketing, 2nd edition, Atomic Dog Publishing, 2005.

- Desai, M.; International Finance, A Casebook, Hoboken 2007
- Eiteman, David K. / Stonehill, Arthur I. / Moffet, Michael H. (2006); Multinational Business Finance, 11th ed., Boston et al. 2006
- Madura, Jeff (2003); International Financial Management, 7th ed., Mason 2003
- Shapiro, Alan C. (1985); Currency Risk and Country Risk in International Banking, in: The Journal of Finance, Vol. 40 (1985), No. 3, S. 881 – 893
- Shapiro, Alan C. (2003); Multinational Financial Management, 7th ed., New York 2003

Additional information

German

Module: German I (Beginners) (AIS15)

Module title			
German as a foreign language I - Beginners			
Tuition and assessment			
Methods	Assessment	Graded yes/no	
course, group work, private studies etc.	written examination		
Workload and ECTS points			
Workload (in hours, multiples of 30)	Total	120	ECTS
	Attendance (lectures and examination)	32	4
	Independent study	88	
Learning outcomes and skills			
Subject-related skills	The students are able to give information about themselves, their hometown, family, hobbies etc., by using complex sentences. They can also comprehend longer spoken texts. They are able to use the German language in general situations of daily life.		
Socio-ethical skills	The students possess intercultural competence and are aware of the characteristics of the German-speaking world.		
Personal skills	The students are able to reflect on the language learning process. They are able to identify, select and consciously apply learning strategies.		
Transferable skills			
Course content			
Literature (most recent editions are required)			
Funk, Kuhn, Demme: studio d A1. Deutsch als Fremdsprache, Cornelson 2009, ISBN 978-3-464-20707-9			
Additional information			
*Available Year Round only if enough participants			

Module: German II (Intermediate) (AIS16)

Module title			
German as a foreign language II - Intermediate			
Tuition and assessment			
Methods	Assessment	Graded yes/no	
course, group work, private studies etc.	written examination		
Workload and ECTS points			
Workload (in hours, multiples of 30)	Total	120	ECTS
	Attendance (lectures and examination)	32	4
	Independent study	88	
Learning outcomes and skills			
Subject-related skills	<p>Building on the basic skills, the students acquire further communication competence for use in daily life. The creation of this competence also includes relevant country-specific information on Germany.</p> <p>With a view to already existing skills, both the receptive (hearing, reading) as well as the expressive (speaking, writing) abilities are developed to enable the students to achieve an improvement of the mastery of the language.</p>		
Socio-ethical skills	The students possess intercultural competence and are aware of the characteristics of the German-speaking world.		
Personal skills	Working techniques for lifelong independent learning. The students are encouraged to a creative handling of the language.		
Transferable skills			
Course content			
<p>The course is oriented at the daily life of the learner and deals with topics important to them and their daily life. For the Course, this means the comprehensive development of skills, with texts, audio texts, and Internet search. Another focus of the Course is on the acquisition of basic grammatical structures whereby structures already acquired are extended and consolidated, and further grammatical academic topics introduced and practiced.</p> <p>Vocabulary: Extended basic vocabulary; invitations; asking for permission, going out, making, accepting and turning down suggestions, writing letters, making assumptions.</p>			
Literature (most recent editions are required)			
<ul style="list-style-type: none"> • Funk, Kuhn, Demme: studio d A1. Deutsch als Fremdsprache, Cornelson 2009, ISBN 978-3-464-20707-9 			
Additional information			
*Available in the Fall semester if enough participants			