

MODULE GUIDE OPTIONS

BACHELOR'S DEGREE PROGRAMS
Business Administration
Business Administration Dual
Business Law

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Option Area: Banking and Financial Management

Banking and Financial Management

| Module code | Workload | Credits | Degree program semester | Frequency offered | Duration |
|-------------|----------|---------|-------------------------|-------------------|--------------|
| | 150 h | 5 | 5 | Every semester | One semester |

Module coordinator

Prof. Dr. Markus Hehn / Prof. Dr. Arno Peppmeier

| 1 | Class | Class hours | Out-of-class study | Planned group size |
|---|---|-------------|--------------------|--------------------|
| | Banking and Financial Management | 60 h | 90 h | 40 students |
| 2 | <p>Learning outcomes</p> <p>Students know the functions of banks and the regulations that are essential for conducting banking transactions.</p> <p>They also know the structures of the banking system and the structures of financial oversight at both the national and European level, and they are able to explain and assess these structures. The students know important banking transactions, recognize the risks resulting from them, are able to quantify and control these risks and determine the equity capital backing required for these risks. Students know suitable financial derivatives and how they work to manage banking risks.</p> <p>Students have broad specialized knowledge that enables them to identify problems in both specialist and staff departments of banks, to develop solutions to them and to assess them while taking various aspects into account. Students recognize problems in the banking market, are able to analyze and assess them and formulate proposals for solving these problems. They are aware of the networked interaction of business, economic, legal and mathematical problems and are able to analyze it.</p> <p>Skills</p> <p>By working on case studies in groups, students are enabled to apply their comprehensive knowledge and methodological skills and to strengthen their ability to work in a team. The subsequent presentation of the results by the members of the groups will further develop the students' presentation skills and the results of the group work will be discussed and critically examined with the audience.</p> | | | |

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| 3 | <p>Content</p> <ul style="list-style-type: none"> • Nature and functions of banks • Legal framework • Structure of the banking system • Banking risks and their mitigation by legal provisions • Identification, analysis, measurement, management and capital backing of position risks • Forms of lending transactions • Quantification, management and capital backing of credit risk |
| 4 | <p>Form(s) of teaching</p> <p>Seminar-style class with lecture, discussion and case study work.</p> |
| 5 | <p>Prerequisites</p> <p>Successful completion of the modules Statistics, Mathematics, Investment and Financing, and Financial Accounting is recommended.</p> |
| 6 | <p>Attendance requirements</p> <p>/</p> |
| 7 | <p>Type and scope of assessment</p> <p>Written assessment in the form of an exam (90 minutes).</p> |
| 8 | <p>Requirements for receiving credits</p> <p>Passed module examination</p> |
| 9 | <p>Use of the module (in other degree programs)</p> <p>Business Administration B.Sc. Dual, Business Law LL.B</p> |
| 10 | <p>Relative weight for the final grade</p> <p>5 out of 155 credits</p> |

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| 11 | <p>Other information / reading list (in German and English)</p> <p>Becker, H. P.: Investition und Finanzierung, Gabler-Verlag, Wiesbaden Ludwigshafen</p> <p>Beltratti, A.; Stulz, R. (2012): “The Credit Crisis Around the Globe: Why did Some Banks Perform Better?”, Journal of Financial Economics, vol. 105, no. 1, pp. 1 – 17.</p> <p>Deutsch, H.-P.: Derivate und Interne Modelle, Schäffer-Poeschel-Verlag, Stuttgart</p> <p>Ettmann, B./Wolff, K./Wurm, G: Kompaktwissen Bankbetriebslehre, Troisdorf, Bildungsverlag</p> <p>EINS Falter, M.: Die Praxis des Kreditgeschäfts, Deutscher Sparkassen Verlag, Stuttgart</p> <p>Grill, H./Perczynski, H.: Wirtschaftslehre des Kreditwesens, Bildungsverlag EINS,</p> <p>Troisdorf Hull, John C.: Options, Futures and other Derivates, Pearson, New Jersey</p> <p>Hull, J.: Risikomanagement – Banken, Versicherungen und andere Finanzinstitutionen, Pearson Deutschland, München</p> <p>Obst, G./Hintner, O.: Geld-, Bank-, und Börsenwesen, Schäffer-Poeschel Verlag Stuttgart</p> <p>Peppmeier, A.: Bankbetriebslehre, NWB Verlag, Herne</p> <p>Peppmeier, A.: Einführung in Kreditderivate, Shaker-Verlag, Aachen</p> <p>Puri, M. (1996): “Commercial banks in investment banking – Conflict of interest or certification role?”, Journal of Financial Economics, vol. 40, no. 3, pp. 373 – 401.</p> <p>Schierenbeck, Henner: Ertragsorientiertes Bankmanagement, Band 1 und Band 2, Gabler-Verlag, Wiesbaden,</p> <p>Steiner, M., Bruns, C., Stöckl, S.: Wertpapiermanagement, Schaeffer-Poeschel-Verlag, Stuttgart</p> <p>Thamm, S.: Aktives Kreditrisikomanagement: Einsatz moderner Kreditrisikotransferinstrumente. Chancen und Risiken unter Berücksichtigung der Subprime-Krise, Hamburg</p> <p>Always the latest edition.</p> |
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| Corporate Finance | | | | | |
|---------------------------|--|-------------|-------------------------|--------------------|--------------|
| Module code | Workload | Credits | Degree program semester | Frequency offered | Duration |
| | 150 h | 5 | 5 | Every semester | One semester |
| Module coordinator | | | | | |
| Prof. Dr. Markus Hehn | | | | | |
| 1 | Class | Class hours | Out-of-class study | Planned group size | |
| | Corporate Finance | 60 h | 90 h | 40 students | |
| 2 | <p>Learning outcomes</p> <p>Students know the different forms of financing and recognize the respective variations and differences. They know the advantages and disadvantages of the respective financing alternatives and are able to adequately differentiate between them, assess them and apply them in concrete business situations. For their later jobs, they are able to make financing decisions by weighing the advantages and disadvantages of the respective alternatives. They are able to assess the respective company situation and develop and present financing concepts.</p> <p>Skills</p> <p>Students train their self-management by preparing for and following up on the lectures. They discuss critically in small groups, have to come to a result or a solution and present it to the class in an appropriate way while defending their point of view. On the basis of current case studies, the students learn the necessity of financing models. They apply decision-making skills to problems of corporate financing and are able to differentiate and increase their ability to deal with conflicts by developing and applying optimization possibilities.</p> | | | | |
| 3 | <p>Content</p> <ul style="list-style-type: none"> • Tasks and objectives of corporate finance and occasions for financing • Debt capital (types of credit, bonds) • Equity capital (IPO, M&A, private equity, crowd funding) • Hybrid instruments (mezzanine) | | | | |
| 4 | <p>Form(s) of teaching</p> <p>Lecture and discussion, group and individual work with subsequent presentation in the class, guest lectures from the industry</p> | | | | |
| 5 | <p>Prerequisites</p> <p>/</p> | | | | |
| 6 | <p>Attendance requirements</p> <p>/</p> | | | | |

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| 7 | <p>Type and scope of assessment</p> <p>Written examination in the form of 1-2 small team and individual work assignments during the classes and a written exam (90 minutes).</p> <p>Weighting: Exam: 75%, teamwork: 25%</p> |
| 8 | <p>Requirements for receiving credits</p> <p>Passing the module exam</p> |
| 9 | <p>Use of the module (in other degree programs)</p> <p>Business Administration B.Sc. Dual, Business Law LL.B</p> |
| 10 | <p>Relative weight for the final grade</p> <p>5 out of 155 credits</p> |
| 11 | <p>Other information / reading list (in German and English)</p> <p>Becker, H. P.: Investition und Finanzierung Becker, H. P./Peppmeier, A.: Bankbetriebslehre</p> <p>Brealey, R.A./Myers, S.C./Allen, F.: Principles of Corporate Finance Eayrs, W.E./Ernst D./Prexl, S.: Corporate Finance Training</p> <p>Franke, G./Hax, H.: Finanzwirtschaft des Unternehmens am Kapitalmarkt Perridion L./Steiner. M./Rathgeber, A.: Finanzwirtschaft der Unternehmung</p> <p>Always the latest edition.</p> |

| The Securities Business | | | | | |
|---------------------------|--|--------------------|---------------------------|---------------------------|--------------|
| Module code | Workload | Credits | Degree program semester | Frequency offered | Duration |
| | 150 h | 5 | 5 | Every semester | One semester |
| Module coordinator | | | | | |
| Prof. Dr. Arno Peppmeier | | | | | |
| 1 | Class | Class hours | Out-of-class study | Planned group size | |
| | The Securities Business | 60 h | 90 h | 40 students | |
| 2 | <p>Learning outcomes</p> <p>Students are able to assess positions in bonds and shares and to identify, interpret and draw appropriate conclusions from significant correlations in the analysis and assessment of securities portfolios. They learn to analyze, assess and synthesize expectations-related product types linking several risk factors.</p> <p>Skills</p> <p>By working on case studies in groups, students are enabled to apply their comprehensive knowledge and methodological skills and to strengthen their ability to work in a team. The subsequent presentation of the results by the members of the groups will further develop the students' presentation skills and the results of the group work will be discussed and critically examined with the audience.</p> | | | | |
| 3 | <p>Content</p> <ul style="list-style-type: none"> • Systematization of securities • Analysis of bonds and stocks • The securities business in a portfolio context • Measurement and analysis of performance • Analysis and synthesis of structured products | | | | |
| 4 | <p>Form(s) of teaching</p> <p>Seminar-style class with lecture, discussion and case study group work.</p> | | | | |
| 5 | <p>Prerequisites</p> <p>Successful completion of the modules Statistics, Mathematics, Investment and Financing, and Financial Accounting is recommended.</p> | | | | |
| 6 | <p>Attendance requirements</p> <p>/</p> | | | | |
| 7 | <p>Type and scope of assessment</p> <p>Written assessment in the form of an exam (120 minutes).</p> | | | | |
| 8 | <p>Requirements for receiving credits</p> <p>Passed module examination</p> | | | | |

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| 9 | <p>Use of the module (in other degree programs)</p> <p>Business Administration B.Sc. Dual, Business Law LL.B</p> |
| 10 | <p>Relative weight for the final grade</p> <p>5 out of 155 credits</p> |
| 11 | <p>Other information / reading list (in German and English)</p> <p>Becker, H.P.: Investition und Finanzierung, Gabler Verlag.</p> <p>Deutsch, H.-P.: Derivate und Interne Modelle, Schäffer-Poeschel Verlag.</p> <p>Lintner, J.: The Valuation of Risk Assets and the Selection of Risky Investments in Stock Portfolios and Capital Budgets, in: Review of Economics and Statistics, Vol. 47, No. 1 (Feb. 1965), pp. 13 – 37.</p> <p>Markowitz, Harry M.: Portfolio Selection: Efficient Diversification of Investments, Yale University Press.</p> <p>Mossin, J.: Equilibrium in a Capital Asset Market, in: Econometrica, Vol. 34, No.4 (Oct. 1966, pp. 768 – 783.</p> <p>Peppmeier, A.: Bankbetriebslehre, NWB Verlag.</p> <p>Sharpe, William F.: A Theory of Market Equilibrium under Conditions of Risk, in: The Journal of Finance, Vol. 19, No. 3 (Sept. 1964), pp. 425 – 442.</p> <p>Steiner, M., Bruns, C.: Wertpapiermanagement, Schäffer-Poeschel Verlag.</p> <p>Always the latest edition.</p> |

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|------------------------------------|--|--------------------|--------------------------------|---------------------------|-----------------|
| Option Area: Economics | | | | | |
| Principles of Behavioral Economics | | | | | |
| Module code | Workload | Credits | Degree program semester | Frequency offered | Duration |
| | 150 h | 5 | 5 | Every semester | One semester |
| Module coordinator | | | | | |
| Prof. Dr. Axel Freudenberger | | | | | |
| 1 | Class | Class hours | Out-of-class study | Planned group size | |
| | Behavioral Economics | 60 h | 90 h | 40 students | |
| 2 | <p>Learning outcomes</p> <p>The course is an introduction to Behavioral Economics. Participants will know and be able to apply the theoretical foundations of this relatively new branch of Economics. They will also know the most important anomalies (in respect to rational behavior) which have been demonstrated in related research. They will be able to identify problem categories for which those anomalies will be relevant. Participants will be generally in a position to use the major findings of Behavioral Economics for making better decisions in complex business and everyday life situations.</p> <p>Skills</p> <p>Besides their knowledge in Behavioral Economics, students train and expand their language skills, as the course is taught in English.</p> | | | | |
| 3 | <p>Contents</p> <p>As a point of reference, the fictional character of Homo Oeconomicus, populating many models in Economics, is discussed. The major tools of rational decision-making will be presented.</p> <p>As the theoretical foundation for some of the major findings in Behavioral Economics, Prospect Theory will be discussed. Laboratory experiments as the most important research tool for the empirical findings of Behavioral Economics will also be discussed. On this basis, the most relevant Cognitive Biases and the respective laboratory experiments will be analyzed:</p> <ul style="list-style-type: none"> • Loss Aversion • Status Quo Bias • Endowment Effect • Anchoring <p>Some cognitive biases which cannot be related directly to Prospect Theory will also be discussed, such as</p> <ul style="list-style-type: none"> • Availability Heuristic • Confirmation Bias | | | | |

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| 4 | <p>Form(s) of teaching</p> <p>Direct instruction, classroom discussions, problem solving and exercises in supervised teams, short presentations by participants</p> |
| 5 | <p>Prerequisites</p> <p>-</p> |
| 6 | <p>Attendance requirements</p> <p>Regular attendance and active participation in class meetings is expected.</p> |
| 7 | <p>Type and scope of assessment</p> <p>Essay including presentation of the essay results (weights are 0.7 and 0.3 respectively). Essays can be written in teams.</p> |
| 8 | <p>Requirements for receiving credits</p> <p>Passed exam</p> |
| 9 | <p>Use of the module (in other degree programs)</p> <p>Business Administration B.Sc. Dual, Business Law LL.B</p> |
| 10 | <p>Relative weight for the final grade</p> <p>5 out of 155 credits</p> |
| 11 | <p>Other information / reading list</p> <p>The course will be taught in English each winter semester, in German each summer semester.</p> |

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| Option Area: Controlling and Finance | | | | | |
| Operative Controlling | | | | | |
| Module code | Workload | Credits | Degree program semester | Frequency offered | Duration |
| | 150 h | 5 | 5 | Yearly during the summer semester | One semester |
| Module coordinator | | | | | |
| Prof. Dr. Sven Fischbach / Prof. Dr. Britta Rathje | | | | | |
| 1 | Class | Class hours | Out-of-class study | Planned group size | |
| | Operative Controlling | 60 h | 90 h | 40 students | |
| 2 | <p>Learning outcomes</p> <p>Students have a systematic, application-oriented overview of the most important methods and instruments of operative controlling. They know the tasks, concepts and instruments, along with important planning, control and coordination instruments of operative controlling and are able to explain and apply them in application-oriented case studies. Students understand budgeting and deviation analysis, approaches and instruments of cost management and financial planning and are able to apply them. They know the possibilities for the structure and design of reporting as well as key figures and performance measurement systems.</p> <p>Skills</p> <p>Working on the case studies integrated in the course supports the students in analyzing and structuring questions in the field of operative controlling and in developing discipline-specific solutions. The intensive discussion of the solutions with fellow students and in the classroom, along with the feedback of the lecturers support the students in organizing themselves in a team and in systematizing and comprehensively evaluating complex issues. In doing so, they recognize operational conflicts, identify acceptable solutions and are able to justify them.</p> | | | | |
| 3 | <p>Content</p> <ul style="list-style-type: none"> • Basics of controlling • Cost-oriented controlling • Finance-oriented controlling • Planning, budgeting & deviation analysis • Key figures and performance measurement systems • Reporting | | | | |
| 4 | <p>Form(s) of teaching</p> <p>The class consists of a combined lecture/practical, seminar-style course.</p> | | | | |
| 5 | <p>Prerequisites</p> <p>/</p> | | | | |

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| 6 | Attendance requirements / |
| 7 | Type and scope of assessment Written assessment in the form of an exam (120 minutes). |
| 8 | Requirements for receiving credits Passed module examination |
| 9 | Use of the module (in other degree programs) Business Administration B.Sc. Dual, Business Law LL.B |
| 10 | Relative weight for the final grade 5 out of 155 credits |
| 11 | Other information / reading list (in German) Deimel, K., Heupel, T. Wiltinger, K., Controlling, Vahlen Verlag Fischbach, S.: Grundlagen der Kostenrechnung, Vahlen Verlag Horváth, P. / Gleich, R./ Seiter, M.: Controlling, Vahlen Verlag Horváth & Partners: Das Controlling-Konzept: Der Weg zu einem wirkungsvollen Controlling-System, dtv Reichmann, T.: Controlling mit Kennzahlen, Vahlen Verlag Weber, J.; Schäffer, U.: Einführung in das Controlling Schäffer-Poeschel Verlag Ziegenbein, K.: Controlling, Kiehl Verlag Always the latest edition. |

| Strategic Controlling | | | | | |
|---|---|-------------|-------------------------|--------------------|--------------|
| Module code | Workload | Credits | Degree program semester | Frequency offered | Duration |
| | 150 h | 5 | 5 | Every semester | One semester |
| Module coordinator | | | | | |
| Prof. Dr. Karl-Heinz Wöbbing / Dr. Alexander Zielonka | | | | | |
| 1 | Class | Class hours | Out-of-class study | Planned group size | |
| | Strategic Controlling | 60 h | 90 h | 40 students | |
| 2 | <p>Learning outcomes</p> <p>Students have a systematic, application-oriented overview of the areas of responsibility, methods and instruments of strategic controlling. They know how to ensure the achievement of project objectives through controlling and implement this themselves in application-oriented case studies. They understand how the implementation of corporate strategies can be ensured with the help of performance measurement. They are able to design performance measurement systems and processes using case studies or real company situations and to implement them in everyday company business. In addition, they have knowledge of current trends in strategic controlling, such as big data or developments in the field of strategic early warning or eco-efficiency analyses for the economic and ecological evaluation of strategies.</p> <p>Skills</p> <p>By working independently on case studies, the students' ability to assess and make decisions is fostered in addition to their independence. This enables them to analyze, assess and control complex issues in companies.</p> | | | | |
| 3 | <p>Content</p> <ul style="list-style-type: none"> • Areas of responsibility of strategic controlling • Project controlling • Performance measurement • Current trends in strategic controlling | | | | |
| 4 | <p>Form(s) of teaching</p> <p>The class consists of a combined lecture/practical, seminar-style course.</p> | | | | |
| 5 | <p>Prerequisites</p> <p>/</p> | | | | |
| 6 | <p>Attendance requirements</p> <p>/</p> | | | | |
| 7 | <p>Type and scope of assessment</p> <p>Written assessment in the form of an exam (120 minutes).</p> | | | | |

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| 8 | <p>Requirements for receiving credits</p> <p>Passed module examination</p> |
| 9 | <p>Use of the module (in other degree programs)</p> <p>Business Administration B.Sc. Dual, Business Law LL.B</p> |
| 10 | <p>Relative weight for the final grade</p> <p>5 out of 155 credits</p> |
| 11 | <p>Other information / reading list (in German)</p> <p>Alter, R.: Strategisches Controlling, Oldenbourg Verlag, München, Wien</p> <p>Baum, H.-G., Coenenberg, A. G., Günther, T.: Strategisches Controlling, Schäffer-Poeschel-Verlag, Stuttgart</p> <p>Bundesverband Deutscher Unternehmensberater – BDU: Controlling, Ein Instrument zur ergebnisorientierten Unternehmenssteuerung und langfristigen Existenzsicherung, Erich Schmidt Verlag, Berlin</p> <p>Deimel, K., Heupel, T., Wiltinger, K.: Controlling, Vahlen, München</p> <p>Horváth, P.: Controlling, Vahlen Verlag, München</p> <p>Kaplan, R. S., Norton, D. P.: Balanced Scorecard, Stuttgart</p> <p>Peemöller, V.: Controlling, NWB-Verlag, Herne/Berlin</p> <p>Weber, J. Einführung in das Controlling, Schäffer Poeschel Verlag, Stuttgart</p> <p>Weber, J., Schäffer, U.: Balanced Scorecard und Controlling, Gabler Verlag, Wiesbaden</p> <p>Wöbbeking, K.H. (Hrsg.), Controlling in der kommunalen Umweltwirtschaft, Erich-Schmidt-Verlag, Berlin.</p> <p>Always the latest edition.</p> <p>Regular reading of magazines like Controlling, Controlling Berater, Controlling & Management, Controller Magazin is recommended.</p> |

| Marketing Controlling | | | | | |
|---------------------------|--|-------------|-------------------------|--------------------|--------------|
| Module code | Workload | Credits | Degree program semester | Frequency offered | Duration |
| | 150 h | 5 | 5 | Every semester | One semester |
| Module coordinator | | | | | |
| Prof. Dr. Kai Wiltinger | | | | | |
| 1 | Class | Class hours | Out-of-class study | Planned group size | |
| | Marketing Controlling | 60 h | 90 h | 40 students | |
| 2 | <p>Learning outcomes</p> <p>After successful completion of the Marketing Controlling course, students are able to ensure that marketing expenditures are used effectively and efficiently in companies or other institutions. Students are able to plan or control the use of individual instruments. They are also able to establish processes in the company that ensure the effectiveness and efficiency of marketing activities.</p> <p>For this purpose, students receive a systematic, application-oriented overview of the tasks, methods and instruments of marketing controlling. They are able to categorize practical problems with the help of the methodological toolkit of strategic and operative marketing controlling, to analyze them scientifically and to develop and implement solutions for concrete problems. In doing so, they make particular use of the instruments and methods of product, price, communication and distribution controlling.</p> <p>Skills</p> <p>The interactive, seminar-style structure of the course strengthens not only subject matter and methodological competency, but also social and individual skills.</p> | | | | |
| 3 | <p>Content</p> <ul style="list-style-type: none"> • Communications controlling • Customer controlling • Brand value image controlling and brand value controlling • Product and price controlling • Sales and distribution controlling and sales and distribution management | | | | |
| 4 | <p>Form(s) of teaching</p> <p>The class consists of a combined lecture/practical, seminar-style course with a high percentage of independent work by the participants.</p> | | | | |
| 5 | <p>Prerequisites</p> <p>/</p> | | | | |
| 6 | <p>Attendance requirements</p> <p>Attendance is required for the obligatory dates (approx. 10 out of 16 dates) and will be checked.</p> | | | | |

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| 7 | <p>Type and scope of assessment</p> <p>Written assessment with the choice of an exam or a paper.</p> |
| 8 | <p>Requirements for receiving credits</p> <p>Passed module examination</p> |
| 9 | <p>Use of the module (in other degree programs)</p> <p>Business Administration B.Sc. Dual, Business Law LL.B</p> |
| 10 | <p>Relative weight for the final grade</p> <p>5 out of 155 credits</p> |
| 11 | <p>Other information / reading list (in German)</p> <p>Deimel, K.; Wiltinger, K.; Heupel, Th.: Controlling, Vahlen: München.</p> <p>Hofbauer, G.; Bergmann, S.: Professionelles Controlling in Marketing und Vertrieb - Ein integrierter Ansatz mit Kennzahlen und Checklisten, Erlangen: Publicis.</p> <p>Klein, A.: Moderne Controlling-Instrumente für Marketing und Vertrieb - Grundlagen, Konzepte und Methoden, Freiburg: Haufe-Lexware.</p> <p>Link, J.; Weiser, Ch.: Marketing-Controlling, 3. Aufl., Vahlen: München.</p> <p>Reinecke, S.; Janz, S.: Marketingcontrolling: Sicherstellen von Marketingeffektivität und -effizienz, (Kohlhammer Edition Marketing), Stuttgart: Kohlhammer.</p> <p>Zerres, M.; Zerres, Ch.: Handbuch Marketing-Controlling, 3. Aufl., Heidelberg: Springer.</p> <p>Always the latest edition.</p> |

Option Area: Human Resource Management


| Management, HR and Organizational Development | | | | | |
|---|--|-------------|-------------------------|--------------------|--------------|
| Module code | Workload | Credits | Degree program semester | Frequency offered | Duration |
| | 150 h | 5 | 5 | Every semester | One semester |
| Module coordinator | | | | | |
| Prof. Dr. Susanne Rank | | | | | |
| 1 | Class | Class hours | Out-of-class study | Planned group size | |
| | Management, HR and Organizational Development | 60 h | 90 h | 40 students | |
| 2 | <p>Learning outcomes</p> <p>Students know the basic concepts of HR and organizational development. They are able to explain the most important instruments and methods of HR and organizational development and apply them in case studies. They differentiate and analyze the problems of the presented cases and develop solution concepts for the issues of HR and organizational development. In addition, students acquire knowledge of basic management models and apply these in conversation exercises. Through the creation of team presentations, students link the knowledge from HR and organizational development with best-practice approaches from companies.</p> <p>Skills</p> <p>Numerous tasks in the option Management, Human Resources and Organizational Development are based on group-oriented learning activities in which students learn in interaction how to deal with conflicts, to cooperate in a team, to present content convincingly using media, and to do this at a high rhetorical level. These are further learning objectives of this module in the area of key skills.</p> | | | | |
| 3 | <p>Content</p> <ul style="list-style-type: none"> • Introduction to HR development, methods and instruments, case studies • Employee discussions • Talent management • Succession planning • Management development, management styles and management models • Assessment center • International postings • Introduction to organizational development, methods • Employee survey | | | | |

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| 4 | <p>Form(s) of teaching</p> <p>The class consists of a combined lecture/practical, seminar-style course.</p> |
| 5 | <p>Prerequisites</p> <p>Attendance of the module HR Management and Organization</p> |
| 6 | <p>Attendance requirements</p> <p>/</p> |
| 7 | <p>Type and scope of assessment</p> <p>Team presentations and paper for a case study with a weighting of 45% to 55%.</p> |
| 8 | <p>Requirements for receiving credits</p> <p>Passed module examination</p> |
| 9 | <p>Use of the module (in other degree programs)</p> <p>Business Administration B.Sc. Dual, Business Law LL.B</p> |
| 10 | <p>Relative weight for the final grade</p> <p>5 out of 155 credits</p> |
| 11 | <p>Other information / reading list (in German):</p> <p>Becker, M.: Personalentwicklung. Stuttgart.</p> <p>Becker, M. Systematische Personalentwicklung. Stuttgart.</p> <p>Von Rosenstiel, L.; & Regnet, E. (Hrsg). Führung von Mitarbeitern. Stuttgart: Schäffer</p> <p>Poeschel. Scholz, C. Grundzüge des Personalmanagements. München.</p> <p>Always the latest edition.</p> |

| HR Management | | | | | |
|--|--|--------------------|---------------------------|---------------------------|--------------|
| Module code | Workload | Credits | Degree program semester | Frequency offered | Duration |
| | 150 h | 5 | 5 | Every semester | One semester |
| Module coordinator | | | | | |
| Prof. Dr. Rüdiger Nagel / Prof. Dr. Wolfgang Woide | | | | | |
| 1 | Class | Class hours | Out-of-class study | Planned group size | |
| | HR Management | 60 h | 90 h | 40 students | |
| 2 | <p>Learning outcomes</p> <p>Students have a deeper insight into human resources management. They know the basic concepts and have an overview of the most important methods of remuneration and work time management. They know about the basic structures of personnel controlling and possibilities of IT support in the area of human resources. In addition, students will gain insight into the central legal structures of co-determination and individual employment law.</p> <p>Skills</p> <p>In the HR Management option, students work on numerous contents in the form of team-oriented subtasks. In addition to self-management, which is applied in all courses of the HR Management option, in the Personnel Management option students learn to work out results in teams and to solve conflicts constructively. In numerous presentation exercises, students improve their presentation techniques and public speaking skills.</p> | | | | |
| 3 | <p>Content</p> <ul style="list-style-type: none"> • Introduction to personnel management • Remuneration differentiation • Modern work time management • Information systems in HR management • Personnel controlling • The Works Constitution Act • Individual labor law | | | | |
| 4 | <p>Form(s) of teaching</p> <p>The class consists of a combined lecture/practical, seminar-style course.</p> | | | | |
| 5 | <p>Prerequisites</p> <p>Attendance of the module HR Management and Organization</p> | | | | |
| 6 | <p>Attendance requirements</p> <p>/</p> | | | | |

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| 7 | <p>Type and scope of assessment</p> <p>Written assessment in the form of an exam (120 minutes).</p> |
| 8 | <p>Requirements for receiving credits</p> <p>Passed module examination</p> |
| 9 | <p>Use of the module (in other degree programs)</p> <p>Business Administration B.Sc. Dual, Business Law LL.B</p> |
| 10 | <p>Relative weight for the final grade</p> <p>5 out of 155 credits</p> |
| 11 | <p>Other information / reading list (in German)</p> <p>Lisges, G., Personalcontrolling, München</p> <p>Scholz, C. Grundzüge des Personalmanagements. München</p> <p>Always the latest edition</p> <p>Plus current cases.</p> |

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| Option Area: Management and Corporate Governance | | | | | |
| Business Creativity | | | | | |
| Module code | Workload | Credits | Degree program semester | Frequency offered | Duration |
| | 150 h | 5 | 5 | Every semester | One semester |
| Module coordinator | | | | | |
| Prof. Dr. Matthias Eickhoff | | | | | |
| 1 | Class | Class hours | Out-of-class study | Planned group size | |
| | Business Creativity | 60 h | 90 h | 40 students | |
| 2 | <p>Learning outcomes</p> <p>Students know and understand European entrepreneurial challenges. They know about European mega-trends, creativity techniques, business development, etc.</p> <p>Skills</p> <p>They develop skills to work in intercultural teams, problem-solving creativity to find new ideas and entrepreneurial networking competences. They experience virtual teamwork utilizing internet-based technologies, cooperation in a team as (normally) non-native English speakers, project management problems and solutions, as well as presentation challenges (jury).</p> | | | | |
| 3 | <p>Contents</p> <ul style="list-style-type: none"> • Introduction, Overview, Idea Generation and Opportunity Evaluation • Creative Problem Solving and Innovation • Intercultural Competencies in Europe • Building Networks, Group Dynamics and Leadership • Critical Thought Processes and Multi-Cultural Group Decision Making • Resource Assessment • Entrepreneurial Marketing Strategies, Euro Preneurship Strategies • Presentation Skills: Making successful pitches | | | | |
| 4 | <p>Form(s) of teaching</p> <p>The course combines seminar-style teaching with team work in international teams at the partner universities using virtual learning spaces like OpenOLAT or other internet-based services like Skype, Facebook, etc.</p> | | | | |
| 5 | <p>Prerequisites</p> <p>/</p> | | | | |
| 6 | <p>Attendance requirements</p> <p>/</p> | | | | |
| 7 | <p>Type and scope of assessment</p> <p>Presentation (either individually or in a team).</p> | | | | |

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| 8 | <p>Requirements for receiving credits</p> <p>Passed exam</p> |
| 9 | <p>Use of the module (in other degree programs)</p> <p>Business Administration B.Sc. Dual, Business Law LL.B</p> |
| 10 | <p>Relative weight for the final grade</p> <p>5 out of 155 credits</p> |
| 11 | <p>Other information / reading list (in English)</p> <p>This module is organized as a regular class for one semester (each summer semester) and as a workshop (each winter semester).</p> <p>Reading list</p> <p>COEUR Business Creativity Module – Manual Presentations in the media library of OpenOLAT (accessible after registration) Adair, J.: The Art of Creative Thinking Bragg, A., Bragg, M.: Developing New Business Ideas Eickhoff, M., Jakob, C.: Beyond Business Planning – The Role of Creativity in Sustainable Entrepreneurial Development, In: Jöstingmeier, B./Boeddrich, H. (publisher): Cross-Cultural Innovation. Results of the 8th European Conference on Creativity and Innovation v. Stamm, B.: Managing Innovation, Design and Creativity.</p> <p>Always the latest edition.</p>  <p>The COEUR Philosophy - New Skills for New Jobs</p> <p>The COEUR Business Creativity Module (BCM) is an innovative unit sponsored by the European Union, jointly developed by five European Higher Education institutions in Germany, Scotland, Portugal, France, Poland and the Czech Republic. Parallel to regular lectures on site, students will form multicultural groups known as Creative Venture Teams (CVT) across the co-operating institutions, with the teams working jointly on the virtual platform 'Blackboard'. The aim of the award-winning concept is to assist students in the bridging process between their specific areas of study and the workplace through the creation of a viable value proposition for a new business model, social innovation or any other institution or object of the student's choice, having the major European market in mind from the start. In this bridging process, it is anticipated that the focus will be on the importance of the creative process and that students will experience many of the factors involved in developing a new entrepreneurial concept with a European dimension.</p> <p>In addition to the COEUR BCM Business Creativity Module, the COEUR consortium offers weekly workshops on European and global levels and additional innovative networking and training opportunities. For further details, click on http://www.coeur-module.eu.</p> |

| Case Studies in Management | | | | | |
|----------------------------|---|-------------|-------------------------|--------------------|--------------|
| Module code | Workload | Credits | Degree program semester | Frequency offered | Duration |
| | 150 h | 5 | 5 | Every semester | One semester |
| Module coordinator | | | | | |
| Prof. Dr. Herbert Paul | | | | | |
| 1 | Class | Class hours | Out-of-class study | Planned group size | |
| | Case Studies in Management | 60 h | 90 h | 40 students | |
| 2 | <p>Learning outcomes</p> <p>This module puts less emphasis on theory, and instead focuses on the practical implications. Students strengthen their management knowledge in the designated areas. They are able to identify important problems in a case study context. They analyze the case studies, develop different options and discuss possible solutions. Students gain an understanding of the applicability and usefulness of different approaches and are able to critically compare different case study solutions. They organize their findings and develop a case presentation.</p> <p>Skills</p> <p>Students can deepen and expand their knowledge in terms of managerial practices. They are able to apply various management tools and work on their cases to practice project management skills. It gives students many opportunities to improve their social skills in a cross-cultural environment, since teams consist of students from different nationalities. Teams plan and conduct their case work; they present solutions and must defend them in class discussions.</p> | | | | |
| 3 | <p>Contents</p> <p>1. Overview of how to solve a case study</p> <p>2. Various management topics complemented with case studies, for example</p> <ul style="list-style-type: none"> • Managing family-owned businesses • Private equity and its managerial implications • Strategies for entering new international markets • Acquisitions and post-merger integration • Managing a crisis • Leadership and setting long-term direction • Management and ethical behavior <p>The following example cases were used in the past: From medium size family-owned company via private equity to worldwide No. 3 group (Hilding Anders). Haribo in Australia. Starbucks enters Vietnam. Hyundai acquisition of KIA. TATA buys Jaguar/Landrover. The RANA PLAZA disaster. NIVEA in Poland.</p> | | | | |
| 4 | <p>Form(s) of teaching</p> <p>Seminar-style class with case studies.</p> | | | | |

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| 5 | Prerequisites / |
| 6 | Attendance requirements / |
| 7 | Type and scope of assessment Presentation (25%) and exam (90 minutes, 75%) |
| 8 | Requirements for receiving credits Passed presentation and passed exam. |
| 9 | Use of the module (in other degree programs) Business Administration S.Sc. Dual, Business Law LL.B. |
| 10 | Relative weight for the final grade 5 out of 155 credits |
| 11 | Other information / reading list (in English) Elet, W.: The Case Study Handbook: How to Read, Discuss and Write Persuasively about Cases. Boston, MA, USA, Harvard Business School Publishing Various cases from The Case Centre database (updated and changed Every semester) Supporting literature: Deresky, H.: International Management. Harlow, Essex, UK, Pearson Gill, R.: Theory and Practice of Leadership. London, UK, Sage Hill, C.W.L.: International Business. Maidenhill, Berkshire, UK, McGraw Hill Most recent edition. |

| Cultural Management | | | | | |
|---------------------------|--|-------------|-------------------------|--------------------|--------------|
| Module code | Workload | Credits | Degree program semester | Frequency offered | Duration |
| | 150 h | 5 | 5 | Every semester | One semester |
| Module coordinator | | | | | |
| Christin Reichardt, M.A. | | | | | |
| 1 | Class | Class hours | Out-of-class study | Planned group size | |
| | Cultural Management | 60 h | 90 h | 40 students | |
| 2 | <p>Learning outcomes</p> <p>The students understand cultural management as an interface between culture and business. They are able to allocate it within the field of management and understand the necessity of non-profit organizations to act economically in accordance with a public mandate. Based on numerous examples, students are able to plan financial, personnel and material resources according to the situation. They are familiar with analyzing a cultural project and its requirements and with proposing and using the marketing instruments necessary for optimal marketing.</p> <p>Skills</p> <p>Working in small groups, where what has been learned is transferred to actual cultural projects, such as the market launch of a new cultural product, the development and implementation of a cultural project or the development of a concept for a community, promotes both teamwork and presentation skills and the creativity of the students.</p> | | | | |
| 3 | <p>Content</p> <ul style="list-style-type: none"> • Cultural management as an interface between culture and business • Use of classical (cultural) management techniques • Creativity techniques • Marketing instruments and PR for the positioning of cultural offers | | | | |
| 4 | <p>Form(s) of teaching</p> <p>The class consists of a seminar-style course with combined lecture/exercises/project work.</p> | | | | |
| 5 | <p>Prerequisites</p> <p>/</p> | | | | |
| 6 | <p>Attendance requirements</p> <p>Regular participation in the course is a mandatory part of passing the module examination.</p> | | | | |
| 7 | <p>Type and scope of assessment</p> <p>Presentation of the paper (40%) / paper (60%)</p> | | | | |
| 8 | <p>Requirements for receiving credits</p> <p>Regular participation, passed module examination</p> | | | | |

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| 9 | <p>Use of the module (in other degree programs) Business Administration B.Sc. Dual, Business Law LL.B</p> |
| 10 | <p>Relative weight for the final grade 5 out of 155 credits</p> |
| 11 | <p>Other information / reading list (in German) Höhne, S.: Kunst- und Kulturmanagement: Eine Einführung, Paderborn Klein, A.: Projektmanagement für Kulturmanager, Wiesbaden Klein, A.: Kompendium Kulturmanagement: Ein Handbuch für Praxis und Studium, München Additional reading materials and lecture notes will be available at the beginning of the class.</p> |

| International Social Responsibility | | | | | |
|-------------------------------------|--|-------------|-------------------------|--------------------|--------------|
| Module code | Workload | Credits | Degree program semester | Frequency offered | Duration |
| | 150 h | 5 | 5 | Every semester | One semester |
| Module coordinator | | | | | |
| Prof. Dr. Claudia Hensel | | | | | |
| 1 | Class | Class hours | Out-of-class study | Planned group size | |
| | International Social Responsibility | 60 h | 90 h | 40 students | |
| 2 | <p>Learning outcomes</p> <p>The aim of the ISR course is to build an international student network, to create global awareness of the challenges in poorest economies and to create an interface connecting the under-served, emerging and developed world. Students join international student networks (i.e. Bill Clinton's Global Initiative), create and develop the SEMAY® brand, learn about the value of social responsibility, and develop concepts and projects for local and international support.</p> <p>Skills</p> <p>The students work in self-managed teams to implement what they have developed, develop social competencies and believe in ethical values. They critically reflect on the learning progress, work in multicultural teams and enhance their ability for teamwork. They do something for real and think visionary.</p> | | | | |
| 3 | <p>Contents</p> <ul style="list-style-type: none"> • Introduction to the base of the pyramid markets • Concepts of Social Responsibility and Ethics • The SEMAY® brand idea • Team-building and task orientation • How to do fund-raising - planning and doing • Event management basics • Introduction to project management tools • Product management – developing the products • Innovation and frugal innovations and search for next ideas • Developing a marketing plan (research, market segmentation, setting the price for our SEMAY® products, selecting distribution channels, developing a creative brief for communication) • Communication (introduction to public relations – planning a press conference, creating material) • E-Marketing & social media – the use of crowdsourcing | | | | |
| 4 | <p>Form(s) of teaching</p> <p>A combination of lectures, group work and work in self-managing teams.</p> | | | | |

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| 5 | <p>Prerequisites</p> <p>Willingness to communicate in English, interest in understanding and helping the world's poor economies, social skills & belief in ethical values.</p> |
| 6 | <p>Attendance requirements</p> <p>/</p> |
| 7 | <p>Type and scope of assessment</p> <p>Your grade will be given for your engagement in the course, which will be monitored and needs to be proven and presented at the end of the semester.</p> <p>Final presentation of your achievements 50%, individual learning log 50%</p> |
| 8 | <p>Requirements for receiving credits</p> <p>/</p> |
| 9 | <p>Use of the module (in other degree programs)</p> <p>Business Administration B.Sc. Dual, Business Law LL.B</p> |
| 10 | <p>Relative weight for the final grade</p> <p>5 out of 155 credits</p> |
| 11 | <p>Other information / reading list (in English)</p> <p>Financial Times</p> <p>Leading financial newspaper with the latest global business and political news and data freely available. http://www.ft.com/home/uk</p> <p>Chartered Institute of Marketing</p> <p>The CIM sets the standards for sales and marketing professional development nationwide. Their site contains general marketing information, case studies and useful links.</p> <p>http://www.cim.co.uk/Home.aspx</p> <p>Emerging Markets Companion</p> <p>Financial information and news on emerging markets for global investors. Contains information on assets, research, market opinions, background information and links to related financial websites.</p> <p>http://www.emgmks.com/</p> <p>World Bank Group: Data and Statistics: Data by Country</p> <p>Contains statistics formulated into data profile tables drawn from the World Development Indicators database in July 2001. Statistics include ICT, social and economic trends, education, gender, health, nutrition and population. Links to related sources.</p> <p>http://data.worldbank.org/data-catalog</p> <p>World Factbook (CIA)</p> <p>Collection of 150 country profiles, facts and data maintained by the US Central Intelligence Agency (CIA). Sections include: geography; people; government; global market intelligence; economy; communications; transportation and military and reference maps (pdf/jpeg).</p> <p>https://www.cia.gov/library/publications/the-world-factbook/</p> |

Books

Bhattacharya, C. B. (2011) *Leveraging Corporate Responsibility: The Stakeholder Route to Maximizing Business and Social Value*, Cambridge University Press.

Crane, A. (2009) *The Oxford Handbook of Corporate Social Responsibility (Oxford Handbooks)* Oxford University Press, U.S.A.

Gordon, A. E. (2011) *Public Relations*, Oxford University Press.

Hollensen, S. (2010) *Global Marketing: A Decision-Oriented Approach*, 5th revised edition, Financial Times.

Idowu, S., Capaldi, N., Zu, L. and DasGupta, A. (2013) *Encyclopedia of Corporate Social Responsibility*, Springer.

Kotler, P. and Keller, K. L. (2011) *Marketing Management*, 14th edition. Global Edition. Prentice Hall International

Lehmann, D. R. and Winer, R. S. (2004) *Product Management*, 4th edition, McGraw-Hill Higher Education. Always the latest edition.

Articles

Boulouta, I. and Pitelis, C. (2013) 'Who Needs CSR? The Impact of Corporate Social Responsibility on National Competitiveness' *Journal of Business Ethics*, February 2013, [Online publication date: 3-Feb-2013].

Moon, J. (2001) 'Business Social Responsibility. A Source of Social Capital?' *Philosophy of Management*, Vol.1 (3), pp.35-45.

| Design Thinking - Future-Proof Innovations in Medium-Sized Businesses | | | | | |
|---|---|----------------------------|-----------------------------------|--|--------------|
| Module code | Workload | Credits | Degree program semester | Frequency offered | Duration |
| | 150 h | 5 | 5 | Every semester | One semester |
| Module coordinator | | | | | |
| Prof. Dr. Oliver Mauroner | | | | | |
| 1 | Class Design Thinking – Future-Proof Innovations in Medium-Sized Businesses | Class hours 60 h | Out-of-class study 90 h | Planned group size 40 students | |
| 2 | <p>Learning outcomes</p> <p>Knowledge & understanding: Students get to know Design Thinking as a method of innovation; they learn about the different phases and prerequisites of this innovation method.</p> <p>Analyze & assess: Students are able to analyze practical situations and evaluate them with regard to the different phases of the innovation process. They will be able to recognize and assess both the possible applications and the prerequisites of the innovation method.</p> <p>Apply & create: Students apply the learned methods to a practical example. They create solution scenarios and prototypes. In doing so, they create new solutions for practical problems based on the knowledge that is taught and developed in the lecture.</p> <p>Broadness & depth: Students combine emotional, socio-cultural and economic considerations of innovation activities in companies. By theoretically exploring innovations and the creative and planning process on the one hand and practical work on the other, they deepen their knowledge.</p> <p>Skills</p> <p>The use of the method fosters problem-solving skills, group work, divergent thinking and acting and the ability to combine theory with practice.</p> <p>The students have specialized knowledge in innovation management and product and service development. They learn a very wide range of methods for market research and problem solving; they learn to develop new solutions. Students work independently in teams; in this way they learn to deal with problems in groups with foresight. By preparing and presenting, they learn to communicate their solutions to experts. Students learn to set their own goals and reflect on them. They are able to shape the work processes in a team independently.</p> | | | | |

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| 3 | <p>Content</p> <p>Design Thinking is regarded as a new creative method for innovation development. This approach transfers the approach of designers to management processes. In design processes, problems are solved and targeted innovations are developed by combining inspiration, intuition and creativity, integrating business factors such as different stakeholders or implementation skills. The current relevance of Design Thinking is based on the fact that this method focuses on people and their needs (human-centered). Design Thinking combines feasibility and technical feasibility with viability and desirability.</p> <p>The lecture is intended to encourage students to creatively master problems from (medium-sized) companies and thereby develop innovative solutions for processes, products, services and organizational structures. The focus is on changes, opportunities and threats that result from megatrends and can influence different functional areas of companies. During the semester, the steps of a typical Design Thinking process will be learned, theoretically founded and practically tested:</p> <ol style="list-style-type: none"> 1. Megatrends and their influence on companies and organizations 2. The search for problems in the world of everyday business and organization 3. Understanding, analysis of the problem and the environment, research, questioning 4. Observing, qualitative market research, interaction with users 5. Synthesis, definition of the research question, interpretation 6. Idea generation, idea evaluation, idea combination, creativity techniques 7. Prototyping, iterative testing of ideas, communication using models 8. Testing, feedback, modification, finding alternatives, discussions based on prototypes 9. Presentation and pitch |
| 4 | <p>Form(s) of teaching</p> <p>Course in the form of a seminar-style lecture with practical group work. Slides, lecture content and additional materials will be provided. Impulse presentation by the instructor, impulse presentations by the students, coaching, dialog, discussion, brainstorming, lectures, presentations, interactive lecturing, group work, case study examples.</p> |
| 5 | <p>Prerequisites</p> <p>Participation in the modules Introduction to Business Administration, Principles of Marketing, and Investment and Finance</p> |
| 6 | <p>Attendance requirements</p> <p>/</p> |
| 7 | <p>Type and scope of assessment</p> <p>Presentation (of the prototype in a pitch) (50%) and paper (possibly as group work) in the form of a written documentation of the Design Thinking process (50%).</p> |
| 8 | <p>Requirements for receiving credits</p> <p>Passed module examination</p> |

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| 9 | <p>Use of the module (in other degree programs)</p> <p>Business Administration B.Sc. Dual, Business Law LL.B</p> |
| 10 | <p>Relative weight for the final grade</p> <p>5 out of 155 credits</p> |
| 11 | <p>Other information / reading list (in German and English)</p> <p>Brown, T. (2008): Design Thinking, in: Harvard Business Review, June, pp. 84-92.</p> <p>Cross, N.: Designerly Ways of Knowing, London.</p> <p>Grots, A.; Pratschke, M. (2009): Design Thinking – Kreativität als Methode, in: Management Review St. Gallen, 2, S. 18-23.</p> <p>Kelley, T.: The Art of Innovation. Lessons in Creativity from IDEO, America's Leading Design Firm, New York.</p> <p>Weiss, L. (2002): Developing Tangible Interfaces, in: Design Management Journal, 13, 1, pp. 33-38.</p> <p>Wylant, B. (2008): Design Thinking and the Experience of Innovation, in: Design Issues, 24, 2, pp. 3-14.</p> |

| Value Creating and Intrapreneurship in a Changing World | | | | | |
|---|--|----------------------------|-----------------------------------|--|--------------|
| Module code | Workload | Credits | Degree program semester | Frequency offered | Duration |
| | 150 h | 5 | 5 | Currently not offered | One semester |
| Module coordinator | | | | | |
| Prof. Dr. Matthias Eickhoff | | | | | |
| 1 | Class Value Creating and Intrapreneurship in a Changing World | Class hours 60 h | Out-of-class study 90 h | Planned group size 40 students | |
| 2 | Learning outcomes Since the option is currently being revised, no further information is available at this time. As soon as the option is offered again, we will complete the module description. Skills - | | | | |
| 3 | Content - | | | | |
| 4 | Form(s) of teaching - | | | | |
| 5 | Prerequisites / | | | | |
| 6 | Attendance requirements / | | | | |
| 7 | Type and scope of assessment - | | | | |
| 8 | Requirements for receiving credits - | | | | |
| 9 | Use of the module (in other degree programs) - | | | | |
| 10 | Relative weight for the final grade 5 out of 155 credits | | | | |
| 11 | Other information / reading list - | | | | |

| Entrepreneurship | | | | | |
|---------------------------|---|-------------|-------------------------|--------------------|--------------|
| Module code | Workload | Credits | Degree program semester | Frequency offered | Duration |
| | 150 h | 5 | 5 | Once a year | One semester |
| Module coordinator | | | | | |
| Prof. Dr. Elmar Konrad | | | | | |
| 1 | Class | Class hours | Out-of-class study | Planned group size | |
| | Entrepreneurship | 60 h | 90 h | 40 students | |
| 2 | <p>Learning outcomes</p> <p>The students have a comprehensive overview of the topic of business start-up and entrepreneurship. Based on recognized and current research and practical knowledge as well as contact with experts from the start-up and consulting scene, students are familiar with basic concepts of entrepreneurship as well as the essential and advanced aspects for successful entrepreneurial involvement.</p> <p>The students know the necessary theoretical and practical basics in the context of entrepreneurship and successful start-up processes. They are able to understand the goals and structure of a company in its entirety. Students learn how third parties evaluate business plans. They learn about the interrelationships and interactions between the sub-disciplines of business administration and are able to reflect and deepen this knowledge using concrete case studies. Students are able to assess the advantages and limitations of entrepreneurial action in various aspects.</p> <p>Skills</p> <p>Students possess key skills in entrepreneurial thinking.</p> | | | | |
| 3 | <p>Content</p> <p>Entrepreneurship - teaching entrepreneurial thinking and actions and practice-oriented start-up management using models, findings and implementing case studies and concrete practical examples.</p> <p>Students are first introduced to the topic; an intensive introduction to models, implementation and perspectives of entrepreneurship is given, and the practical and content-related approach, procedure and organization are explained during the course. Likewise, didactically guided discussions of the proposals and the case studies and expert talks are planned.</p> <p>A. Basic models of entrepreneurship B. Paths to entrepreneurship C. Putting the plans into action D. Entrepreneurship in an extended context</p> | | | | |
| 4 | <p>Form(s) of teaching</p> <p>The class consists of a combined lecture/practical, seminar-style course with talks by experts (+ field trips as needed).</p> | | | | |
| 5 | <p>Prerequisites</p> <p>/</p> | | | | |

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| 6 | Attendance requirements / |
| 7 | Type and scope of assessment Paper including presentation (in the team) |
| 8 | Requirements for receiving credits Passed module examination |
| 9 | Use of the module (in other degree programs) Business Administration B.Sc. Dual, Business Law LL.B |
| 10 | Relative weight for the final grade 5 out of 155 credits |
| 11 | Other information / reading list (in German) Fueglistaller, U., Müller, C. & Volery, T. (2008): Entrepreneurship. Modelle – Umsetzung – Perspektiven. Wiesbaden: Gabler. Hundt, I. & Neitz, B. (2001): Businesspläne für kleine und mittlere Unternehmen. München: Vahlen. Kerkhoff, Elisabeth et al. (2004): Generationswechsel in mittständischen Unternehmen. Mannheim: von Loeper. Klandt, Heinz (1999): Gründungsmanagement – der integrierte Unternehmensplan. München: Oldenbourg. Konrad, Elmar (2005): Aspekte erfolgreicher Unternehmensgründung. Münster: Waxmann. Konrad, Elmar (2010): Kulturmanagement und Unternehmertum. Stuttgart: Kohlhammer. Nathusius, Klaus (2001): Grundlagen der Gründungsfinanzierung. Instrumente - Prozesse – Beispiele. Wiesbaden: Gabler. Volkman, C. & Tokarski; K. O. (2006): Entrepreneurship Gründung und Wachstum von Jungen Unternehmen. Stuttgart: Lucius&Lucius. |

| Hands-on-Innovation | | | | | |
|---------------------------|--|-------------|-------------------------|--------------------|--------------|
| Module code | Workload | Credits | Degree program semester | Frequency offered | Duration |
| | 150 h | 5 | 5 | Yearly | One semester |
| Module coordinator | | | | | |
| Prof. Dr. Oliver Mauroner | | | | | |
| 1 | Class | Class hours | Out-of-class study | Planned group size | |
| | Hands-on Innovation | 60 h | 90 h | 40 students | |
| 2 | <p>Learning outcomes</p> <p>Knowledge & understanding: Students get a contemporary view of innovation and creativity management; they learn about the factors that are crucial for the development of user and customer-oriented innovations, such as corporate culture, agile management, flat hierarchies, a positive culture of handling errors, diversified teams and a work environment that promotes creativity.</p> <p>Analyze & assess: Students are able to analyze questions, market potentials and problems and evaluate them with regard to innovation potential. They recognize the possibilities of new concepts such as makerspaces, hackathons and innovation labs.</p> <p>Apply & create: Students apply the methods they learn in practice. Hands-on stands for the ability to tackle things themselves and to implement projects in practice. This is complemented by pragmatism instead of bureaucracy, pro-activeness, strength of implementation, problem-solving and a focus on action, as well as the right balance between process and freedom.</p> <p>Broadness & depth: Students combine socio-cultural and economic observations of creativity and innovation activities in and outside of companies. Through practical work students deepen their knowledge.</p> <p>Skills</p> <p>The use of the method fosters problem-solving skills, group work, divergent thinking and acting and the ability to combine theory with practice.</p> <ul style="list-style-type: none"> · Knowledge: Students have specialized knowledge in innovation management, product and service development. · Skills: Students learn a very wide range of methods for problem solving, creativity and prototyping. · Social skills: Students work independently in teams. They learn to develop, implement and pitch ideas and solutions together. · Independence: Students learn to set their own goals and reflect on them. | | | | |

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| 3 | <p>Content</p> <p>Companies are constantly looking for new ideas for products and services with high market potential or for improvements for internal processes and forms of organization. In doing so, companies increasingly rely on flexible, interdisciplinary, user-integrating, open and sometimes grassroots democratic approaches such as scrums, design thinking or hackathons. Companies like Trivago, DB, DHL, Sixt, BMW and Zeiss organize hackathons, establish innovation labs or participate in makerspaces. Such practical examples and their concrete results are analyzed, evaluated and transferred to other situations. Using these 'new' methods, companies try to focus on the customer as a human being and his or her individual needs (desirability, human-centered) and combine this with the technical feasibility of the economic viability.</p> <p>The following topics will be covered in the lecture: The Maker Movement and maker spaces, open innovation and prototype-driven innovation management, frugal innovation and bricolage, entrepreneurial thinking and business model innovations. However, students are also expected to be proactive in developing and prototyping their own ideas - true to the motto that the best results can be achieved with creativity and simple tools.</p> |
| 4 | <p>Form(s) of teaching</p> <p>Course in the form of a seminar-style lecture with practical group work. Slides, lecture content and additional materials will be provided. Impulse presentation by the instructor, impulse presentations by the students, coaching, dialog, discussion, brainstorming, lectures, presentations, interactive lecturing, group work, case study examples.</p> |
| 5 | <p>Prerequisites</p> <p>/</p> |
| 6 | <p>Attendance requirements</p> <p>Attendance is required</p> |
| 7 | <p>Type and scope of assessment</p> <p>Presentation of the results as group work, possibly also as a video (50%) and term paper as group work (50%)</p> |
| 8 | <p>Requirements for receiving credits</p> <p>Passed module examination</p> |
| 9 | <p>Use of the module (in other degree programs)</p> <p>In all bachelor's degree programs</p> |
| 10 | <p>Relative weight for the final grade</p> <p>5 out of 150 credits</p> |

| Digital Platforms - Strategies of the World's Most Successful Companies | | | | | |
|---|--|-------------|-------------------------|--------------------|--------------|
| Module code | Workload | Credits | Degree program semester | Frequency offered | Duration |
| | 150 h | 5 | 5 | Yearly | One semester |
| Module coordinator | | | | | |
| Prof. Dr. Christian Au | | | | | |
| 1 | Class | Class hours | Out-of-class study | Planned group size | |
| | Digital Platforms | 60 h | 90 h | 25 students | |
| 2 | <p>Learning outcomes/ skills</p> <p>Students know and understand basic concepts of platform companies. They are able to analyze different types of platforms based on their architecture and identify relevant network effects. Students are able to illustrate differences between activities in traditional companies and platform companies by means of practical examples. They understand the challenges of platforms to ensure the quality of what is offered and to establish trust in platforms and are able to connect current practical examples with these topics.</p> <p>Students are also able to develop the basics of a platform strategy for companies with the help of management tools learned in class. This includes the identification of relevant participants of a platform and the description of specific value propositions for each user group. In addition, it includes the development of a monetization concept and analysis of central challenges at the launch of the platform.</p> | | | | |
| 3 | <p>Content</p> <ul style="list-style-type: none"> • Basic concepts of digital platforms (architecture and roles) • Understanding and using network effects in digital platforms • Differences to traditional companies (from the optimization of internal processes to the coordination of external partners) • Governance tasks of platforms (access and quality control, trust and monetization) • Development of platform strategies using management tools (Platform Design Toolkit) | | | | |
| 4 | <p>Form(s) of teaching</p> <p>A combined lecture/practical, seminar-style course. The group work in this option is supported by weekly coaching sessions of the groups with a look at the results achieved so far.</p> | | | | |
| 5 | <p>Prerequisites</p> <p>None. Ideally participants have already taken the Strategic Management course.</p> | | | | |
| 6 | <p>Attendance requirements</p> <p>/</p> | | | | |

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| 7 | <p>Type and scope of assessment</p> <p>Two assignments:</p> <ul style="list-style-type: none"> • 45-minute quiz to test basic knowledge halfway through the semester (25%) • Group work to produce a project report/presentation of a platform strategy (75%) |
| 8 | <p>Requirements for receiving credits</p> <p>Passing both types of assessment (quiz and group work)</p> |
| 9 | <p>Use of the module (in other degree programs)</p> <p>-</p> |
| 10 | <p>Relative weight for the final grade</p> <p>5 out of 150 credits</p> |
| 11 | <p>Reading list (in English)</p> <p>Parker, Geoffrey G.; van Alstyne, Marshall; Choudary, Sangeet Paul; Foster, James (2016): Platform revolution: How networked markets are transforming the economy and how to make them work for you: WW Norton New York.</p> <p>McAfee, Andrew; Brynjolfsson, Erik (2017): Machine, platform, crowd: Harnessing our digital future: WW Norton & Company.</p> <p>Jacobides, Michael G.; Cennamo, Carmelo; Gawer, Annabelle (2018): Towards a theory of ecosystems. In: Strat. Mgmt. J. 39 (8), pp. 2255–2276. DOI: 10.1002/smj.2904.</p> <p>Täuscher, Karl; Laudien, Sven M. (2018): Understanding platform business models: A mixed methods study of marketplaces. In: European Management Journal 36 (3), pp. 319–329. DOI: 10.1016/j.emj.2017.06.005.</p> <p>Walter, Matthias; Guzman, Sabrina; Torrance, Simon (2019): The Platform Innovation Kit, http://platforminnovationkit.com/</p> |

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| 11 | <p>Other information/ reading list (in German and English)</p> <p>Brown, T. (2008): Design Thinking, in: Harvard Business Review, June, pp. 84- 92.</p> <p>Grots, A.; Pratschke, M. (2009): Design Thinking – Kreativität als Methode, in: Management Review St. Gallen, 2, S. 18-23.</p> <p>Kelley, T. (2016): The Art of Innovation. Lessons in Creativity from IDEO.</p> <p>Weiss, L. (2002): Developing Tangible Interfaces, in: Design Management Journal, 13, 1, pp. 33-38.</p> <p>http://www.digitalisierungsblog.de/11-kritische-erfolgsfaktoren-fuer-ihr-innovationslabor/</p> <p>http://www.politicalavenue.com/108642/GAME-DESIGN-BOOK-COLLECTION/Book%20Tom%20Kelley%20The%20Art%20Of%20Innovation.pdf</p> <p>Kelley, T. (2013): Creative Confidence: Unleashing the Creative Potential Within Us All</p> |
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Option Area: Marketing and Corporate Communication

Dialog Marketing

| Module code | Workload | Credits | Degree program semester | Frequency offered | Duration |
|----------------------------|---|-------------|-------------------------|--------------------|--------------|
| | 150 h | 5 | 5 | Every semester | One semester |
| Module coordinator | | | | | |
| Prof. Dr. Heinrich Holland | | | | | |
| 1 | Class | Class hours | Out-of-class study | Planned group size | |
| | Dialog Marketing | 60 h | 90 h | 40 students | |
| 2 | <p>Learning outcomes</p> <p>Students recognize that there has been a paradigm shift in marketing from transaction to relationship marketing. They know about the basics of dialog marketing and its incorporation into integrated marketing.</p> <p>Students know the most important media of dialog marketing, such as online and social media marketing, and are able to evaluate them. They are able to evaluate the methods of data mining in their application in marketing and know the importance of Big Data for marketing. They are able to describe and explain the current state of customer relationship management.</p> <p>Skills</p> <p>The ability to work in a team is improved through group work. Self-management is fostered by providing information and literature for independent preparation and follow-up work.</p> | | | | |
| 3 | <p>Content</p> <ul style="list-style-type: none"> • From mass marketing to relationship marketing • The media of dialog marketing • Mobile, online and social media marketing • Data mining and Big Data • Customer Relationship Management (CRM) | | | | |
| 4 | <p>Form(s) of teaching</p> <p>The class consists of a combined lecture/practical, seminar-style course.</p> | | | | |
| 5 | <p>Prerequisites</p> <p>Attendance of the module Marketing</p> | | | | |
| 6 | <p>Attendance requirements</p> <p>/</p> | | | | |

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| 7 | <p>Type and scope of assessment</p> <p>Written assessment in the form of an exam (120 minutes).</p> |
| 8 | <p>Requirements for receiving credits</p> <p>Passed module examination</p> |
| 9 | <p>Use of the module (in other degree programs)</p> <p>Business Administration B.Sc. Dual, Business Law LL.B</p> |
| 10 | <p>Relative weight for the final grade</p> <p>5 out of 155 credits</p> |
| 11 | <p>Other information / reading list (in German)</p> <p>Holland, H., Direktmarketing, 3. Aufl., München 2009</p> <p>Holland, H. (Hrsg.), Digitales Dialogmarketing, Wiesbaden 2014</p> <p>Belz, C., u. a. (Hrsg.), Interaktives Marketing, Wiesbaden 2008</p> <p>Schwarz, T. (Hrsg.), Digitaler Dialog, Waghäusel 2012</p> <p>Always the latest edition.</p> |

| Marketing 1: Market Research and Planning | | | | | |
|---|--|----------------------------|-----------------------------------|--|--------------|
| Module code | Workload | Credits | Degree program semester | Frequency offered | Duration |
| | 150 h | 5 | 5 | Every semester | One semester |
| Module coordinator | | | | | |
| Prof. Dr. Heinrich Holland | | | | | |
| 1 | Class Marketing 1: Market Research and Planning | Class hours 60 h | Out-of-class study 90 h | Planned group size 40 students | |
| 2 | <p>Learning outcomes</p> <p>Students know that market-oriented decisions can only be made with knowledge of information relevant to the market. They are familiar with a range of methods that enable them to exploit internal and external data sources and to gain quantitative and qualitative insights from them. Students know the methods of primary and secondary research and are able to apply them in a goal-oriented manner. They learn the latest developments in research.</p> <p>Skills</p> <p>The ability to work in a team is improved through group work. Self-management is fostered by providing information and literature for independent preparation and follow-up work.</p> | | | | |
| 3 | <p>Content</p> <ul style="list-style-type: none"> • Information needs in marketing • Desk research • Sampling theory and hypothesis testing methods • Field research (quantitative & qualitative) • Data mining • Special research (advertising research & neuromarketing) • Marketing planning and controlling | | | | |
| 4 | <p>Form(s) of teaching</p> <p>The class consists of a combined lecture/practical, seminar-style course.</p> | | | | |
| 5 | <p>Prerequisites</p> <p>Attendance of the modules Statistics and Marketing.</p> | | | | |
| 6 | <p>Attendance requirements</p> <p>/</p> | | | | |
| 7 | <p>Type and scope of assessment</p> <p>Written assessment in the form of an exam (120 minutes).</p> | | | | |

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| 8 | <p>Requirements for receiving credits</p> <p>Passed module examination</p> |
| 9 | <p>Use of the module (in other degree programs)</p> <p>Business Administration B.Sc. Dual, Business Law LL.B</p> |
| 10 | <p>Relative weight for the final grade</p> <p>5 out of 155 credits</p> |
| 11 | <p>Other information / reading list (in German and English)</p> <p>Koch, J., Marktforschung, München</p> <p>Malhotra, N., Birks, D., Marketing Research, An Applied Approach</p> <p>Harlow Pepels, W. (Hrsg.), Marktforschung, Düsseldorf</p> <p>Pepels, W. (Hrsg.), Marktforschung, Organisation und praktische Anwendung, Düsseldorf</p> <p>Weis, H., Steinmetz, P., Marktforschung, Ludwigshafen</p> <p>Always the latest edition.</p> |

| Marketing 2: Product Management | | | | | |
|--|--|--------------------------------|---------------------------------------|--|--------------|
| Module code | Workload | Credits | Degree program semester | Frequency offered | Duration |
| | 150 h | 5 | 5 | Every semester | One semester |
| Module coordinator | | | | | |
| Prof. Dr. Claudia Hensel (summer semester) / Prof. Dr. M. Eickhoff (winter semester) | | | | | |
| 1 | Class Marketing 2: Product Management | Class hours 60 h | Out-of-class study 90 h | Planned group size 40 students | |
| 2 | <p>Learning outcomes</p> <p>The students understand product policy as a central marketing function for all types of goods: mobile or immobile, material or immaterial. They are able to integrate product policy in the company's target and control system and know how to assess, analytically prepare, make and implement product policy decisions in different development phases.</p> <p>Skills</p> <p>Since many solutions are found by heuristic means, the students' critical thinking skills play a very special role. The aim of all efforts is to influence the behavior of customers, which means that empathy is required to understand customer wishes (consumer insight).</p> | | | | |
| 3 | <p>Content</p> <ul style="list-style-type: none"> • Integration of product management in marketing • The strategic goals of product management • From the idea to the product • The market launch • The product as it grows • The product in a crisis • Product-related services • Control of product management | | | | |
| 4 | <p>Form(s) of teaching</p> <p>The class combines lectures and practical work. The class takes place seminar-style, generally in combination with a practical project.</p> | | | | |
| 5 | <p>Prerequisites</p> <p>Attendance of the module Marketing</p> | | | | |

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| 6 | <p>Attendance requirements</p> <p>/</p> |
| 7 | <p>Type and scope of assessment</p> <p>The assessment consists of two written and one oral part, each of which must be passed. The written parts (papers) are weighted 30% each, the oral part (presentation) 40%.</p> |
| 8 | <p>Requirements for receiving credits</p> <p>Passed module examination</p> |
| 9 | <p>Use of the module (in other degree programs)</p> <p>Business Administration B.Sc. Dual, Business Law LL.B</p> |
| 10 | <p>Relative weight for the final grade</p> <p>5 out of 155 credits</p> |
| 11 | <p>Other information</p> <p>This option is offered in German and English.</p> <p>Reading list</p> <p>Adair, John, The Art of Creative Thinking, London, Kogan Page Ltd. Baker, Michael; Hart Susan: Product Strategy and Management, New Jersey, Prentice Hall Bruhn, Manfred; Dienstleistungsmarketing, Wiesbaden, Gabler Cone Steven; Steal These Ideas!, New York: Bloomberg Press Großklaus, Rainer; Neue Produkte einführen, Wiesbaden, Gabler Herrmann, Andreas; Produktmanagement, München, Vahlen v. Stamm, Bettina; Managing Innovation, Design and Creativity, West Sussex, Wiley Trott, Paul; Innovation Management and New Product Development, New Jersey, Prentice Hall</p> <p>Always the latest edition.</p> |

| Brand Management | | | | | |
|---------------------------|--|-------------|-------------------------|-----------------------|------------|
| Module code | Workload | Credits | Degree program semester | Frequency offered | Duration |
| | 150 h | 5 | 5 | Every winter semester | 1 semester |
| Module coordinator | | | | | |
| Prof. Dr. Jörn Redler | | | | | |
| 1 | Class | Class hours | Out-of-class study | Planned group size | |
| | Brand Management | 60 h | 90 h | 40 students | |
| 2 | <p>Learning outcomes</p> <p>Students understand the significance of the brand concept for corporate management and know the challenges and scope of action. They acquire basic knowledge of the theory of brand management and are able to apply it to practical management issues. They understand brand management as a field of research and action with interdisciplinary references and recognize the variety of possible approaches to the topic. Students are able to analyze and evaluate strategies and techniques of brand management of companies and other organizations. They are familiar with the specifics of corporate brands, store brands and employer brands.</p> <p>Skills</p> <p>Students expand their professional skills in marketing and brand management. They further develop methodical and critical-analytical skills and build on their ability to transfer knowledge.</p> | | | | |
| 3 | <p>Content</p> <p>Brand definition - significance of the brand - current challenges - paradigms of brand research - behavioral science approach - brand management: Structures and processes - target system of brand management - brand positioning - branding - brand strategies, brand portfolio and brand architecture - internal branding and brand citizenship - brand communication - brand extension and brand alliance - brand diagnosis and brand monitoring - specifics of corporate brand, store brand, employer brand.</p> | | | | |
| 4 | <p>Form(s) of teaching</p> <p>A combined lecture/practical, seminar-style course with case studies.</p> | | | | |
| 5 | <p>Prerequisites</p> <p>Marketing module</p> | | | | |
| 6 | <p>Attendance requirements</p> <p>/</p> | | | | |
| 7 | <p>Type and scope of assessment</p> <p>Poster presentation in mini-teams (40%) and exam (60%)</p> | | | | |
| 8 | <p>Requirements for receiving credits</p> <p>Passed module examination</p> | | | | |

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| 9 | <p>Use of the module (in other degree programs)</p> <p>Business Administration B.Sc. Dual, Business Law LL.B, Information systems B.Sc.</p> |
| 10 | <p>Relative weight for the final grade</p> <p>5 out of 155 credits</p> |
| 11 | <p>Other information/ reading list (in German and English)</p> <p>Baumgarth, C.: Markenpolitik, Wiesbaden.</p> <p>Beverland, M.: Brand Management, Thousand Oaks, US.</p> <p>Esch, F.-R. : Strategie und Technik der Markenführung, München.</p> <p>Keller, K. L.: Strategic Brand Management, Upper Saddle River, UK.</p> <p>Redler, J.: Die Store Brand, Wiesbaden.</p> <p>Schmidt, H.: Markenführung, Wiesbaden.</p> <p>Always the latest edition.</p> |

| Retail Marketing | | | | | |
|---------------------------|---|-------------|-------------------------|-----------------------|------------|
| Module code | Workload | Credits | Degree program semester | Frequency offered | Duration |
| | 150 h | 5 | 5 | Every summer semester | 1 semester |
| Module coordinator | | | | | |
| Prof. Dr. Jörn Redler | | | | | |
| 1 | Class | Class hours | Out-of-class study | Planned group size | |
| | Retail Marketing | 60 h | 90 h | 40 students | |
| 2 | <p>Learning outcomes</p> <p>Students are able to explain the characteristics of retail and retail marketing. They are able to point out and categorize developments in these fields. Students are able to reflect and relate important areas of decision-making in retail marketing, and discuss interdependencies between decision-making areas. Students are able to demonstrate and justify suitable theoretical and methodological approaches to the analysis and identification of solutions to issues in retail marketing. Marketing strategies and activities of retail companies can be identified, professionally described and categorized and critically evaluated.</p> <p>Skills</p> <p>Students expand their professional and methodological skills in the field of marketing. They increase their ability to evaluate and solve questions of (practical) retail marketing on the basis of theoretical and empirical findings and appropriate analyses. The ability to make and justify analytically sound decisions is further developed.</p> | | | | |
| 3 | <p>Content</p> <ul style="list-style-type: none"> • Significance, function and business forms of the retail trade • Distinction of retail marketing • Types of point-of-purchase • Instrumental areas in retail marketing (online and offline) • Aspects of product selection policy in retail: Decision areas, category management, store brands, controlling of product ranges • Store brand management • Aspects of communication policy in retail: Traditional decision-making areas, target fields of point-of-purchase communication, architecture, layout, visual merchandising, online visual merchandising, personal selling • Aspects of pricing policy in the retail sector: pricing decisions, special pricing instruments in retail, promotions • Location strategy: Importance and influencing factors, planning methods and techniques | | | | |

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| 4 | <p>Form(s) of teaching</p> <p>A combined lecture/practical, seminar-style course with case studies.</p> |
| 5 | <p>Prerequisites</p> <p>Marketing module</p> |
| 6 | <p>Attendance requirements</p> <p>/</p> |
| 7 | <p>Type and scope of assessment</p> <p>Oral exam (70%) and assignment (30%)</p> |
| 8 | <p>Requirements for receiving credits</p> <p>Passed module examination</p> |
| 9 | <p>Use of the module (in other degree programs)</p> <p>Business Administration B.Sc. Part-time, Information Systems B.Sc.</p> |
| 10 | <p>Relative weight for the final grade</p> <p>5 out of 155 credits</p> |
| 11 | <p>Other information/ reading list (in German and English)</p> <p>Ahlert, D., Kenning, P.: Handelsmarketing. SpringerGabler.</p> <p>Goworek, H., McGoldrick, P.: Retail Marketing Management Ω Principles & Practice. Pearson.</p> <p>Redler, J.: Die Store Brand, SpringerGabler, Kap. 5.</p> <p>Schröder, H.: Handelsmarketing Ω Strategien und Instrumente für den stationären Einzelhandel und für Online-Shops mit Praxisbeispielen. SpringerGabler.</p> <p>Always the latest edition.</p> |

| Corporate Communication | | | | | |
|---------------------------|---|-------------|-------------------------|--------------------|--------------|
| Module code | Workload | Credits | Degree program semester | Frequency offered | Duration |
| | 150 h | 5 | 5 | Every semester | One semester |
| Module coordinator | | | | | |
| Prof. Dr. Lothar Rolke | | | | | |
| 1 | Class | Class hours | Out-of-class study | Planned group size | |
| | Corporate Communication | 60 h | 90 h | 40 students | |
| 2 | <p>Learning outcomes</p> <p>Students have qualified insight into corporate communication. They know how companies can organize, profitably manage and control their relationships with key stakeholders (concept development). Based on models, case studies, empirical studies and their own research, they have in-depth knowledge.</p> <p>Companies maintain not only material exchange relationships with the various markets such as the sales, procurement, financial and human resources markets, they also always communication relationships based on acceptance and trust, which are the prerequisite for exchange and cooperation. This affects every responsible person within a company. This is way the Corporate Communication module exposes students to questions of social responsibility in public discourse, the significance of values for internal and external corporate communications, and rules for the use of ethically sound and solid information technology.</p> <p>Skills</p> <p>By means of group discussions, students improve their ability to express their opinions in a targeted and precise manner and to accept the opinions of others without judgment. In addition, students develop an increased sensitivity for socio-political issues. Communication skills are fostered.</p> | | | | |
| 3 | <p>Content</p> <ul style="list-style-type: none"> • Corporate communication • Success factors of personal communication • Stakeholder relations • Case study and studies • Communications controlling | | | | |
| 4 | <p>Form(s) of teaching</p> <p>The class consists of a combined lecture/practical, seminar-style course.</p> | | | | |
| 5 | <p>Prerequisites</p> <p>/</p> | | | | |

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| 6 | Attendance requirements / |
| 7 | Type and scope of assessment Written elaboration of a case study (60%) with subsequent presentation (40%). |
| 8 | Requirements for receiving credits Passed module examination |
| 9 | Use of the module (in other degree programs) Business Administration B.Sc. Dual, Business Law LL.B. |
| 10 | Relative weight for the final grade 5 out of 155 credits |
| 11 | Other information / reading list (in German and English) Mast, C.: Unternehmenskommunikation. Ein Leitfaden. Stuttgart Kirf, B., Rolke, L. (Hrsg.): Der Stakeholder-Kompass. Navigationsinstrument für die Unternehmenskommunikation. Frankfurt Rolke, L.: Produkt- und Unternehmenskommunikation im Umbruch. Was die Marketer und PR-Manager für die Zukunft erwarten. Frankfurt Cutlip, S. M., Center, A. H., Glen, M., Broom: Effective Public Relations. Upper Saddle River: Prentice Hall Always the latest edition. |

| Selling Instead of Negotiating - Sales Excellence | | | | | |
|---|--|-------------|-------------------------|--------------------|--------------|
| Module code | Workload | Credits | Degree program semester | Frequency offered | Duration |
| | 150 h | 5 | 5 | Every semester | One semester |
| Module coordinator | | | | | |
| Prof. Dr. Oliver Kaul | | | | | |
| 1 | Class | Class hours | Out-of-class study | Planned group size | |
| | Selling Instead of Negotiating – Sales Excellence | 60 h | 90 h | 40 students | |
| 2 | <p>Learning outcomes</p> <p>The students know the rules of communication in order to sell products on the market in a targeted manner and with the greatest possible company profit. They recognize the corresponding market potential, understand the decision-making structures of buyers and sellers, know how to correctly assess buyer behavior and, where applicable, anticipate resistance. The students are able to differentiate typical decision criteria of different customer types and to adapt sales tactics to the customer in order to build long-term relationships.</p> <p>Skills</p> <p>The students' communication skills are strengthened and expanded with a look to their future employment in sales marketing. In addition, they hone their solution-oriented way of thinking.</p> | | | | |
| 3 | <p>Content</p> <ul style="list-style-type: none"> • Prospecting: The \$1 million customer • New customers: Quality, not quantity • Communicate provocatively! • Golden rules for creating offers • Winning instead of negotiating • The Minimax principle: Maximum success with minimum time invested • Bid management: OMG - a customer threatens to place an order • The handcuff principle: finding and retaining customers | | | | |
| 4 | <p>Form(s) of teaching</p> <p>One-third each: Theoretical basics within the lecture, practical contributions by sales specialists and sales coaches, practical projects</p> | | | | |
| 5 | <p>Prerequisites</p> <p>Interest in dealing with products and people, solution-oriented thinking, personality and high level of motivation.</p> | | | | |

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| 6 | <p>Attendance requirements</p> <p>Participation in the lectures is obligatory.</p> |
| 7 | <p>Type and scope of assessment</p> <p>Written elaboration (paper) of a practical project</p> |
| 8 | <p>Requirements for receiving credits</p> <p>Passed module examination</p> |
| 9 | <p>Use of the module (in other degree programs)</p> <p>Business Administration B.Sc. Dual, Business Law LL.B.</p> |
| 10 | <p>Relative weight for the final grade</p> <p>5 out of 155 credits</p> |
| 11 | <p>Other information / reading list (in English)</p> <p>Horn, Sam (2006): Pop! Create the Perfect Pitch, Title, and Tagline for Anything. Penguin Group. New York.</p> <p>Konrath, Jill (2006): Selling to Big Companies. Dearborn Trade Publishing. Chicago.</p> <p>Schultz, Mike/Doerr, John E. (2011): Rainmaking Conversations. Influence, Persuade, and Sell in any Situation. John Wiley&Sons, Inc. New Jersey.</p> <p>Weiss, L. (2002): How to Acquire Clients. Powerful Techniques for the Successful Practitioner. Jossey-Bass/Pfeiffer. San Francisco.</p> <p>Weiss, Alan (2012): Million Dollar Consulting Proposals. How to Write a Proposal that's Accepted Every Time. John Wiley&Sons, Inc. New Jersey.</p> <p>Always the latest edition.</p> |

| Applied Qualitative Market Research | | | | | |
|-------------------------------------|--|-------------|-------------------------|-----------------------------|------------|
| Module code | Workload | Credits | Degree program semester | Frequency offered | Duration |
| | 150 h | 5 | 5 | One-time only (summer 2020) | 1 semester |
| Module coordinator | | | | | |
| Prof. Dr. Jörn Redler | | | | | |
| 1 | Class | Class hours | Out-of-class study | Planned group size | |
| | Applied Qualitative Market Research | 60 h | 90 h | 25 students | |
| 2 | <p>Learning outcomes</p> <p>Students are able to explain the characteristics of qualitative market research and distinguish qualitative market research from quantitative approaches in a structured way. They are able to plan a market research project and are knowledgeable about relevant sub-projects of a complex market research project. They know qualitative interview techniques in detail and are able to apply them accordingly. Students are familiar with the specifics of qualitative evaluation methods and are able to analyze qualitative data and derive recommendations for marketing decisions. They are familiar with theoretical quality criteria and practical quality requirements.</p> <p>Skills</p> <p>Students expand their professional and methodological expertise in the field of applied market research. In particular, they develop the ability to investigate customer research issues using qualitative methods in order to produce information relevant to decision-making. They also develop self-competence, since sub-projects require independent management, but with regular feedback.</p> | | | | |
| 3 | <p>Content</p> <ul style="list-style-type: none"> • Specific features of qualitative market research • Forms and techniques of qualitative market research • Planning of a market research project and practical execution • Practical training as an interviewer and evaluator • Examples and cases | | | | |
| 4 | <p>Form(s) of teaching</p> <p>Combination of lecture/coaching/project work</p> | | | | |
| 5 | <p>Prerequisites</p> <p>Marketing module</p> | | | | |

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| 6 | <p>Attendance requirements</p> <p>Attendance is obligatory</p> |
| 7 | <p>Type and scope of assessment</p> <p>Assignment (70%) and seminar work (30%)</p> |
| 8 | <p>Requirements for receiving credits</p> <p>Passed module examination</p> |
| 9 | <p>Use of the module (in other degree programs)</p> <p>Business Administration B.Sc. Dual, Information Systems B.Sc.</p> |
| 10 | <p>Relative weight for the final grade</p> <p>5 out of 155 credits</p> |
| 11 | <p>Other information/ reading list (in German and English)</p> <p>Belk, R., Fischer, E., & Kozinets, R. V. (2012): Qualitative Consumer and Marketing Research. Sage.</p> <p>Flick, U. (2010): Qualitative Sozialforschung. RoRoRo.</p> <p>Maison, D. (2018): Qualitative Marketing Research: Understanding Consumer Behaviour. Routledge.</p> <p>Mayring, P. (2002): Einführung in die qualitative Sozialforschung. Beltz.</p> <p>Naderer, G., & Balzer, E. (2007): Qualitative Marktforschung in Theorie und Praxis. Grundlagen, Methoden und Anwendungen. Wiesbaden.</p> <p>Strübing, J. (2018): Qualitative Sozialforschung: Eine komprimierte Einführung. Walter de Gruyter GmbH & Co KG.</p> |

Option Area: Materials Management, Production & Logistics

Logistics Management

| Module code | Workload | Credits | Degree program semester | Frequency offered | Duration |
|-------------|----------|---------|-------------------------|-------------------|--------------|
| 19001 | 150 h | 5 | 5 | Every semester | One semester |

Module coordinator

Prof. Dr. Lydia Bals / Prof. Dr. Volrad Wollny

| 1 | Class | Class hours | Out-of-class study | Planned group size |
|---|----------------------|-------------|--------------------|--------------------|
| | Logistics Management | 60 h | 90 h | 40 students |

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| 2 | <p>Learning outcomes</p> <p>The participants are able to determine the importance of logistics for the success of the company, define logistics goals and identify goal conflicts. They are able to create and calculate key figures for defining and controlling objectives. They are able to analyze logistics problems from a business and practical perspective. They are able to select suitable solution methods and critically evaluate and apply the results. The participants are familiar with current developments in logistics and understand their fundamental significance.</p> <p>Skills</p> <p>In an interdisciplinary approach, participants deepen their methodological and analytical skills and increase their ability to work in a team, engage in constructive discussion and criticism.</p> |
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| 3 | <p>Content</p> <p>Logistics as a competitive factor - corporate strategy and logistics strategy</p> <ul style="list-style-type: none"> • Logistics concepts and planning methods • Logistics controlling and key data • Logistics technology and IT • Green logistics • Ancillary conditions (industry regulations, laws, logistics market, standards) • Sectors of logistics, specific features of individual industries, individual concepts such as SCM, ECR, JiT |
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| 4 | <p>Form(s) of teaching</p> <p>Lecture/case work and discussion, presentations, exercises, possibly project work from the business world</p> |
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| 5 | <p>Prerequisites</p> <p>/</p> |
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| 6 | Attendance requirements / |
| 7 | Type and scope of assessment Paper (working in groups) 50%, presentation 50% |
| 8 | Requirements for receiving credits Passed module examination |
| 9 | Use of the module (in other degree programs) Business Administration B.Sc. Dual, Business Law LL.B. |
| 10 | Relative weight for the final grade 5 out of 155 credits |
| 11 | Other information / reading list (in German and English) Hrsg: Arnold, D, Isermann; H.; Kuhn, A.; Furmans; K.; Tempelmeier; H.: Handbuch Logistik (VDI-Buch), akt. Aufl. Springer, Berlin. Lasch, R.; Schulte, G.: Quantitative Logistik-Fallstudien. Gabler, Wiesbaden 2011. Gleißner, H.; Möller, K.: Fallstudien Logistik. Gabler, Wiesbaden 2009. Koether, R. u.a.: Taschenbuch der Logistik. Hanser Fachbuch; aktuelle Auflage München. Gleißner, H.; Fermerling, C.: Logistik. Gabler Wiesbaden 2008. Ehrmann, H.: Kompakttraining Logistik. Kiehl-Verlag, aktuelle Auflage, Ludwigshafen. Harrison, A.; van Hoek, R.: Logistics Management and Strategy. Pearson, Harlow UK 2011. Mangan, J. et al: Global Logistics and Supply Chain Management. Wiley, London 2012. |

| Procurement & Production Planning | | | | | |
|--|--|-------------|-------------------------|--------------------|--------------|
| Module code | Workload | Credits | Degree program semester | Frequency offered | Duration |
| | 150 h | 5 | 5 | Summer semester | One semester |
| Module coordinator | | | | | |
| Prof. Dr. Volrad Wollny / Prof. Dr. Lydia Bals / Prof. Dr. Christian Petri | | | | | |
| 1 | Class | Class hours | Out-of-class study | Planned group size | |
| | Procurement & Production Planning | 60 h | 90 h | 40 students | |
| 2 | <p>Learning outcomes</p> <p>The participants know the importance of procurement and production for the success of the company. They are able to define goals and identify goal conflicts. Students are able to create and calculate key figures for goal definition and control. They are able to analyze problems in procurement and production from a business and practical perspective. They are able to select suitable solution methods, apply them correctly, and critically evaluate the results. In addition, students are able to name current developments in procurement and production and explain their fundamental significance.</p> <p>Skills</p> <p>In an interdisciplinary approach, participants deepen their methodological and analytical skills and increase their ability to work in a team, engage in constructive discussion and criticism.</p> | | | | |
| 3 | <p>Content</p> <ul style="list-style-type: none"> • Procurement as a competitive factor - corporate strategy and procurement strategy • Importance of global sourcing and the fundamentals of organizing purchasing • Sustainable sourcing • Importance of supplier management • Procurement and the interface to quality management • Production as a competitive factor - corporate strategy and production strategy • Lean manufacturing • Production planning - challenges and solutions for series production • Methods and optimization approaches | | | | |
| 4 | <p>Form(s) of teaching</p> <p>Lecture / case work and discussion / presentations / exercises / possibly project work</p> | | | | |
| 5 | <p>Prerequisites</p> <p>/</p> | | | | |

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| 6 | Attendance requirements / |
| 7 | Type and scope of assessment Written summary including presentation |
| 8 | Requirements for receiving credits Passed module examination |
| 9 | Use of the module (in other degree programs) Business Administration B.Sc. Dual, Business Law LL.B. |
| 10 | Relative weight for the final grade 5 out of 155 credits |
| 11 | Other information / reading list (in German and English) <ul style="list-style-type: none"> · Dobler, Donald/ Burt, David N. (1996): Purchasing and Supply Management. 7th ed. New York. · Kaufmann, Lutz / Reimann, Felix (2013): Selected Cases in Supply Management, 2nd edition, Science Edition · Kummer, S. / Grün, O. / Jammerneegg, W. (2013): Grundzüge der Beschaffung, Produktion und Logistik. · Monczka, Robert/ Trent, Robert/ Handfield, Robert (2002): Purchasing and Supply Chain Management, 2nd ed., Australia et al. · Slack, N./Brandon-Jones, A./Johnston, R. (2013): Operations Management, 7th edition, Pearson. · Van Weele, Arjan J. (2014): Purchasing and Supply Chain Management, 6th edition, Cengage Learning. · Wannenwetsch, H. (2009): Integrierte Materialwirtschaft und Logistik, 4. Aufl. 2009, Springer. |

| Risk and Sustainability Management | | | | | |
|------------------------------------|--|-------------|-------------------------|-----------------------|--------------|
| Module code | Workload | Credits | Degree program semester | Frequency offered | Duration |
| | 150 h | 5 | 5 | Every winter semester | One semester |
| Module coordinator | | | | | |
| Prof. Dr. Volrad Wollny | | | | | |
| 1 | Class | Class hours | Out-of-class study | Planned group size | |
| | Risk and Sustainability Management | 60 h | 90 h | 40 students | |
| 2 | Learning outcomes | | | | |
| | <p>Students understand the nature of risks and are able to apply basic methods to assess and measure risks, and to make decisions under uncertainty. Sustainability issues can be regarded as reputation-related risks. Students understand the concept of sustainability, its implications for companies, the approaches to handle the implications, and the controlling and reporting systems.</p> <p>Skills</p> <p>The course strengthens the analytical and decision-making capabilities of the students. It enables students to reflect ethical aspects and conflicts and consider them in decision-making in their professional life.</p> | | | | |
| 3 | Contents | | | | |
| | <ul style="list-style-type: none"> • Risks in business - terms and definitions • Risk management systems – Methods for risk assessment – Handling of crises and continuity management • Decision making considering the risks • Sustainability - terms and definitions • Environmental management systems • Sustainability reporting in accordance with the GRI | | | | |
| 4 | Form(s) of teaching | | | | |
| | Lectures, case study discussions, exercises | | | | |
| 5 | Prerequisites | | | | |
| | / | | | | |
| 6 | Attendance requirements | | | | |
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| 7 | Type and scope of assessment | | | | |
| | Written summary including presentation | | | | |
| 8 | Requirements for receiving credits | | | | |
| | Passed module | | | | |

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| 9 | <p>Use of the module (in other degree programs)</p> <p>Business Administration B.Sc. Dual, Business Law LL.B.</p> |
| 10 | <p>Relative weight for the final grade</p> <p>5 out of 155 credits</p> |
| 11 | <p>Other information / reading list (in English)</p> <p>Anderson, E.J.: Business Risk Management, Chichester (UK), 2014</p> <p>Russo, M.: Environmental Management – Readings and Cases. London 2008</p> <p>Schaltegger, S.; Burritt, R.; Petersen, H.: An Introduction to Corporate Environmental Management - Striving for Sustainability. Sheffield 2003</p> <p>Ruth Hillary (Ed.): ISO 14001. Sheffield 2000</p> <p>ISO-Standards: 1</p> <p>Hubbard, D.: The Failure of Risk Management: Why It's Broken and How to Fix It. Chichester (UK), 2014</p> <p>Fleming, P., Jones, M. The end of CSR London 2013</p> <p>William B., Jr. Werther, David Chandler Strategic Corporate Social Responsibility, London 2013</p> <p>Epstein, M. et. al: Making Sustainability Work: Best Practices in Managing and Measuring Corporate Social, Environmental, and Economic Impacts</p> <p>Crane, A.: The Oxford Handbook of Corporate Social Responsibility, Oxford University Press, U.S.A., 2009</p> |

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| Option Area: Tax and Auditing | | | | | |
| Tax Balance Sheet and IT | | | | | |
| Module code | Workload | Credits | Degree program semester | Frequency offered | Duration |
| | 150 h | 5 | 5 | Every winter semester | One semester |
| Module coordinator | | | | | |
| Prof. Dr. Werner Hillebrand | | | | | |
| 1 | Class | Class hours | Out-of-class study | Planned group size | |
| | Tax Balance Sheet and IT | 60 h | 90 h | 40 students | |
| 2 | <p>Learning outcomes</p> <p>The students know the basics of determining the profit. Building on their knowledge in the field of commercial financial statements, they will deepen their ability to recognize the main approach and valuation options in the tax balance sheet and to solve them in compliance with the objectives of balance sheet policy.</p> <p>Students are introduced to the principles of orderly computer-supported accounting systems and the use of specialized software. They have the possibility to acquire a certificate (driver's license for Datev).</p> <p>Skills</p> <p>Through discussion of the solutions in the group and feedback from the lecturers, students acquire the ability to correctly assess matters from a tax point of view, to value them appropriately, to justify their assessment based on the law and to describe it in a comprehensible manner. By working on cases in groups, students deepen their skills at working on problems as part of a team.</p> | | | | |
| 3 | <p>Content</p> <p>TAX BALANCE SHEET:</p> <p>Basics: Purposes, principles, regulations, bookkeeping, ascertainment of profit</p> <p>Approach: Authoritative principle, economic goods, necessary/voluntary company/private property</p> <p>Valuation: Valuation standards, valuation simplifications, depreciation, item-specific issues and deferred taxes</p> <p>Tax balance sheet policies and IT outlook: Principles of orderly computer-based accounting systems and the use of specialized software</p> | | | | |
| 4 | <p>Form(s) of teaching</p> <p>The class consists of a combined lecture/practical, seminar-style course.</p> | | | | |
| 5 | <p>Prerequisites</p> <p>Attendance of the modules Principles of Accounting, Management Accounting, Taxes, Financial Accounting</p> | | | | |

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| 6 | Attendance requirements / |
| 7 | Type and scope of assessment Written assessment in the form of an exam (90 minutes). |
| 8 | Requirements for receiving credits Passed module examination |
| 9 | Use of the module (in other degree programs) Business Administration B.Sc. Dual, Business Law LL.B. |
| 10 | Relative weight for the final grade 5 out of 155 credits |
| 11 | Other information / reading list (in German) Horschitz, Groß, Fanck: Bilanzsteuerrecht und Buchführung (Blaue Reihe, latest edition) Koltermann: Fallsammlung Bilanzsteuerrecht (nwb-Verlag, latest edition) Einzelne aktuelle Fachaufsätze (will be provided as copies) Normative Grundlagen Wichtige Steuergesetze mit Durchführungsverordnungen (nwb-Verlag, latest edition) Wichtige Steuerrichtlinien (nwb-Verlag, latest edition) BMF-Schreiben (will be provided as copies) Always the latest edition. |

| Auditing | | | | | |
|---------------------------|--|-------------|-------------------------|-----------------------|--------------|
| Module code | Workload | Credits | Degree program semester | Frequency offered | Duration |
| | 150 h | 5 | 5 | Every winter semester | One semester |
| Module coordinator | | | | | |
| Prof. Dr. Caroline Flick | | | | | |
| 1 | Class | Class hours | Out-of-class study | Planned group size | |
| | Auditing | 60 h | 90 h | 40 students | |
| 2 | Learning outcomes | | | | |
| | <p>Students have deepened their knowledge and skills in preparing financial statements in compliance with balance sheet policy requirements; in particular in analyzing them in a goal-oriented manner and making understandably justified assessments. In doing so, they know the principles of company rating and are able to assess the limits of the balance sheet analysis in individual cases. Based on this knowledge, they are able to independently consider the suitability of various financial statement policy measures and to recognize the materiality of misstatements.</p> <p>Using practical case studies, students are able to plan, conduct and document audits of annual and consolidated financial statements. In particular, they develop audit strategies on the basis of their risk and system assessments, define the necessary audit procedures and are able to carry them out. Students also have knowledge of quality assurance measures in the statutory balance sheet audit.</p> | | | | |
| | Skills | | | | |
| | <p>Overall, students improve their ability to make balanced decisions about complex issues. They acquire the ability to systematically and quickly grasp changes in laws, auditing standards and other normative foundations, to review articles on them in professional journals, to evaluate their statements and to substantiate their conclusions with arguments in discussions. In view of the rapid changes in the field of auditing, they will develop an awareness of the need to constantly update their knowledge. The work on case studies enables them to structure problems in the field of auditing and to develop professional solutions. By discussing individual solutions in class and receiving feedback from lecturers, students acquire the ability to present complex issues clearly and effectively and to evaluate them in a comprehensible manner.</p> <p>In addition, students are able to recognize conflicts typical for audits and identify and substantiate legally and ethically defensible solutions. The case studies are worked on in groups, giving students the ability to work on comprehensive tasks in teams.</p> | | | | |

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| 3 | <p>Content</p> <p>Balance sheet auditing policy and analysis</p> <p>Statutory balance sheet audit (fundamentals, audit approach, fraud, annual audit: Overview of statutory balance sheet audit: Orders and acceptance of orders, planning, risk assessment; system, plausibility and individual case audits, auditing of selected audit areas, forming judgments, documentation of audit execution and reporting, audit completion; quality assurance in the annual audit; outlook).</p> |
| 4 | <p>Form(s) of teaching</p> <p>The class consists of a combined lecture/practical, seminar-style course.</p> |
| 5 | <p>Prerequisites</p> <p>Attendance of the modules Principles of Accounting, Financial Accounting</p> |
| 6 | <p>Attendance requirements</p> <p>/</p> |
| 7 | <p>Type and scope of assessment</p> <p>Written assessment in the form of an exam (120 minutes).</p> |
| 8 | <p>Requirements for receiving credits</p> <p>Passed module examination</p> |
| 9 | <p>Use of the module (in other degree programs)</p> <p>Business Administration B.Sc., Part-time</p> |
| 10 | <p>Relative weight for the final grade</p> <p>5 out of 155 credits</p> |
| 11 | <p>Other information / reading list (in German)</p> <p>Coenenberg, A. G.: Jahresabschluss- und Jahresabschlussanalyse. Lehr- und Übungsbuch; Schäffer-Pöschel, Stuttgart</p> <p>Baetge, J./Kirsch, H.-J./Thiele, S.: Die Bilanzanalyse, IDW-Verlag, Düsseldorf</p> <p>Marten, K.-U./Quick, R./ Ruhnke, K.: Wirtschaftsprüfung, Schäffer-Poeschel, Stuttgart</p> <p>IDW: Wirtschaftsprüfer-Handbuch Band I, IDW-Verlag, Düsseldorf</p> <p>Prüfungsstandards des IDW [CR-ROM in the library]</p> <p>Always the latest edition.</p> <p>Supporting material: Various relevant current articles in the trade journals.</p> |

| International Accounting | | | | | |
|---------------------------|---|-------------|-------------------------|-----------------------------------|--------------|
| Module code | Workload | Credits | Degree program semester | Frequency offered | Duration |
| | 150 h | 5 | 5 | In the respective summer semester | One semester |
| Module coordinator | | | | | |
| Prof. Dr. Karsten Lorenz | | | | | |
| 1 | Class | Class hours | Out-of-class study | Planned group size | |
| | International Accounting | 60 h | 90 h | 40 students | |
| 2 | Learning outcomes/ skills | | | | |
| | <p>Students have in-depth knowledge and skills in preparing individual and consolidated financial statements in accordance with international accounting standards (IFRS), while taking the accounting policy objectives under consideration. They know the basics of international financial statement analysis.</p> <p>They have the skills to systematically and quickly grasp changes in normative foundations, to review articles on them in professional journals, to evaluate their statements and to substantiate their conclusions with arguments in discussions. In view of the rapid changes in the field of auditing, they will develop an awareness of the need to constantly update their knowledge. By working on case studies, students are able to structure problems in the field of financial reporting and develop professional solutions. By intensive discussing the solutions in class and receiving feedback from the lecturers, students have the ability to present complex issues clearly and effectively from an accounting perspective and to evaluate them in a comprehensible manner.</p> <p>Students recognize typical accounting policy conflicts when dealing with complex issues and are able to identify and substantiate legally and ethically defensible solutions. By working on case studies in groups, they have the ability to work on complex tasks in a team and to take on changing roles.</p> | | | | |
| 3 | Content | | | | |
| | <p>Fundamentals (systems of standards and accounting philosophy German Commercial Code vs. IFRS)</p> <p>Components of the IFRS financial statement (balance sheet, comprehensive income, cash flow statement, statement of changes in equity, notes to the consolidated financial statements, reporting by market segment) and the balancing of essential balance sheet and P & L items in accordance with IFRS (tangible and intangible assets, inventories, financial instruments, accruals, equity, revenue recognition)</p> <p>Consolidated financial statements in accordance with IFRS (statutory requirement to prepare, companies included in the consolidation, full consolidation, consolidation technique, equity method)</p> <p>Balance sheet analysis of an IFRS financial statement: Outlook</p> | | | | |
| 4 | Form(s) of teaching | | | | |
| | The class is a combined lecture/practical, seminar-style course. | | | | |
| 5 | Prerequisites | | | | |
| | Attendance of the modules Principles of Accounting, Financial Accounting | | | | |

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| 6 | Attendance requirements / |
| 7 | Type and scope of assessment Written assessment in the form of an exam (120 minutes). |
| 8 | Requirements for receiving credits Passed module examination |
| 9 | Use of the module (in other degree programs) Business Administration B.Sc. Dual, Business Law LL.B. |
| 10 | Relative weight for the final grade 5 out of 155 credits |
| 11 | <p>Other information / literature on standards</p> <p>IFRS EU version; for example: International Financial Reporting Standards (IFRS): Deutsch-Englische Textausgabe der von der EU gebilligten Standards. English & German edition of the official standards approved by the EU, Wiley-VCH Verlag, Weinheim (always the latest edition)</p> <p>Reading list (in German)</p> <p>Pellens, B. et al., Internationale Rechnungslegung, Schäffer-Poeschel, Stuttgart (always the latest edition)</p> <p>Supporting material:</p> <p>Baetge, J./Kirsch, H.-J./Thiele, S., Konzernbilanzen, IDW.Verlag, Düsseldorf</p> <p>Coenberg, A. G.: Jahresabschluss- und Jahresabschlussanalyse. Lehr- und Übungsbuch; Schäffer-Pöschel, Stuttgart</p> <p>(always the latest edition)</p> <p>Various relevant current articles in the trade journals.</p> |

| Corporate Taxation | | | | | |
|---------------------------|---|-------------|-------------------------|-----------------------------------|--------------|
| Module code | Workload | Credits | Degree program semester | Frequency offered | Duration |
| | 150 h | 5 | 5 | In the respective summer semester | One semester |
| Module coordinator | | | | | |
| Prof. Dr. Bardo Kämmerer | | | | | |
| 1 | Class | Class hours | Out-of-class study | Planned group size | |
| | Corporate Taxes | 60 h | 90 h | 40 students | |
| 2 | Learning outcomes | | | | |
| | <p>Students have deepened their knowledge and skills in preparing financial statements in compliance with balance sheet policy requirements; in particular in analyzing them in a goal-oriented manner and making understandably justified assessments. In doing so, they know the principles of company rating and are able to assess the limits of the balance sheet analysis in individual cases. Based on this knowledge, they are able to independently consider the suitability of various financial statement policy measures and to recognize the materiality of misstatements.</p> <p>Using practical case studies, students are able to plan, conduct and document audits of annual and consolidated financial statements. In particular, they develop audit strategies on the basis of their risk and system assessments, define the necessary audit procedures and are able to carry them out. Students also have knowledge of quality assurance measures in the statutory balance sheet audit.</p> <p>Skills</p> <p>Overall, students improve their ability to make balanced decisions about complex issues. They acquire the ability to systematically and quickly grasp changes in laws, auditing standards and other normative foundations, to review articles on them in professional journals, to evaluate their statements and to substantiate their conclusions with arguments in discussions. In view of the rapid changes in the field of auditing, they will develop an awareness of the need to constantly update their knowledge. The work on case studies enables them to structure problems in the field of auditing and to develop professional solutions. By discussing individual solutions in class and receiving feedback from lecturers, students acquire the ability to present complex issues clearly and effectively and to evaluate them in a comprehensible manner.</p> <p>In addition, students are able to recognize conflicts typical for audits and identify and substantiate legally and ethically defensible solutions. The case studies are worked on in groups, giving students the ability to work on comprehensive tasks in teams.</p> | | | | |

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| 3 | <p>Content</p> <p>Balance sheet auditing policy and analysis</p> <p>Statutory balance sheet audit (fundamentals, audit approach, fraud, annual audit: Overview of statutory balance sheet audit: Orders and acceptance of orders, planning, risk assessment; system, plausibility and individual case audits, auditing of selected audit areas, forming judgments, documentation of audit execution and reporting, audit completion; quality assurance in the annual audit; outlook)</p> |
| 4 | <p>Form(s) of teaching</p> <p>The class consists of a combined lecture/practical, seminar-style course.</p> |
| 5 | <p>Prerequisites</p> <p>Attendance of the modules Principles of Accounting, Financial Accounting</p> |
| 6 | <p>Attendance requirements</p> <p>/</p> |
| 7 | <p>Type and scope of assessment</p> <p>Written assessment in the form of an exam (120 minutes).</p> |
| 8 | <p>Requirements for receiving credits</p> <p>Passed module examination</p> |
| 9 | <p>Use of the module (in other degree programs)</p> <p>Business Administration B.Sc. Dual, Business Law LL.B</p> |
| 10 | <p>Relative weight for the final grade</p> <p>5 out of 155 credits</p> |
| 11 | <p>Other information / reading list</p> <p>Coenenberg, A. G.: Jahresabschluss- und Jahresabschlussanalyse. Lehr- und Übungsbuch; Schäffer-Pöschel, Stuttgart</p> <p>Baetge, J./Kirsch, H.-J./Thiele, S.: Die Bilanzanalyse, IDW-Verlag, Düsseldorf</p> <p>Marten, K.-U./Quick, R./ Ruhnke, K.: Wirtschaftsprüfung, Schäffer-Poeschel, Stuttgart</p> <p>IDW: Wirtschaftsprüfer-Handbuch Band I, IDW-Verlag, Düsseldorf</p> <p>Prüfungsstandards des IDW [CR-ROM in the library]</p> <p>Always the latest edition.</p> <p>In-depth: Various relevant current articles in the trade journals.</p> |

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| Option Area: Management of Social Facilities | | | | | |
| Social and Healthcare Management | | | | | |
| Module code | Workload | Credits | Degree program semester | Frequency offered | Duration |
| | 150 h | 5 | 5 | Every semester | One semester |
| Module coordinator | | | | | |
| Prof. Dr. Hans-Christoph Reiss | | | | | |
| 1 | Class | Class hours | Out-of-class study | Planned group size | |
| | Social and Healthcare Management | 60 h | 90 h | 40 students | |
| 2 | <p>Learning outcomes</p> <p>Students have knowledge of the market processes and structures of social and healthcare economics. They know how to categorize and differentiate between the terms and meaning of non-profit enterprises, the social economy and social enterprises organized as profit enterprises. Students know the specifics of management in the social economy and in the hospital sector, especially with regard to controlling, financing and accounting, but also marketing (especially sponsoring and fundraising methods). They are able to define the principles of non-profit and VAT law and deal with the specifics of financing in the social economy and in hospital operations.</p> <p>Students know what is meant by the New Steering Model and further developments with regard to the planning of social facilities and service offerings. They deal with the fundamentals of the healthcare system, especially the hospital system, such as the history, structure and legal situation, the DRG budgeting system, quality management and current trends in the hospital market.</p> <p>Skills</p> <p>Students have expertise in social and healthcare management. They learn a wide range of methods for the management, quality assurance and controlling of social services and are able to develop new approaches to problem solving. The lectures foster problem-solving skills, divergent thinking and acting, and the ability to combine theory and practice.</p> | | | | |

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| 3 | <p>Content</p> <p>Nonprofit management, social entrepreneurship and healthcare management</p> <p>Concepts, institutions and history of the social economy, charitable organizations and the hospital sector</p> <p>Social law and social insurance</p> <p>New steering models; organizational and legal forms for NPOs / Organizational and legal forms for NPOs - possibilities for cooperation in the social economy</p> <p>Financing of social enterprises and hospital operations</p> <p>Entry of services rendered and case cost management in the DRG system</p> <p>Accounting and controlling in hospitals and the social economy</p> <p>Quality management, quality assurance and certification systems in the hospital sector</p> <p>Core elements and methods of corporate governance and risk management</p> <p>IT as a service for service providers</p> <p>Marketing</p> <p>Brief description of social markets</p> <p>The practical side: One-time seminar with individuals from NPOs</p> |
| 4 | <p>Form(s) of teaching</p> <p>The classes begin with a lecture part, and are then conducted seminar-style. Some of the classes during the semester provide direct practical contact with individuals from nursing and care companies, clinics and hospitals and their service providers.</p> |
| 5 | <p>Prerequisites</p> <p>/</p> |
| 6 | <p>Attendance requirements</p> <p>/</p> |
| 7 | <p>Type and scope of assessment</p> <p>Written assessment in the form of an exam (120 minutes).</p> |
| 8 | <p>Requirements for receiving credits</p> <p>Passed module examination</p> |
| 9 | <p>Use of the module (in other degree programs)</p> <p>Business Administration B.Sc. Dual, Business Law LL.B.</p> |
| 10 | <p>Relative weight for the final grade</p> <p>5 out of 155 credits</p> |

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| 11 | <p>Other information / reading list (in German)</p> <p>Reiss, Hans-Christoph: Steuerung von Sozial- und Gesundheitsunternehmen, Baden-Baden 2010</p> <p>Wöhrle, Armin: Grundlagen des Managements in der Sozialwirtschaft, Baden-Baden 2003</p> <p>Schick, Stefan: Rechtliche und steuerliche Grundlagen in der Sozialwirtschaft, Baden-Baden 2012, insbesondere ab S. 101</p> <p>Wendt, W. R.: Sozialwirtschaft – eine Systematik, Baden-Baden</p> <p>Kolb, Thomas: Grundlagen der Krankenhausfinanzierung, Kulmbach, 2011</p> <p>Fleßa, Steffen, Grundlagen der Gesundheitsökonomie, Berlin, 2013</p> <p>Ertl-Wagner, Birgit: Qualitätsmanagement und Zertifizierung, Heidelberg 2009</p> <p>Wendt, W. R.: Sozialwirtschaft – eine Systematik, Baden-Baden</p> <p>Beck, G.: Controlling, Augsburg.</p> <p>Always the latest edition.</p> |
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| Option Area: Information Systems | | | | | |
| Augmented and Virtual Reality - New Possibilities in Customer Communication | | | | | |
| Module code | Workload | Credits | Degree program semester | Frequency offered | Duration |
| | 150 h | 5 | 5 | Yearly | One semester |
| Module coordinator | | | | | |
| Lothar Steiger | | | | | |
| 1 | Class | Class hours | Out-of-class study | Planned group size | |
| | Augmented and Virtual Reality | 60 h | 90 h | 40 students | |
| 2 | Learning outcomes <p>Students know how new technologies can be used effectively and efficiently in today's customer communication, how companies can establish a USP in customer communication with innovative IT, the importance of apps, augmented reality, location-based services, social networks, micro blogs and gamification nowadays, and how they can be intelligently integrated into customer communication. Furthermore, students are able to evaluate suitable business models and deduce successful approaches. They know which legal aspects have to be considered.</p> Skills <p>Students expand their social skills through the practical application and implementation of their theoretical knowledge in teams using real examples. The tasks teach students the communication process, its individual process steps, interrelationships and interactions to create innovative IT solutions, and how to analyze situations and develop a solution approach in a structured and targeted manner.</p> | | | | |
| 3 | Content <ul style="list-style-type: none"> • Customer communication as a process and task • Innovative IT solutions such as apps, augmented reality, location-based services, social networks, micro blogs and gamification • Conception of suitable communication structures on the basis of new technologies | | | | |
| 4 | Form(s) of teaching <p>Seminar-style lectures supplemented by short speeches, discussion, brainstorming and work in groups</p> | | | | |
| 5 | Prerequisites <p>/</p> | | | | |
| 6 | Attendance requirements <p>/</p> | | | | |

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| 7 | <p>Type and scope of assessment</p> <p>Term paper</p> |
| 8 | <p>Requirements for receiving credits</p> <p>Passed module examination</p> |
| 9 | <p>Use of the module (in other degree programs)</p> <p>Business Administration B.Sc. Dual, Business Law LL.B</p> |
| 10 | <p>Relative weight for the final grade</p> <p>5 out of 155 credits</p> |
| 11 | <p>Other information / reading list (in German)</p> <p>Mehler-Bicher, A., Steiger, L., Reiß, M.: Augmented Reality, München, 2011.</p> <p>Grabs, A., Bannour, K. P.: Follow me!: Erfolgreiches Social Media Marketing mit Facebook, Twitter und Co., Bonn, 2012.</p> <p>Always the latest edition.</p> |

| SAP TERP 10 | | | | | |
|--|---|----------------------------|-----------------------------------|--|--------------|
| Module code | Workload | Credits | Degree program semester | Frequency offered | Duration |
| | 150 h | 5 | 5 | Every semester | One semester |
| Module coordinator | | | | | |
| Sibylle Kunz / Lothar Steiger (winter) / Prof. Dr. Gunther Piller (summer) | | | | | |
| 1 | Class SAP TERP 10 | Class hours 60 h | Out-of-class study 90 h | Planned group size 24 students per lecture block | |
| 2 | <p>Learning outcomes</p> <p>The students understand the integration function of business application software (horizontal and vertical integration). They are able to implement the most important business processes in the company, their modeling and presentation. They are able to explain how the main integrative business processes in the areas of procurement, production, planning, project management, sales, customer service, asset management, financial accounting, controlling, human resources and analytics interact within SAP TERP. Students are able to identify and assess difficulties in the practical use of standard software. They are familiarized with standard business software (SAP) through a continuous exercise in business process integration.</p> <p>Skills</p> <p>During the course, students will systematically develop their professional competency in the field of information systems. The participants comprehensively deepen their methodological and analytical skills and increase their ability to describe operational business and support processes in their interaction and to understand how they work in order to integrate them in the context of Industry 4.0.</p> | | | | |
| 3 | <p>Content</p> <p>Business processes under SAP ERP (procurement, production, planning, project management, sales, customer service, asset management, financial accounting, human resources, and analytics)</p> | | | | |
| 4 | <p>Form(s) of teaching</p> <p>The class consists of a combined lecture/practical, seminar-style course.</p> | | | | |
| 5 | <p>Prerequisites</p> <p>Attendance of the modules Introduction to Business Administration, Companies & ICT, Digital Economy and Project Management</p> | | | | |
| 6 | <p>Attendance requirements</p> <p>/</p> | | | | |
| 7 | <p>Type and scope of assessment</p> <p>Online certification by SAP.</p> | | | | |
| 8 | <p>Requirements for receiving credits</p> <p>Passed module examination</p> | | | | |

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| 9 | <p>Use of the module (in other degree programs)</p> <p>Business Administration B.Sc. Dual, Business Law LL.B.</p> |
| 10 | <p>Relative weight for the final grade</p> <p>5 out of 155 credits</p> |
| 11 | <p>Other information / reading list (in German)</p> <p>SAP TERP 10 prep materials, always the latest edition.</p> |

| Databases and Networks | | | | | |
|---------------------------|--|-------------|-------------------------|-----------------------------------|--------------|
| Module code | Workload | Credits | Degree program semester | Frequency offered | Duration |
| | 150 h | 5 | 5 | In the respective summer semester | One semester |
| Module coordinator | | | | | |
| Prof. Dr. Christian Petri | | | | | |
| 1 | Class | Class hours | Out-of-class study | Planned group size | |
| | Databases and Networks | 60 h | 90 h | 40 students | |
| 2 | <p>Learning outcomes</p> <p>Students know architectures and operating methods of databases. They are proficient in data modeling and the implementation in concrete database systems. They are able to use a common DBMS and SQL. They are able to optimize databases and queries. They are proficient in the internet integration of databases and the administration of rights. They are able to design and use data warehouses. They are familiar with recent trends in the field of databases.</p> <p>Skills</p> <p>After completing this module, students are able to quickly familiarize themselves with a wide variety of existing DBMSs and to use them competently. They are trained in technology and modeling by working on a larger database example, and they develop solutions and suggestions for improvement in teams.</p> | | | | |
| 3 | <p>Content</p> <ul style="list-style-type: none"> • Overview, structure, basics • Files, databases, database systems • Data modeling (ER and EER models) • Relational data model, basis of query languages • SQL (DDL, DML, DRL, DCL ...) • Optimization of queries • Transaction management • Administration of rights • Internet and databases • Object-oriented + object-relational DB concepts • Current trends | | | | |
| 4 | <p>Form(s) of teaching</p> <p>The class consists of a combined lecture/practical, seminar-style course.</p> | | | | |

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| 5 | Prerequisites / |
| 6 | Attendance requirements / |
| 7 | Type and scope of assessment Exam (90 minutes) |
| 8 | Requirements for receiving credits Passed module examination |
| 9 | Use of the module (in other degree programs) Business Administration B.Sc. Dual, Business Law LL.B. |
| 10 | Relative weight for the final grade 5 out of 155 credits |
| 11 | Other information / reading list (in German) Kemper, A.; Eickler, A.: Datenbanksysteme. Elmasri, R.; Navathe, S.: Grundlagen von Datenbanksystemen. Kuhlmann/Müllmerstadt: SQL. Newest edition. Vossen: Datenmodelle, Datenbanksprachen und Datenbankmanagementsysteme Faeskorn-Woyke, H. u.a., Datenbanksysteme Always the latest edition. |

| Information Management | | | | | |
|---------------------------|--|-------------|-------------------------|-----------------------|--------------|
| Module code | Workload | Credits | Degree program semester | Frequency offered | Duration |
| | 150 h | 5 | 5 | Every summer semester | One semester |
| Module coordinator | | | | | |
| Prof. Dr. Markus Nauroth | | | | | |
| 1 | Class | Class hours | Out-of-class study | Planned group size | |
| | Information Management | 60 h | 90 h | 40 students | |
| 2 | <p>Learning outcomes</p> <p>Students know methods of structuring business and especially IT processes. They work on the basics of requirements engineering and software procurement and selection and are able to apply appropriate approaches. They know object-oriented software development and are able to apply suitable software. They are able to present and explain complex requirements in a structured manner.</p> <p>Skills</p> <p>Students work on a software development project in small groups. This also includes the self-organization of the group. The project must be led by a student and broken down into individual components. Any conflicts that arise must be solved by the groups themselves, with the lecturer only acting as a coach. The group members have to exchange information and coordinate during the project, which requires a high level of communication skills and tolerance.</p> | | | | |
| 3 | <p>Content</p> <ul style="list-style-type: none"> • Software development models • Business process structuring • Requirements engineering • Object-oriented software development with UML • Execution of a software development project | | | | |
| 4 | <p>Form(s) of teaching</p> <p>The class consists of a combined lecture/practical, seminar-style course.</p> | | | | |
| 5 | <p>Prerequisites</p> <p>/</p> | | | | |
| 6 | <p>Attendance requirements</p> <p>/</p> | | | | |
| 7 | <p>Type and scope of assessment</p> <p>Exam (120 minutes)</p> | | | | |
| 8 | <p>Requirements for receiving credits</p> <p>Passed module examination</p> | | | | |

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| 9 | <p>Use of the module (in other degree programs)</p> <p>Business Administration B.Sc. Dual, Business Law LL.B.</p> |
| 10 | <p>Relative weight for the final grade</p> <p>5 out of 155 credits</p> |
| 11 | <p>Other information / reading list (in German)</p> <p>Bernd Oesterreich, Objektorientierte Softwareentwicklung, Oldenbourg</p> <p>Christian Bunse, Antje von Knethen, Vorgehensmodelle kompakt, Spektrum</p> <p>Bernd Oestereich u.a., Erfolgreich mit Projektorientierung, Oldenbourg Carl</p> <p>Steinweg, Projektkompass Softwareentwicklung, Vieweg</p> <p>Heinrich Seidlmeier, Prozessmodellierung mit ARIS, Vieweg</p> <p>Rupp, Chris, Requirements-Engineering und -Management: Professionelle, iterative Anforderungsanalyse für die Praxis, Hanser</p> <p>Always the latest edition.</p> |

| IT Product Management | | | | | |
|---------------------------|---|-------------|-------------------------|--------------------|--------------|
| Module code | Workload | Credits | Degree program semester | Frequency offered | Duration |
| | 150 h | 5 | 5 | Summer semester | One semester |
| Module coordinator | | | | | |
| Prof. Dr. Gunther Piller | | | | | |
| 1 | Class | Class hours | Out-of-class study | Planned group size | |
| | IT Product Management | 60 h | 90 h | 40 students | |
| 2 | <p>Learning outcomes</p> <p>Students know the economic principles of the software industry. They are able to describe important strategies of software vendors. They are able to explain how platform concepts work in the IT industry and recognize marketing strategies and sales concepts for IT products. Students are able to describe the essential tasks of software product planning and develop prototypes for product ideas using design thinking. Students acquire a broad knowledge of essential tasks in IT product management.</p> <p>Skills</p> <p>Students critically discuss different market situations and strategies in small groups, must arrive at a result or solution and present it in a suitable manner. In a design thinking project, they train their ability to analyze a problem in its real environment and develop possible solution ideas independently. This teamwork also strengthens the participants' social skills.</p> | | | | |
| 3 | <p>Content</p> <ul style="list-style-type: none"> • Economic principles of the software industry • Business models of software vendors • Marketing strategies and sales concepts • Partner ecosystems and platform concepts • Software planning and requirements management • Design thinking | | | | |
| 4 | <p>Form(s) of teaching</p> <p>The class is a combination of lecture / project work. The class takes place seminar-style. The project work comprises approx. 40%-50%.</p> | | | | |
| 5 | <p>Prerequisites</p> <p>/</p> | | | | |
| 6 | <p>Attendance requirements</p> <p>/</p> | | | | |
| 7 | <p>Type and scope of assessment</p> <p>2 assignments (project report (70%) and presentation (30%))</p> | | | | |

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| 8 | <p>Requirements for receiving credits</p> <p>Passed module examination</p> |
| 9 | <p>Use of the module (in other degree programs)</p> <p>Information Systems B.Sc. Dual, Business Law LL.B.</p> |
| 10 | <p>Relative weight for the final grade</p> <p>5 out of 155 credits</p> |
| 11 | <p>Other information / reading list (in German and English)</p> <p>Buxmann, P.; H. Diefenbach, H.; T. Hess, T.; Die Softwareindustrie: Cusumano, M.; The Business of Software; Simon & Schuster Herzwurm, G.; Pietsch, W.; Management von IT-Produkten; dpunkt Kittlaus, H. B.; Clough, P. N.; Software Product Management and Pricing; Springer Moore, G.; Crossing the Chasm; Harper Rupp, C. et al.; Requirements-Engineering und –Management; Hanser Always the latest edition.</p> |

| Wine as an Economic Factor | | | | | |
|------------------------------|---|-------------|-------------------------|--------------------|--------------|
| Module code | Workload | Credits | Degree program semester | Frequency offered | Duration |
| | 150 h | 5 | 5 | Yearly | One semester |
| Module coordinator | | | | | |
| Prof. Dr. Bernhard Ostheimer | | | | | |
| 1 | Class | Class hours | Out-of-class study | Planned group size | |
| | Wine as an Economic Factor | 60 h | 90 h | 40 students | |
| 2 | <p>Learning outcomes</p> <p>Students know the importance of wine for the local, regional, national and international economy and are able to classify it accordingly. They apply common assessment tools (delta approach, value chain, industry structure analysis, competitive strategies) and are able to correctly categorize the importance and potential. In addition, the participants will discuss what suitable business models look like and which approaches are successful today. Furthermore, the students learn which legal and health-related aspects need to be considered.</p> <p>Skills</p> <p>They acquire social skills through the practical application and implementation of their theoretical knowledge in teams using real examples. Tasks and exams teach students the communication process, its individual process steps, interrelationships and interactions in the wine industry. They learn to analyze situations and to develop a structured and goal-oriented approach to finding a solution.</p> | | | | |
| 3 | <p>Content</p> <ul style="list-style-type: none"> • Macro- and microeconomic aspects of the product of wine • The wine value chain (primary and secondary activities) • Market and market potential of wine from a local, regional, national and international perspective • New business models in the wine industry (logistics, IT, marketing, research) • Use of management tools • Legal and health issues | | | | |
| 4 | <p>Form(s) of teaching</p> <p>Seminar-style lectures supplemented by short speeches, discussion, brainstorming and work in groups</p> | | | | |
| 5 | <p>Prerequisites</p> <p>/</p> | | | | |
| 6 | <p>Attendance requirements</p> <p>/</p> | | | | |
| 7 | <p>Type and scope of assessment</p> <p>Production of an article for an online magazine (text, video, audio ...)</p> | | | | |

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| 8 | <p>Requirements for receiving credits</p> <p>Passed module examination</p> |
| 9 | <p>Use of the module (in other degree programs)</p> <p>Business Administration Dual B.Sc.</p> |
| 10 | <p>Relative weight for the final grade</p> <p>5 out of 155 credits</p> |
| 11 | <p>Other information / reading list (in German and English)</p> <p>Flint, D. et al.: Contemporary Wine Marketing and Supply Chain Management</p> <p>Szolnoki, G. et al.: Successful Social Media and Ecommerce Strategies in the Wine</p> <p>Industry Mora, P.: Wine Positioning</p> <p>Goode, J.: The Science of Wine</p> <p>Bird, D.: Understanding Wine</p> <p>Technology McGechan, B.: Wine</p> <p>Marketing Online Mora, P.: Wine</p> <p>Business Case Studies Olsen, J.: Wine</p> <p>Marketing & Sales</p> <p>Göbel, R.: WEIN & SORTIMENT: Praxis der Produkt- und</p> <p>Sortimentsgestaltung Schreck, A. et al.: Weinmarketing</p> <p>Gosch, F.: Weinmarketing</p> <p>Fleuchaus, R.: Weinmarketing</p> <p>Schreck, A. et al.: Wine Entrepreneurs</p> <p>Schmidt, O.: Moderne Kellertechnik</p> <p>Porter, M. E. et al.: Wettbewerbsstrategie: Methoden zur Analyse von Branchen und</p> <p>Konkurrenten Porter, M. E.: Wettbewerbsvorteile: Spitzenleistungen erreichen und behaupten</p> <p>(Always the latest edition.)</p> <p>Journals & Databases Journal</p> <p>of Wine Economics</p> <p>CAB Reviews: Perspectives in Agriculture, Veterinary Science, Nutrition and Natural Resources</p> <p>The International Wine Marketing & Wine Tourism Database</p> <p>American Association of Wine Economics</p> |

| IoT in Business | | | | | |
|---------------------------|--|-------------|-------------------------|--------------------|--------------|
| Module code | Workload | Credits | Degree program semester | Frequency offered | Duration |
| | 125 h | 5 | 5 | Every year | One semester |
| Module coordinator | | | | | |
| Prof. Dr. Markus Nauroth | | | | | |
| 1 | Class | Class hours | Out-of-class study | Planned group size | |
| | IoT in Business | 40 h | 80 h | 30 students | |
| 2 | Learning outcomes/ skills Learning outcomes: Students know the basic principles of today's common IoT concepts and approaches. They are able to assess the use of sensors and master the connection of these sensors to mobile systems as well as the initial data evaluation. Students understand different mobile technologies for connecting sensors and mobile devices. Abilities: Students are able to connect different mobile technologies for the connection of sensors using various communication approaches and are able to perform elementary data evaluation. Skills: Students are able to explain important situations and procedures of IoT systems and their connection to mobile systems and to use them adequately in applications. They understand the basic concepts of the IoT as they appear in lectures and books. Students are able to apply methods from networks and mobile systems. | | | | |
| 3 | Content The course covers topics from sensor technology, network technology and the connection of mobile systems. Current challenges in the use and implementation of solutions are discussed along with technological developments and business management considerations. The following are just a few of the topics that will be dealt with during the course: <ul style="list-style-type: none"> • JavaScript / Python / C / Java programming of sensors and their connection • Network protocols, web socket, multi-threading • NodeJS as glue technology • Debugging | | | | |
| 4 | Form(s) of teaching The class takes place seminar-style with combined lectures/ practical work. The practical part amounts to approx. 50%. | | | | |
| 5 | Prerequisites Networks, Mobile Technologies, Programming I and II | | | | |

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| 6 | Attendance requirements / |
| 7 | Type and scope of assessment Papers/projects |
| 8 | Requirements for receiving credits Passed module examination |
| 9 | Use of the module (in other degree programs) |
| 10 | Relative weight for the final grade 5 out of 145 credits |
| 11 | <p>Other information / reading list (in English)</p> <p>The Internet of Things – The Next Industrial Revolution Has Begun: How IoT, big data, predictive analytics, machine learning and AI will change our lives forever Kindle Edition by Magnus Unemyr</p> <p>The Internet of Things: Enabling Technologies, Platforms, and Use Cases 1st Edition by Pethuru Raj, Anupama C. Raman</p> <p>Internet of Things 1st Edition by Jan Holler, Vlasios Tsiatsis, Catherine Mulligan, Stamatias Karnouskos, Stefan Avesand, David Boyle</p> <p>The Internet of Things (MIT Press Essential Knowledge series) Paperback – March 20, 2015 by Samuel Greengard</p> <p>Internet of Things with Python Paperback – May 20, 2016 by Gaston C. Hillar</p> <p>Practical Internet of Things Security Paperback – June 29, 2016 by Brian Russell, Drew Van Duren</p> |

| Introduction to Robotics | | | | | |
|---------------------------|--|-------------|-------------------------|--------------------|--------------|
| Module code | Workload | Credits | Degree program semester | Frequency offered | Duration |
| | 125 h | 5 | 5 | Every year | One semester |
| Module coordinator | | | | | |
| Prof. Dr. Markus Nauroth | | | | | |
| 1 | Class | Class hours | Out-of-class study | Planned group size | |
| | Introduction to Robotics | 40 h | 80 h | 30 students | |
| 2 | Learning outcomes/ skills Students know the basic foundations of the use and control of robots in a business context. They understand the opportunities associated with the use of robots and the related challenges in the technical and ethical sense. Abilities: Students are able to evaluate and apply different technologies for controlling simple robots. They are able to plan and implement simple deployment scenarios using robots. Skills: Students acquire basic programming skills for controlling robots and learn programmatic concepts for evaluating data supplied by the robot's sensors. | | | | |
| 3 | Content The course covers topics from the fields of robotics, ethics in the use of automated systems, basic network technologies and the connection of technological systems. Current challenges in the use and implementation of solutions are discussed along with technological developments and economic considerations. Below are some of the topics that will be covered during the course: <ul style="list-style-type: none"> • Planning, implementation and use of simple autonomous algorithms for controlling robotic systems • Business management and ethical aspects of the use of automated systems • Connection of robotic systems to central infrastructures for control, storage and analysis/evaluation of transmitted sensor data • Implementation of simple tasks for robotic systems, for example autonomous exploration of unknown environments, analysis of image data to detect obstacles and collection of objects | | | | |
| 4 | Form(s) of teaching The class takes place seminar-style with combined lectures/ practical work. The practical part amounts to approx. 80%. | | | | |
| 5 | Prerequisites Basic programming knowledge (for example from Programming I and II) | | | | |
| 6 | Attendance requirements / | | | | |

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| 7 | <p>Type and scope of assessment</p> <p>Papers/projects</p> |
| 8 | <p>Requirements for receiving credits</p> <p>Passed module examination</p> |
| 9 | <p>Use of the module (in other degree programs)</p> |
| 10 | <p>Relative weight for the final grade</p> <p>5 out of 145 credits</p> |
| 11 | <p>Other information / reading list (in English)</p> <p>Craig, J.J.: Introduction to robotics: mechanics and control. Addison-Wesley New York, 1989. (3rd edition 2006)</p> <p>Steven M. LaValle: Planning Algorithms. Cambridge University Press, 2006. online: http://planning.cs.uiuc.edu/</p> <p>Video Lecture by Oussama Khatib:</p> <p>http://academicearth.org/courses/introduction-to-robotics http://www.virtualprofessors.com/introduction-to-robotics-stanford-cs223a-khatib</p> <p>(focus on kinematics, dynamics, control)</p> <p>Stefan Schaal's lecture Introduction to Robotics:</p> <p>http://www-clmc.usc.edu/Teaching/TeachingIntroductionToRoboticsSyllabus</p> <p>(focus on control, useful: Basic Linear Control Theory (analytic solution to simple dynamic model PID), chapter on dynamics)</p> <p>CMU lecture "introduction to robotics" http://www.cs.cmu.edu/afs/cs.cmu.edu/academic/class/16311/www/current/syllabus.html</p> <p>(useful: PID control, simple BUGs algorithms for motion planning, nonholonomic constraints)</p> <p>Handbook of Robotics (partially online at Google books)</p> <p>http://tiny.cc/u6tzl</p> <p>LaValle's Planning Algorithms http://planning.cs.uiuc.edu/</p> |

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| Option Area: Quantitative Methods | | | | | |
| Hard Facts for Business Decisions - Quantitative Market Research | | | | | |
| Module code | Workload | Credits | Degree program semester | Frequency offered | Duration |
| | 150 h | 5 | 5 | Every semester | One semester |
| Module coordinator | | | | | |
| Prof. Dr. Claudia Kurz / Prof. Dr. Daniel Porath | | | | | |
| 1 | Class | Class hours | Out-of-class study | Planned group size | |
| | Hard Facts for Business Decisions - Quantitative Market Research | 60 h | 90 h | 40 students | |
| 2 | Learning outcomes | | | | |
| | Students know the most important methods of market research and are able to apply them. They have knowledge of statistical software. They are able to select and apply the appropriate method to practical problems. They are able to evaluate and critically discuss the results. They know the advantages and disadvantages of selected quantitative methods and situate their results in a critical context. | | | | |
| 3 | Content | | | | |
| | <ul style="list-style-type: none"> • Working on a practical market research project • Data collection and processing • Application of appropriate methods (such as cluster analysis, regression analysis, conjoint analysis, factor analysis) | | | | |
| 4 | Form(s) of teaching | | | | |
| | The course consists of classroom instruction for method and software training and coaching appointments for the individual groups. | | | | |
| 5 | Prerequisites | | | | |
| | Participation in the modules Statistics and Statistical Research Project. | | | | |
| 6 | Attendance requirements | | | | |
| | / | | | | |
| 7 | Type and scope of assessment | | | | |
| | Project report and presentation | | | | |
| 8 | Requirements for receiving credits | | | | |
| | Passed module examination | | | | |
| 9 | Use of the module (in other degree programs) | | | | |
| | In all Business Administration bachelor's degree programs | | | | |

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| 10 | Relative weight for the final grade 5 out of 150 credits |
| 11 | Other information / reading list (in German) Backhaus, K., Erichson, B., Plinke, W und R. Weiber: Multivariate Analysemethoden. Eine anwendungsorientierte Einführung, 14. Auflage, Springer Gabler. |