

MODULE GUIDE

MASTER'S DEGREE PROGRAM MANAGEMENT M.SC., PART-TIME

Introduction and general information

Dear master's degree students, dear prospective students,

Our Management M.Sc. part-time degree program prepares you to take on demanding specialized and management tasks in private companies and public companies in senior positions. In addition, the degree enables you to complete further academic training as part of a doctoral program.

The main focus of this master's degree program is the teaching of skills and expertise needed for management-related responsibilities. In addition to fundamental research methods in the field of business economics, the program covers topics in economics and the digital economy. In the area of business administration, we examine marketing, finance and supply chain aspects in greater depth. In a one-week block before the 3rd semester, an international management seminar is held, including a field trip to a different cultural area. The management modules focus on strategic management, the development of leadership skills in HR management and change management. These topics are put into practice in the business simulation. You develop solutions yourself using the methods taught.

In the third and fourth semester, students have the option of specializing in business management issues such as controlling and finance, marketing and corporate communications or HR management. Finally, you will write your master's thesis to conclude your studies. English modules in each semester will help you improve your language skills in this international language of business.

With this module guide, we will introduce you to the diverse individual modules of the Management M.Sc. part-time degree program in detail. The pages of the guide include the following information:

- Information on the module code of the respective module, the number of credits to be awarded, details about the workload and group size;
- information on the content, aim, form of teaching, form of examination, requirements for participation and the professor or instructor responsible for the individual class;
- the reading list and the required or desired language levels.

We wish you a pleasant, instructive and successful time studying for your degree.

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DEGREE PROGRAM STRUCTURE: MANAGEMENT M.Sc. Part-Time

SEMESTER 5 24ECTS/2SWS	Master's Thesis (incl. Master's Thesis Seminar) 24 ECTS/2 SWS				
SEMESTER 4 24ECTS/15SWS	Option III 6 ECTS/4 SWS	Option IV 6 ECTS/4 SWS	Change Management 6 ECTS/4 SWS	Management Simulation Game 3 ECTS/2 SWS	Scientific Work in the Practice 3 ECTS/1 SWS
SEMESTER 3 24ECTS/15SWS	Option I 6 ECTS/4 SWS	Option II 6 ECTS/4 SWS	Strategic Management 6 ECTS/4 SWS	International Management I: Stud. Field Trip 3 ECTS/2 SWS	International Management II: Decision-Making 3 ECTS/1 SWS
SEMESTER 2 24ECTS/15SWS	Managerial Economics 6 ECTS/4 SWS	Human Resource Management & Leadership 6 ECTS/4 SWS	Digital Economy 6 ECTS/4 SWS	Company Project 6 ECTS/3 SWS	
SEMESTER 1 24ECTS/15SWS	Research Methods for Business Studies 6 ECTS/4 SWS	Supply Chain Management 6 ECTS/4 SWS	International Financial Reporting 6 ECTS/4 SWS	Management Instruments 6 ECTS/3 SWS	
TOTAL 120ECTS/62SWS	BROADENING & IN-DEPTH		INTEGRATION	SPECIALIZATION	INTEGRATION & SPECIALIZATION

SEMESTER 1

Research Methods for Business Studies

Module code	Workload	ECTS credits	Degree program semester	Frequency offered	Duration
	150 h	6	1	Yearly	1 semester
Module coordinator					
Prof. Dr. Daniel Porath					
1	Class	Class hours	Out-of-class study	Planned group size	
	Research Methods for Business Studies	60 h	90 h	30 students	
2	<p>Learning outcomes</p> <p>Students are familiar with the core concepts of scientific theory and are able to differentiate between these terms and to categorize them within an overall framework. They understand basic qualitative and quantitative research methods used in the economic and social sciences and are able to assess their advantages and disadvantages as well as the context of application. Students have knowledge in the application of a relevant statistical application program (Stata, for example) and in the interpretation of the corresponding outputs. They recognize when a practical or scientific question to be answered should or must be supported by the use of a statistical application program.</p> <p>Skills</p> <p>Successful students are able to select the most suitable methods from the methods learned, taking into account the interests of the research, the data and the business management issue. They are able to apply these methods independently and to recognize where they need further methodological support (by studying literature, for example). This methodological competence is intended to be beneficial to the processing of research questions in economics and social sciences in general and to the scientific investigation of operational management issues in particular.</p> <p>Since the methods taught are applicable throughout the entire field of economics and social sciences and are also relevant across the sub-disciplines of business administration, the course has a significant and positive impact on the entire range of subjects in the degree program. The course is particularly useful for student research projects, especially for the master's thesis.</p> <p>The course does not have a significant impact in terms of social skills. Self-management is particularly fostered by the examination part of the term paper.</p>				

3	<p>Qualitative research methods (25%)</p> <ul style="list-style-type: none"> • Scientific and theoretical basics • Individual qualitative research approaches • Preparation of synopses/evaluation of models <p>Qualitative research methods (75%)</p> <ul style="list-style-type: none"> • Survey methods • Estimation methods • Hypothesis testing • Multivariate analysis methods (with a clear focus on multivariate regression analysis)
4	<p>Form(s) of teaching</p> <p>The course is a combined lecture/practical, seminar-style class. Students have to study the contents regularly on their own and have to deepen their knowledge with tasks that are announced in the course. Any missing prior knowledge has to be made up in self-study. In some cases, a corresponding preliminary course and/or tutorials accompanying the lectures are offered.</p>
5	<p>Prerequisites</p> <p>Knowledge of statistical methodology on the bachelor's degree level is required</p>
6	<p>Attendance requirements</p> <p>–</p>
7	<p>Forms of assessment</p> <p>The exam consists of two parts, which are included in the overall evaluation with the weights given below:</p> <ul style="list-style-type: none"> • Qualitative part (25%): Term paper • Quantitative part (75%): Exam (120 minutes) <p>If repeated, the qualitative part can also be tested with an exam. The duration of the exam is 120 minutes.</p>
8	<p>Requirements for receiving credits</p> <p>Passed module examination. The quantitative part must also be passed separately.</p>
9	<p>Use of the module (in other degree programs)</p> <p>–</p>
10	<p>Relative weight for the final grade</p> <p>6/108</p>

11	<p>Further information/ reading list (in German and English)</p> <p>Anderson, D. R., Sweeney, D. J., Williams, T. A., Freeman, J., Shoesmith, E.: Statistics for Business and Economics, Mason, OH, USA , Cengage Learning</p> <p>Bleymüller, J., G. Gehlert, H.: Gülicher, Statistik für Wirtschaftswissenschaftler, München, Vahlen</p> <p>Saunders, M., P. Lewis, Thornhill, A. : Research Methods for Business Students, Harlow, Essex, UK, Pearson Education</p> <p>Schulze, P.M., Porath, D.: Statistik mit Datenanalyse und ökonomischen Grundlagen, München, Oldenbourg</p> <p>Koeder, K.: Studienmethodik, München, Vahlen</p> <p>Always the latest edition.</p>
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Supply Chain Management					
Module code	Workload	ECTS credits	Degree program semester	Frequency offered	Duration
	150 h	6	1	Yearly	1 semester
Module coordinator					
Prof. Dr. Volrad Wollny					
1	Class	Class hours	Out-of-class study	Planned group size	
	Supply Chain Management	60 h	90 h	30 students	
2	<p>Learning outcomes</p> <p>Students understand how supply chains can be designed, planned, managed and controlled across corporate boundaries: Supply Chain Management (SCM). They are able to analyze and explain how supply chain management is derived from the respective corporate strategy, industry requirements and the corporate environment. They are able to review and evaluate SCM goals, elements, and processes and categorize different supply chains. They know the important strategic and operational concepts, are able to plan using these supply chains and develop measures to improve their performance. They are able to monitor the achievement of objectives with adjusted key figures.</p> <p>Skills</p> <p>Case study discussions are used to train the students' analytical, rhetorical and argumentative skills. In group work, the students' teamwork and decision-making skills are developed.</p>				
3	<p>Content</p> <ul style="list-style-type: none"> • Simulation of a supply chain using an example to introduce the problems of Supply Chain Management (SCM) • Objectives (profit, customer service, sustainability, risk limitation) in SCM, steering and control with SCM-specific key figures • Derivation of SCM from the corporate strategy and strategic fit, generic SC strategies and SC structures • Coordination problems in SC and approaches to solving them (lot sizes, one-off orders, price-sales curve) <p>Further content is derived from the concept of the six drivers of SC performance:</p> <ul style="list-style-type: none"> • Factories/locations, warehouses, transport, information (IT and digitalization), procurement (organization and processes, supplier management, sustainability) and price control. • In addition, certain planning aspects and details are deepened (for example, lean management in SC, aggregated planning, sales and operations planning) 				
4	<p>Form(s) of teaching</p> <p>The course takes place seminar-style with case studies, term papers, group work, lectures and selected software exercises.</p>				

5	Prerequisites —
6	Attendance requirements The performance of classroom exercises (academic achievements) during lectures may necessitate a minimum attendance level. Details about this will be provided in the syllabus.
7	Forms of assessment Presentation based on a case study (30%) and exam (90 minutes, 70%)
8	Requirements for receiving credits Passed module examination. Successful completion of all required tasks.
9	Use of the module (in other degree programs) —
10	Relative weight for the final grade 6/108
11	Further information / reading list (in German and English) Arndt, H.: Supply Chain Management: Optimierung logistischer Prozesse, Wiesbaden, Springer Gabler Bozarth, C.: Hanfield, R.: Introduction to Operations and Supply Chain Management, Harlow, Pearson Chopra, S., Meindl, P.: Supply Chain Management, Upper Saddle River, NJ, USA, Prentice Hall Fandel, G.: Supply Chain Management: Strategien – Planungsansätze – Controlling, Heidelberg, Springer Farrington, B., Lysons, K.: Purchasing and Supply Chain Management, Harlow, Essex, UK, Pearson Handfield, R., Monczka, R., Giunipero, L., Patterson, J.: Sourcing and Supply Chain Management, Ma- son, OH, USA, Cengage Learning Harrison, A., van Hoek, R.: Logistics Management and Strategy, Upper Saddle River, NJ, USA, Prentice Hall Jacoby, D.: Guide to Supply Chain Management, London, The Economist Langley, J., Coyle, J., Gibson, B., Novack, R., Bardi, E.: Managing Supply Chains, Mason OH, USA, Cengage Learning Schulte, C.: Logistik, Wege zur Optimierung der Supply Chain, München, Vahlen Schönsleben, P.: Integrales Logistikmanagement: Operations und Supply Chain Management innerhalb des Unternehmens und unternehmensübergreifend, Heidelberg, Springer Werner, H.: Supply Chain Management: Grundlagen, Strategien, Instrumente und Controlling, Wiesbaden, Springer Gabler Always the latest edition.

International Financial Reporting					
Module code	Workload	ECTS credits	Degree program semester	Frequency offered	Duration
	150 h	6	1	Yearly	1 semester
Module coordinator					
Prof. Dr. Caroline Flick					
1	Class International Financial Reporting	Class hours 60 h	Out-of-class study 90 h	Planned group size 30 students	
2	Learning Outcomes Students understand and differentiate between relevant International Financial Reporting Standards (IFRS) that have to be applied in financial reports of listed groups in Europe. Furthermore, they apply tools and interpret key ratios used in a financial analysis. They apply the standards to practical accounting problems and case studies for different companies and industries and are able to make conclusions on their implications for decision-making. Skills At the end of the unit, the students are able to critically appraise current practices in various industries and have further developed their critical thinking ability. Based on case study discussions in class, students also train their ability to present and defend their arguments in groups.				
3	Contents <ul style="list-style-type: none"> • Basics of international financial reporting, including the content of financial statements under IFRS • IFRS-accounting rules in annual financial statements • Consolidated accounts under IFRS • Current developments in accounting 				
4	Form(s) of teaching Lectures in combination with case studies and discussions.				
5	Prerequisites A good understanding of double-entry bookkeeping and accounting under German GAAP (HGB - German Commercial Code)				
6	Attendance requirements —				
7	Type and scope of assessment Written exam (120 minutes).				
8	Requirements for receiving credits Passed examination				
9	Use of the module in other master's degree programs —				

10	<p>Relative weight for the final grade</p> <p>6/108</p>
11	<p>Further information / reading list (in German and English)</p> <p>Accounting Standards</p> <p>IFRS: EU version; for example: International Financial Reporting Standards (IFRS): English & German edition of the official standards approved by the EU. Weinheim, Wiley-VCH</p> <p>Alexander D., Britton, A., Jorissen, A.: International Financial Reporting and Analysis, Hampshire, NH, USA, Cengage Thomson Learning</p> <p>Elliott, B., Elliott, J.: Financial Accounting and Reporting, Upper Saddle River, NJ, USA, Prentice Hall</p> <p>Pellens, B. et al.: Internationale Rechnungslegung, Stuttgart, Schäffer-Poeschel</p> <p>Most recent edition.</p> <p>In addition:</p> <p>Journal articles on financial reporting</p>

Management Instruments					
Module code	Workload	ECTS credits	Degree program semester	Frequency offered	Duration
	150 h	6	1	Yearly	1 semester
Module coordinator					
Prof. Dr. Christian Au					
1	Class Management Instruments with Practical Application	Class hours 45 h	Out-of-class study 105 h	Planned group size 30 students	
2	<p>Learning outcomes</p> <p>Students categorize management instruments into an integrated management concept and analyze these instruments. They assess the data foundations and prerequisites. They explain and justify the need to adapt these instruments to the operational situation and assess the contribution of the instruments to decision-making. Students know and try out different visualization and presentation techniques; they decide which technique to use. They are able to write a professional report for the Executive Management team. Students are able to prepare and analyze large amounts of data, visualize it using various tools and assess the benefit for management.</p> <p>Skills</p> <p>Students learn to use practical management instruments independently. They have to deal with the transfer of theory and practice and find suitable solutions. Students further develop their communication skills; opportunities for reflection and learning arise in the business context and in discussions with the lecturer.</p>				
3	<p>Content</p> <ul style="list-style-type: none"> • Introduction to presentation & visualization • Discussion of selected management instruments, such as ABC analysis, benefit analysis, SWOT/ TOWS, portfolio analysis, scenario analysis • Instruments/technical aids • Basic rules of design, types of visualization • Structure of a lecture/report, storytelling • Data analysis: Acquisition, preparation and analysis of the conduct • Analyses and preparation of a report (practical project) 				

4	<p>Form(s) of teaching</p> <p>Students examine the application and use of these instruments at their company. They develop proposals for improvement, especially with regard to visualization. While they are worked on at the company, seminars are held with the lecturer on specified dates. Where applicable, workshops are held in PC pools to go more in-depth into the use of software-supported visualization. In these seminars, the progress of the students' work is presented and discussed. The seminar ends with a final report, which is presented.</p>
5	<p>Prerequisites</p> <p>—</p>
6	<p>Attendance requirements</p> <p>—</p>
7	<p>Forms of assessment</p> <p>Project report (70%) including presentation (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>—</p>
10	<p>Relative weight for the final grade</p> <p>6/108</p>
11	<p>Further information/ reading list (in German and English)</p> <p>Duarte, N.: Slide:ology. Heidelberg, O'Reilly</p> <p>Long, L.: The Power of Logic, Marietta, GA, USA , SCC Publishing</p> <p>Meirelles, I.: Design for Information. Beverly, MA, USA, Rockport Publishers</p> <p>Paul, H./Wollny, V.: Instrumente des strategischen Managements, München, DeGruyter/Oldenbourg</p> <p>Wong, D.M.: The Wall Street Journal Guide to Information Graphics: The Dos and Don'ts of Presenting Data, Facts, and Figures. New York, NY, USA, W.W. Norton</p> <p>Yau, N.: Visualize This: The Flowing Data Guide to Design, Visualization, and Statistics, Chichester, Essex, UK, John Wiley & Sons</p> <p>Zelasny, G.: Das Präsentationsbuch, Frankfurt, Campus</p> <p>Always the latest edition.</p>

SEMESTER 2					
Managerial Economics					
Module code	Workload	ECTS credits	Degree program semester	Frequency offered	Duration
	150 h	6	2	Yearly	1 semester
Module coordinator					
Prof. Dr. Agnes Sputeck					
1	Class	Class hours	Out-of-class study	Planned group size	
	Managerial Economics	60 h	90 h	30 students	
2	<p>Learning outcomes</p> <p>Students discuss characteristics and methods to outline decisions with regard to a company's positioning in the market. They interpret and explain analytical economic models and especially newer economic explanatory approaches to practical management problems. They examine and evaluate the social and political environment for business decisions, recognize the economic restrictions companies are subject to and formulate strategies to survive in competition.</p> <p>Skills</p> <p>They gain skills in the analysis of strategic interdependencies in imperfect markets and in the application of the corresponding instruments of decision making. They acquire expertise and analytical skills to critically examine current issues of practical economic policy and skills for results-oriented group discussions.</p>				
3	<p>Content</p> <p>Descriptive and prescriptive concepts in the allocation of scarce resources</p> <p>Balances as a result of markets and non-market situations</p> <p>Strategic decisions for managers</p> <p>Information economics, especially</p> <ul style="list-style-type: none"> • Signaling • Screening • Reputation • Principal agent approach <p>Justification and evaluation of state intervention in the market system</p>				
4	<p>Form(s) of teaching</p> <p>Seminar-style lecture and exercises</p>				
5	<p>Prerequisites</p> <p>Recommended: Microeconomics, Macroeconomics, Mathematics and Statistics</p>				

6	Attendance requirements —
7	Forms 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) —
10	Relative weight for the final grade 6/108
11	Further information/ reading list (in German and English) Besanko, D., Dranove, D., Shanley, M.: Economics of Strategy, Hoboken, NJ, USA, Wiley Endres, A.: Umweltökonomie. Eine Einführung, Darmstadt, Wissenschaftliche Buchgesellschaft Erlei, M., Leschke, M., Sauerland, D.: Neue Institutionenökonomik, Stuttgart, Schäffer-Poeschel Gardner, R.: Games for Business and Economics, Hoboken. NJ, USA, Wiley Kreps, D. M.: Microeconomics for Managers, New York, W.W. Norton & Company Richter, R., Furubotn, E., Neue Institutionenökonomik, Tübingen, Mohr Siebeck Riechmann, T.: Spieltheorie, München, Vahlen Always the latest edition.

Human Resource Management & Leadership					
Module code	Workload	ECTS credits	Degree program semester	Frequency offered	Duration
	150 h	6	2	Yearly	1 semester
Module coordinator					
Prof. Dr. Norbert Rohleder					
1	Class Human Resource Management & Leadership	Class hours 60 h	Out-of-class study 90 h	Planned group size 30 students	
2	<p>Learning outcomes:</p> <p>Students understand the concept of the Employee Life Cycle and are able to assess its implications. They know and evaluate the most important concepts for guiding human resource management in a company. They understand central HR concepts, such as employer branding, and discuss their application using practical examples. They learn the central methods of recruitment and personnel selection. They are able to apply selected methods of personnel development and personnel dismissal and make decisions on their selection. They develop a critical understanding of important management concepts.</p> <p>Skills:</p> <p>In addition to the individual elements of the Employee Life Cycle including employer branding, recruiting/hiring, induction, personnel development and dismissal, students also deal with selected aspects of social skills, such as teamwork, personal competency and communication skills. These skills are practiced and deepened through a variety of exercises. Students practice the application of important leadership skills. They acquire basic knowledge of individual and collective labor law and are able to apply this knowledge in the practice.</p>				
3	<p>Content</p> <ul style="list-style-type: none"> • Fundamentals of quantitative and qualitative HR planning • Techniques and methods of professional staff recruitment • The integration of new employees into the company • Finding and retaining talent • Employee layoffs • Leading employees - approaches, models, instruments • Selected aspects of leadership abilities: for example, managing conflicts, forming and steering teams, conducting employee reviews, rhetoric and body language • Issue-related aspects of individual and collective labor law 				
4	<p>Form(s) of teaching</p> <p>The class takes place seminar-style.</p>				

5	Prerequisites —
6	Attendance requirements —
7	Type and scope of assessment Term paper (70%) including presentation (30%)
8	Requirements for receiving credits Passed module examination
9	Use of the module (in other degree programs) -
10	Relative weight for the final grade 6/108
11	Further information/ reading list (in German) Becker, M.: Personalentwicklung, Stuttgart, Schäffer- Poeschel Jung, H.: Personalwirtschaft, München, Oldenbourg Oechsler, W. A.: Personal und Arbeit, München, Oldenbourg Rosenstiel, L., Regnet, E., Domsch M. E.: Führung von Mitarbeitern, Stuttgart, Schäffer-Poeschel Scholz, C.: Personalmanagement, München, Vahlen Troost, A.: Employer Branding, München, Luchterhand Always the latest edition.

Digital Economy					
Module code	Workload	ECTS credits	Degree program semester	Frequency offered	Duration
	150 h	6	2	Yearly	1 semester
Module coordinator					
Prof. Dr. Bernhard Ostheimer					
1	Class	Class hours	Out-of-class study	Planned group size	
	Digital Economy	60 h	90 h	30 students	
2	Learning Outcomes				
	<p>Students know and recognize basic digital economy concepts and IS-based business models. They are familiar with ideas concerning the application of IS-based networks and platforms for communication, interaction and transaction in a globalized world and are able to analyze and apply them.</p> <p>Students are aware of the digital economy's main concepts, methods and instruments. Students are able to distinguish between IS-based business model applications and implementations. They are able to reflect, analyze, discuss and apply those concepts. Students are able to assess the value of digital business, transformation and the economics of digitization. They are capable of assessing applied practical implementations in a competent way. Students recognize IS-induced business transformations, and are able to reflect and apply concepts and models to actual cases by design. They are capable of reflecting potential social and cultural impacts and gain knowledge in a self-directed manner.</p> <p>Skills</p> <p>Students gain broad knowledge due to comprehensive handling of current topics. In-depth insights into best demonstrated available technology (such as big data and business analysis) and its business application deepen their knowledge. Decision-making under uncertain conditions is required.</p> <p>Students team up in small groups and are able to lead small teams in a responsible way, research and apply knowledge in a self-directed manner, and discuss their results. They are able to promote professional development of their fellow students' relevant knowledge and discuss their results with peers and with experts.</p>				
3	Contents				
	<ul style="list-style-type: none"> • Digital economy, transformation classification in a scientific context • Current topics and best demonstrated available IS-technology • Terminology, concepts and models: digital economy, transformation and IS-based business models • Selected case studies • Applied digital economy, transformation applications • Trends (such as mobile business) • Social and cultural context and impact 				
4	Form(s) of teaching				
	Seminar (lecture, practical parts, self-learning/study hours)				

5	Prerequisites —
6	Attendance requirements —
7	Type and scope of assessment Project report
8	Requirements for receiving credits Passed report
9	Use of the module in other master's degree programs —
10	Relative weight for the final grade 6/108
11	<p>Further information reading list (in German and English)</p> <p>Christensen, C. M.: The Innovator's Dilemma. Boston, MA, USA, Harvard Business Review Press</p> <p>Clement, R., Schreiber, D.: Internet-Ökonomie – Grundlagen und Fallbeispiel der vernetzten Wirtschaft. Berlin, Springer Gabler</p> <p>Day, G. S.; Moorman, C.: Strategy from the Outside in. London, McGraw-Hill</p> <p>Kaufmann, T.: Geschäftsmodelle in Industrie 4.0 und dem Internet der Dinge. Berlin, Springer Vieweg</p> <p>Kollmann, T.: E-Business. Berlin, Springer Gabler</p> <p>Laudon, K. C.; Traver, C. G.: E-Commerce 2016: Business, Technology, Society. Upper Saddle River, NJ, USA, Pearson</p> <p>Osterwalder, A.; Pigneur, Y.: Business Model Generation. Hoboken, NJ, USA, John Wiley & Sons</p> <p>Rogers, D. L.: Digital Transformation Playbook: Rethink Your Business for the Digital Age. New York, Columbia University Press</p> <p>Westerman, G.; Bonnet, D.; McAfee, A.: Leading Digital: Turning Technology into Business Transformation, Boston, MA, USA, Harvard Business Review Press</p> <p>Wirtz, B. W.: Electronic Business. Berlin, Springer Gabler</p> <p>Most recent edition.</p>

Company Project					
Module code	Workload	ECTS credits	Degree program semester	Frequency offered	Duration
	150 h	6 ECTS	2	Yearly	1 semester
Module coordinator					
Prof. Dr. Britta Rathje					
1	Class	Class hours	Out-of-class study	Planned group size	
	Company Project	45 h	135 h	30 students	
2	Learning outcomes				
	<p>Students are able to analyze complex business management contexts. This also includes the critical questioning of previous approaches. They are able to clearly present a problem and define goals. Students develop and evaluate suitable solution options. They are able to justify the decision for a solution in a sound manner. On this basis, they plan the implementation and the corresponding organization.</p> <p>Skills</p> <p>Students are able to analyze a business management topic in depth and breadth and in doing so become familiar with the difficulties of knowledge transfer. They are able to independently apply the knowledge acquired so far and use suitable instruments. Social skills are further developed by working in a business context. The company feedback and the supervision by the lecturer create opportunities for reflection and learning.</p>				
3	Content				
	<p>Students work independently on a specific individual problem they have become familiar with while working. In doing so, they are to apply subject-specific concepts and instruments for the development of a feasible solution. They may choose from the following main topics:</p> <ul style="list-style-type: none"> • Marketing and corporate communication • Controlling and finance • Human resource management 				
4	Form(s) of teaching				
	<p>During the practical work, seminars are held with the lecturer on specified dates. In these seminars the topic of the paper is defined, thematic focuses are discussed and the progress of the project is presented and discussed.</p>				
5	Prerequisites				
	—				
6	Attendance requirements				
	—				

7	Type and scope of assessment Project report
8	Requirements for receiving credits Passed module examination
9	Use of the module (in other degree programs) —
10	Relative weight for the final grade 6/108
11	Further information —

SEMESTER 3					
Strategic Management					
Module code	Workload	ECTS credits	Degree program semester	Frequency offered	Duration
	150 h	6	3	Yearly	1 semester
Module coordinator					
Prof. Dr. Herbert Paul					
1	Class	Class hours	Out-of-class study	Planned group size	
	Strategic Management	60 h	90 h	30 students	
2	<p>Learning Outcomes</p> <p>Students strengthen and deepen their knowledge of Strategic Management with state-of-the-art theories and concepts. They are able to analyze and assess complex strategy processes in international companies. They are able to critically diagnose the current situation of a company or business unit, develop strategic options, select appropriate options for implementation and plan the implementation. Students are able to analyze and evaluate specific strategic challenges like diversification, vertical integration, M&A and globalization and understand good practice. They are able to draw conclusions about good and bad strategies based on a specific context.</p> <p>Skills</p> <p>Students develop comprehensive and current knowledge about the field of Strategic Management. Students are able to analyze strategic challenges with a comprehensive perspective. Group work related to case studies supports the development of social skills, specifically teamwork, dealing with conflicts, taking a critical view, making decisions and intercultural skills. Furthermore, they improve their media skills including their presentation skills.</p>				
3	<p>Contents</p> <p>1. Overview of Strategic Management and frame of reference for the strategy process</p> <p>2. Management in global companies</p> <p>3. Specific strategic themes, for example:</p> <ul style="list-style-type: none"> • Vertical integration and positioning within the value chain (network) • Diversification strategies • M & As, Alliances and Joint Ventures • Corporate Governance, Corporate Social Responsibility • Business Model Innovation and Strategic Agility • New developments, such as the Sharing Economy 				
4	<p>Form(s) of teaching</p> <p>Seminar-style class with case studies</p>				
5	<p>Prerequisites</p> <p>—</p>				

6	Attendance requirements —
7	Type and scope of assessment Exam (70%, 90 minutes) and presentation (30%)
8	Requirements for receiving credits Passed presentation and passed exam.
9	Use of the module in other master's degree programs —
10	Relative weight for the final grade 6/108
11	Reading list (in German and English) Grant, R.: Contemporary Strategy Analysis, Hoboken, NJ, USA, Wiley Johnson, G., et al.: Exploring Corporate Strategy, Upper Saddle River, NJ, USA, Prentice-Hall Lynch, R.: Strategic Management, Essex, Pearson Müller-Stewens, G., Lechner, C.: Strategisches Management, Stuttgart, Schäffer-Poeschel Paul, H., Wollny, V.: Instrumente des strategischen Managements, München, Oldenbourg Paroutis, S. et al.: Practising Strategy, CA et al., Los Angeles, Sage Welge, M. K., Al-Laham, A.: Strategisches Management, Wiesbaden, Springer Gabler Most recent edition.

International Management I: Field Trip					
Module code	Workload	ECTS credits	Degree program semester	Frequency offered	Duration
	75 h	3	3	Yearly	1 semester
Module coordinator					
Prof. Dr. Herbert Paul					
1	Class	Class hours	Out-of-class study	Planned group size	
	International Management I: Field Trip	30 h	45 h	30 students	
2	Learning Outcomes				
	<p>Students get to know a country with a different culture and business approach, in Asia, North or South America, for example. They understand and critically assess the economic and, to a lesser extent, political and societal developments in the country visited. Furthermore, students understand and discuss challenges and solutions in regard to cross-cultural management challenges. They compare foreign management approaches with German approaches and are able to develop a critical view. They are able to identify and evaluate the opportunities and risks of doing business abroad, based on the examples of the companies visited.</p> <p>Skills</p> <p>Students acquire thorough knowledge about the country visited, especially in regard to its economic development, as well as the opportunities and risks related to international business activities. They improve intercultural skills through the interaction with representatives from institutions and companies in the country visited.</p>				
3	Contents				
	<p>Prior to the country visit: Overview of economic, social and political developments in the country to be visited; reading material</p> <p>During the visit: Presentations, facility tours and discussions with German, local and international companies in the country visited, as well as presentations and discussions with institutions like the Embassy, Chamber of Commerce, GIZ or local government ministries.</p> <p>After the visit: Feedback session and writing assignment</p>				
4	Form(s) of teaching				
	Student trip with presentations/discussions and factory				
5	Prerequisites				
	—				
6	Attendance requirements				
	Attendance mandatory				
7	Type and scope of assessment				
	Report				
8	Requirements for receiving credits				
	Passed report				

9	<p>Module use for other master's degree programs</p> <p>–</p>
10	<p>Relative weight for the final grade</p> <p>0/108</p>
11	<p>Further information/ reading list (in German and English)</p> <p>Selected sources related to the country visited</p> <p>General International Management literature Hampden-Turner, C., Trompenaars, F.: Building Cross-cultural Competence; London, New Haven & Yale University Press</p> <p>Kutschker, M., Schmidt, S.: Internationales Management, München, Oldenbourg Welge,</p> <p>M. K., Holtbrügge, D.: Internationales Management, Stuttgart, Schäffer-Poeschel</p> <p>Most recent edition.</p>

International Management II: Decision-Making					
Module code	Workload	ECTS credits	Degree program semester	Frequency offered	Duration
	75 h	3	3	Each semester	1 semester
Module coordinator					
Prof. Dr. Herbert Paul					
1	Class	Class hours	Out-of-class study	Planned group size	
	International Management II: Decision-Making	15 h	60h	30 students	
2	Learning Outcomes				
	<p>Students identify and analyze different complex decision situations. They know and differentiate between the basic principles of decision-making. They understand and evaluate basic tools and procedures for dealing with specific decision situations, and they recognize their advantages and disadvantages. Students learn about decision-making under conflicting objectives and decision-making under risk and uncertainty. They learn to distinguish between fact-based and intuitive decisions and analyze the consequences. They compare and assess theory-based concepts with practical decision-making situations in their companies.</p> <p>Skills</p> <p>Students understand rational decision-making vs. making decisions based on intuition. They acquire theory-based and practical knowledge about making decisions in a managerial context. Special emphasis is put on making decisions under time pressure.</p>				
3	Contents				
	<ul style="list-style-type: none"> • Different perspectives on making decisions • Rational decisions • Decisions and intuition • Decisions: risk and uncertainty 				
4	Form(s) of teaching				
	Lecture, coaching and feedback sessions				
5	Prerequisites				
	–				
6	Attendance requirements				
	–				
7	Type and scope of assessment				
	Report				
8	Requirements for receiving credits				
	Passed report				
9	Module use for other master's degree programs				
	–				

10	<p>Relative weight for the final grade</p> <p>0/108</p>
11	<p>Other information reading list (in German and English)</p> <p>Fröse, M. W. et al. (eds.): Emotion und Intuition in Führung und Organisation, Wiesbaden, Springer Gabler</p> <p>Harvard Business School Press (ed.): HBR's 10 Must Readings on Making Smart Decisions, Boston, Harvard Business Review Press</p> <p>Kahneman, P.: Thinking, Fast and Slow, London, Penguin</p> <p>Obermaier, R./Saliger, E.: Betriebswirtschaftliche Entscheidungstheorie: Einführung in die Logik individueller und kollektiver Entscheidungen, München, Oldenbourg</p> <p>Most recent edition.</p> <p>Selected journal articles, for example:</p> <p>Hodgkinson, G. P. et al. (2009) Intuition in organizations: implications for strategic management. Long Range Planning, Volume 42 (No. 3). pp. 277-297</p>

SEMESTER 4					
Change Management					
Module code	Workload	ECTS credits	Degree program semester	Frequency offered	Duration
	150 h	6	4	Yearly	1 semester
Module coordinator					
Prof. Dr. Susanne Rank					
1	Class	Class hours	Out-of-class study	Planned group size	
	Change Management	60 h	90 h	30 students	
2	<p>Learning outcomes</p> <p>Students are able to define change management concepts for large-scale change programs (such as an implementation plan for a reorganization) and to plan and control their implementation on the level of measures. The impact of change on the persons affected in the practical cases are determined, compared and evaluated by students using methods presented in advance (including WWW analysis and stakeholder analysis). The work packages and tools of change management are applied to practical case studies and critically questioned with regard to their usefulness.</p> <p>Skills</p> <p>By working on a solution concept for a case in small groups and team presentations, the students' social skills are deepened, especially effective teamwork techniques and rhetoric.</p> <p>Students understand scientific studies and trends in different examples of change and change management concepts. From this, they develop corresponding derivations for concrete practical issues.</p>				
3	<p>Content</p> <p>Fundamentals of Change Management (CM), in particular:</p> <ul style="list-style-type: none"> • Success factors and phase model of CM • Psychology of change (such as the change curve) • Stakeholders and responsible persons of the CM • Project architecture with Change Manager: Role of the client & project manager with regard to CM • Work packages of the CM: Change impact/WWW analysis, stakeholder analysis & management, participation and change agent networks, sponsor and leadership, communication and mobilization, organization alignment with HR, training strategy and change monitoring • CM concepts for large-scale change scenarios with case studies (for global reorganizations, global mergers, process optimization and IT implementation and corporate culture change) • Measurability of the effectiveness and efficiency of the change management concept • Organizational form of the change management competency in the company, especially the CM role of senior management, the project manager, internal vs. external CM consultants and also the HR Business Partner • Intercultural aspects of change management 				

4	<p>Form(s) of teaching</p> <p>The class takes place seminar-style. The practical part amounts to approx. 40%.</p>
5	<p>Prerequisites</p> <p>Foundations of change management, basic knowledge of the communication process and conflict management.</p>
6	<p>Attendance requirements</p> <p>–</p>
7	<p>Type and scope of assessment</p> <p>Two assignments; a paper with a CM solution concept for a case study (55%) and a presentation on a change topic (45%)</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>–</p>
10	<p>Relative weight for the final grade</p> <p>6/108</p>
11	<p>Further information/ Reading list (in German and English)</p> <p>Hiatt, J.; Creasey, T. J.: Change Management AKDAR Model, Loveland, CO, USA, Prosci Research</p> <p>Kraus, G.; Becker-Kolle, C.; Fischer, T.: Handbuch Change Management, Berlin, Cornelsen</p> <p>Krüger, W.: Excellence in Change – Wege zur strategischen Erneuerung, Wiesbaden, Springer Gabler</p> <p>Kotter, J.: Leading Change, Boston, MA, USA, Harvard Business Press</p> <p>Kotter, J.; Rathgeber, H.: Our Iseberg is melting, London, Saint Martin's Press</p> <p>Rank, S.; Scheinpflug, R.: Change Management in der Praxis, Berlin, ESV Verlag</p> <p>Vahs, D.: Organisation, Stuttgart, Schäffer-Poeschel</p> <p>Rank, S., Neumann, J.: Change Monitoring in Veränderungsprozessen. Wiesbaden, Springer Gabler</p> <p>Always the latest edition.</p>

Management Simulation Game					
Module code	Workload	ECTS credits	Degree program semester	Frequency offered	Duration
	75 h	3	4	Every semester	1 semester
Module coordinator					
Prof. Dr. Herbert Paul					
1	Class	Class hours	Out-of-class study	Planned group size	
	Management Simulation Game	30 h	45 h	30 students	
2	<p>Learning Outcomes</p> <p>Within the framework of the strategic management simulation game TOPSIM Going Global (or a comparable game), students apply and strengthen their managerial knowledge. Students have to cooperate in different management teams and lead an international company in a highly competitive market. Students have to make efficient decisions under time pressure, and they learn to evaluate their decisions, develop solutions to managerial problems and revise their strategy based on feedback from the market. They learn to make decisions in a complex game environment and manage a company from an integrative bird's eye perspective.</p> <p>Skills</p> <p>Business simulations are more or less complex mapping of business processes. As the students take on the role of a leading manager, they apply their managerial knowledge: They analyze markets, scenarios and reports, formulate and implement long-term business objectives and make efficient decisions in uncertain situations. Furthermore, the students are able to train their abilities to work in a team.</p>				
3	<p>Contents</p> <p>After an introduction into the simulation, the students work together in management teams and lead their companies during several periods. The performance of teams and the results in several markets are discussed with all students. The course ends with a shareholder's meeting, in which the management teams have to present their strategies and performance during the periods. During the simulation, the students will be supported by the instructors giving certain hints and illustrations of economical and managerial interrelations.</p>				
4	<p>Form(s) of teaching</p> <p>Business Simulation with integrated instructive discourses</p>				
5	<p>Prerequisites</p> <p>—</p>				
6	<p>Attendance requirements</p> <p>Attendance mandatory</p>				
7	<p>Type and scope of assessment</p> <p>Presentation (60%) including report (40%)</p>				

8	<p>Requirements for receiving credits</p> <p>Passed assessment</p>
9	<p>Module use for other master's degree programs</p> <p>—</p>
10	<p>Relative weight for the final grade</p> <p>3/108</p>
11	<p>Further information/ reading list</p> <p>Participant's manual</p> <p>Additional sources (in German):</p> <p>Dillerup, Ralf, Stoi, Roman: Unternehmensführung, München, Vahlen</p> <p>Holtbrügge, Dirk, Welge, Martin K.: Internationales Management: Theorien, Funktionen, Fallstudien, Stuttgart, Schäffer-Poeschel</p> <p>Most recent edition.</p>

Scientific Work in the Practice					
Module code	Workload	ECTS credits	Degree program semester	Frequency offered	Duration
	75 h	3	4	Yearly	1 semester
Module coordinator					
Prof. Dr. Herbert Paul					
1	Class	Class hours	Out-of-class study	Planned group size	
	Scientific Work in the Practice	15 h	60 h	30 students	
2	<p>Learning outcomes</p> <p>Students are able to identify and analyze a complex business management problem that is to be worked on in detail in the course of their master's thesis. In a first step, they sift through and evaluate the relevant literature. Students define research questions and are able to compare, select and clearly describe research methodologies for the handling of research questions. They develop a suitable time and resource plan.</p> <p>Skills</p> <p>Students are able to plan in advance the work on a complex topic important for the business practice. Social skills are trained by means of the subject-related or department-related preliminary coordination of the topic and the group presentation of the individual topic proposals within the class Scientific Work in the Practice. The planning is application-oriented and is intended to contribute to a comprehensive solution approach.</p>				
3	<p>Content</p> <p>Depends on the topic</p>				
4	<p>Form(s) of teaching</p> <p>Individual support</p>				
5	<p>Prerequisites</p> <p>—</p>				
6	<p>Attendance requirements</p> <p>–</p>				
7	<p>Type and scope of assessment</p> <p>Assignment: Presentation of a project proposal for the master thesis and a written proposal (100%)</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>–</p>				

10	<p>Relative weight for the final grade</p> <p>0/108</p>
11	<p>Further information</p> <p>The topic is largely dealt with together with the companies.</p> <p>Reading list (in German and English)</p> <p>Koeder, K.: Studienmethodik, München, Vahlen</p> <p>Minto, B.: The Pyramid Principle, Harlow, Essex, UK, Pearson Education</p> <p>Punch, K. F.: Developing Effective Research Proposals, USA, Los Angeles, Sage</p> <p>Saunders, M. N. K., Lewis, P., Thornhill, A.: Research Methods for Business Students, Harlow, Essex, UK, Pearson Education</p> <p>Sesnik, W.: Einführung in das wissenschaftliche Arbeiten, München, Oldenbourg</p> <p>Always the latest edition.</p>

List of options					
Area of specialization Controlling & Finance					
Controlling and Consulting					
Module code	Workload	Credits	Degree program semester	Frequency offered	Duration
	150 h	6	3	Each semester	1 semester
Module coordinator					
Prof. Dr. Sven Fischbach/Prof. Prof. Dr. Britta Rathje					
1	Class	Class hours	Out-of-class study	Planned group size	
	Controlling and Consulting	60 h	120 h	30	
2	<p>Learning outcomes</p> <p>Students are able to analyze important concepts in the field of consulting and controlling and discuss them critically. By working on concrete case studies, students are able to implement suitable controlling tools and assess their usefulness. Students know how to analyze practical problems and to derive and present appropriate solutions.</p> <p>Skills</p> <p>Students have comprehensive and detailed controlling knowledge. As consultants, they independently develop problem-solving strategies. In teams, the tasks must be organized and worked on independently, which promotes social skills, especially teamwork, conflict, criticism and decision-making skills.</p>				
3	<p>Content</p> <p>In this course, students work on challenging controlling issues in practical case studies and tasks from the business world. The students take on the role of an external consultant. They independently develop solutions for the issues and present their results to company representatives and/or other experts.</p> <p>In class, subject-specific issues are worked out, discussed, appropriate decisions are determined and results are analyzed together.</p> <p>Specific areas covered:</p> <p>Controlling and current trends in controlling / consulting, phases of a consulting project, the consultant as a personality, conduct of a concrete project.</p>				
4	<p>Form(s) of teaching</p> <p>Teaching discussion, exercises, case studies with group work or projects, presentations by the students</p>				

5	<p>Prerequisites</p> <p>Students should be well-versed in the foundations of business administration and controlling</p>
6	<p>Attendance requirements</p> <p>–</p>
7	<p>Type and scope of assessment</p> <p>Project report (50%) including presentation (50%)</p>
8	<p>Requirements for receiving credits</p> <p>Passing the exam</p>
9	<p>Use of the module (in other degree programs)</p> <p>Master's degree in Management</p>
10	<p>Relative weight for the final grade</p> <p>6/108</p>
11	<p>Further information/ reading list (in German)</p> <p>Bamberger, I., Wrona, T. (Hrsg.): Strategische Unternehmensberatung, Wiesbaden, Springer Gabler</p> <p>Fink, D.: Strategische Unternehmensberatung, München, Vahlen</p> <p>Krings, U. (Hrsg.): Controlling als Inhouse-Consulting, Wiesbaden, Springer Gabler</p> <p>Lippold, D.: Die Unternehmensberatung, Wiesbaden, Springer Gabler</p> <p>Niedereichholz, C.: Unternehmensberatung: Band 1: Beratungsmarketing und Auftragsakquisition, München, Oldenbourg</p> <p>Niedereichholz, C.: Unternehmensberatung: Band 2: Auftragsdurchführung und Qualitätssicherung, München, Oldenbourg</p> <p>Niedereichholz, C., Niedereichholz, J.: Inhouse Consulting, München, Oldenbourg</p> <p>Always the latest edition.</p>

Corporate Controlling					
Module code	Workload	ECTS credits	Degree program semester	Frequency offered	Duration
	150 hrs.	6	3	Every semester	1 semester
Module coordinator					
Prof. Dr. Randolph Schrank					
1	Class	Class hours	Out-of-class study	Planned group size	
	Corporate Controlling	60 h	90 h	30 students	
2	<p>Learning Outcomes</p> <p>Students understand the background, and apply fundamental financial concepts like Cash Flow, Return on Sales, Return on Equity, Return on Assets, Capital Cost, Discount Rates, etc. and assess their implications for management. They interpret information sources like Balance Sheet, Income Statement and Cash Flow Statement of international multi-divisional corporations in English. Participants develop know-how to evaluate complex investments using risk analysis and investment criteria (present value index, expected commercial value, decision trees, etc.). They understand the critical assumptions and data requirements. Based on the course, students are able to critically evaluate and practically apply different valuation techniques for M&A transactions like Discounted Cash Flow or Multiples. They gain knowledge about strategic controlling tools and know how to apply them and analyze the basic concepts of performance measurement and Corporate Social Responsibility reporting. Participants also analyze and discuss basic problems of international controlling of subsidiaries and are able to apply specific concepts of corporate financial portfolio analysis like the Marakon matrix. They learn to make fact-based recommendations to management.</p> <p>Skills</p> <p>Participants develop the abilities and skills to be able to work in the corporate controlling department of large multinational companies. After passing the course, students will have a deep knowledge of English technical terms in accounting, controlling, finance and strategy.</p>				
3	<p>Contents</p> <ul style="list-style-type: none"> • Introduction to Corporate Controlling • The Information Base of Corporate Controlling • Investment Analysis • Mergers and Acquisitions • Strategic Controlling • International Controlling of Subsidiaries and Affiliates • Performance Measurement • Controlling for Corporate Social Responsibility 				
4	<p>Form(s) of teaching</p> <p>Seminar-style class with case studies.</p>				
5	<p>Prerequisites</p> <p>–</p>				

6	Attendance requirements –
7	Type and scope of assessment Written exam (75%, 90 minutes) and presentation of group work (25%)
8	Requirements for receiving credits Passed group work and exam.
9	Use of the module in other master's degree programs Master's degree in Management
10	Relative weight for the final grade 6/108
11	<p>Reading list (in German and English)</p> <p>Anthony, R. N., Govindarajan, V., Hartmann, F. G. H., Kraus, K., Nilsson, G.: Management Control Systems, New York, McGraw-Hill Education</p> <p>Brealey, Richard A., Myers, Stewart C., Allen, Franklin: Principles of Corporate Finance, New York, McGraw-Hill</p> <p>Bruner, R. F., Perella, J. R., Applied Mergers and Acquisitions, Hoboken, John Wiley & Sons</p> <p>Deimel, K., Heupel, T., Wiltinger, K.: Controlling, München, Vahlen</p> <p>Helfert, E.A.: Techniques of Financial Analysis: A Practical Guide to Measuring Business Performance, New York: McGraw-Hill</p> <p>Kaplan, R.S., Norton, D. P. The Balanced Scorecard. Translating Strategy into Action, Boston: Harvard Business School Press</p> <p>Koller, T., Goedhart, M., Wessels, D.: Valuation: Measuring and Managing the Value of Companies, Hoboken: New York, USA, John Wiley & Sons</p> <p>Zhang, X.: Standards for Enterprise Management Control, Heidelberg, Springer Gabler</p> <p>Most recent edition.</p> <p>Journal article:</p> <p>Carenys, J.: Management Control Systems: A Historical Perspective, in: International Journal of Economy, Management and Social Sciences, Vol. 1, No. 1/2012, pp. 1-8</p>

Financial Risk Management					
Module code	Workload	ECTS credits	Degree program semester	Frequency offered	Duration
	150 h	6	3	Each semester	1 semester
Module coordinator					
Prof. Dr. Arno Peppmeier					
1	Class	Class hours	Out-of-class study	Planned group size	
	Financial Risk Management	60 h	90 h	30 students	
2	<p>Learning outcomes</p> <p>Students analyze models for determining option prices and are able to interpret and apply the sensitivity figures derived from the option price model of Black & Scholes. In addition, they will be able to identify, analyze, measure and manage market price change and maturity transformation risks and the instruments necessary to manage them, such as options, futures and swaps. In addition to the quantification and management of various risks arising from changes in market prices, the quantification and management of counterparty default risks is another key learning outcome. The first step is to understand the expected and unexpected loss (CVaR) variables, including on a mathematical-statistical level, in order to determine a credit value at risk on this basis in accordance with credit portfolio models relevant to the practice. Students understand the basic forms of credit derivatives and are able to determine prices for them and to use these instruments to hedge risks. They learn instruments, methods, structures and processes of compliance management in the financial sector and are able to assess their benefit for management.</p> <p>Skills</p> <p>Students have broad and in-depth knowledge that enables them to identify the risks inherent in an asset or a liability. Building on this knowledge, they are able to develop investment and hedging strategies and to identify, quantify and clearly present their impact in various scenarios. Based on their knowledge, students are able to break down complex tasks and delegate the handling thereof. By working on case studies in group sessions, students strengthen their ability to work in a team and, by subsequently presenting and defending their results, acquire the ability to represent them in area-specific and interdisciplinary discussions with the class. Students are able to fully grasp the impact of new financial derivatives and are able to construct financial derivatives suitable for these expectations depending on different expectations. They are also able to assess a compliance system and to participate in its design and further development.</p>				

3	<p>Content</p> <ul style="list-style-type: none"> • Option price theory and option sensitivity measures • Introduction to the equity index future • Hedging of stock price change risks through stock options and stock index futures • Sensitivity indicators for the assessment of interest rate instruments • Management of the risks of market price changes of complex instruments • Identification, measurement and management of maturity transformation risks • Basic forms of credit derivatives • Quantification and management of counterparty default risks • Instruments, methods, structures and processes of compliance management in the financial sector
4	<p>Form(s) of teaching</p> <p>The class takes place seminar-style.</p>
5	<p>Prerequisites</p> <p>Knowledge of investment and financing, plus basic knowledge of financial derivatives 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>
9	<p>Use of the module (in other degree programs)</p> <p>Master's degree in Management</p>
10	<p>Relative weight for the final grade</p> <p>6/108</p>
11	<p>Further information/ reading list (in German and English)</p> <p>Becker, H. P., Peppmeier, A.: Bankbetriebslehre, Herne, Kiehl</p> <p>Deutsch, H.-P.: Derivate und Interne Modelle, Stuttgart, Schäffer-Poeschel</p> <p>Hull, John C.: Options, Futures and other Derivates, Harlow, Essex, UK, Pearson</p> <p>Hull, J.: Risikomanagement – Banken, Versicherungen und andere Finanzinstitutionen, München, Pearson</p> <p>Martin, M. R. W., Reitz, S., Wehn, C. S.: Kreditderivate und Kreditrisikomodelle, Wiesbaden, Vierweg</p> <p>Steiner, M., Bruns, C., Stöckl, S.: Wertpapiermanagement, Stuttgart, Schäffer-Poeschel</p> <p>Peppmeier, A.: Einführung in Kreditderivate, Aachen, Shaker</p> <p>Always the latest edition.</p>

Area of specialization Human Resource Management					
Leadership and Human Resource Management in International Companies					
Module code	Workload 150 h	ECTS credits 6	Degree program semester 3/4	Frequency offered Every semester	Duration 1 semester
Module coordinator Prof. Dr. Michael Christ					
1	Class Leadership and HRM in International Companies	Class hours 60 h		Out-of-class study 120 h	Planned group size 30 students
2	<p>Learning Outcomes</p> <p>Students develop a critical understanding of international management and HRM concepts in all relevant HR and Leadership fields. They are able to distinguish between these concepts and assess their implications for management. They learn about the relationship between leadership and HRM in the context of multinational companies. This includes an understanding of HRM best practice concepts and their application and relevance in different cultural environments.</p> <p>Skills</p> <p>In addition, students train their own capabilities of self-management and enhance their social skills in teamwork situations. They learn about management techniques and their application in business operations. Students are able to critically apply the concepts and theories examined to practical international management and HRM problems, critically evaluate international management and HRM trends and developments and demonstrate a critical knowledge and awareness of varying international perspectives and practices of management and HRM.</p>				
3	<p>Contents</p> <ul style="list-style-type: none"> • Management and HRM practices in important economic regions in the world • General management issues and problems in international firms, • Human resource strategies and practices • Management issues with regard to international mergers & acquisitions, international joint ventures • Cross-cultural management • Management development • International transfers and expatriation 				
4	<p>Form(s) of teaching</p> <p>The module consists of lectures, working, self-study and case studies in small teams, presentations and discussions of their results in class. Teaching and learning are student-centered.</p>				
5	<p>Prerequisites</p> <p>—</p>				

6	Attendance requirements —
7	Type and scope of assessment Two assignments; Presentation (50%) based on best practice application of HR concepts and theories within international companies or based on analyzing scientific articles and case studies. Reflection paper (50%), in which students combine their theoretical learnings within the module and their own experiences, analyze them and describe their impact on their future professional behavior and goals.
8	Requirements for receiving credits Passed presentation and essay/reflection paper
9	Use of the module in other master's degree programs Master's degree in Management
10	Relative weight for the final grade 6/108
11	Other information reading list (in English) Beardwell J., Holden, L., Claydon T.: Human Resource Management - A Contemporary Approach, Upper Saddle River, NJ, USA, Prentice Hall Sparrow, P., Brewster, C., Harris, H.: Globalizing Human Resource Management, London, Routledge Mead, R.: International Management, Hoboken, NJ, USA, Blackwell Publishers Harzing, A.W., von Ruysseveldt, J.: International Human Resource Management, London, Sage Tayeb, M.: International Management - Theories and Practice, Upper Saddle River, NJ, USA, Prentice Hall Most recent edition.

Strategic HR Management and Implementation of Innovative HR Concepts					
Module code	Workload	ECTS credits	Degree program semester	Frequency offered	Duration
	150 h	6	3/4	Each semester	1 semester
Module coordinator					
Prof. Dr. Norbert Rohleder					
1	Class	Class hours	Out-of-class study	Planned group size	
	Strategic HR Management and Implementation of Innovative HR Concepts	60 h	90 h	30 students	
2	Learning outcomes				
	<p>Students are able to depict the important elements of the topic of Human Resource Management and discuss them critically. In close cooperation with the HR departments of selected companies, students will also analyze applied concepts and instruments of human resource management in contact with company representatives. They gain a deeper and more practical insight into the functions and selected areas of human resource management. They exchange information with HR practitioners, discuss operational issues and develop applicable solutions for the HR sector. After completing the module, students will also have internalized the comprehensive significance of the topics dealt with in their strategic contexts and effects. They are familiar with the operative and strategic instruments that have been intensively discussed and dealt with, and are able to use them. They are able to critically reflect on future HR management issues, process them and design them in a target-oriented manner. Furthermore, they are able to implement suitable HR measures and instruments.</p> <p>Skills</p> <p>In the role of consultant, students develop problem-solving strategies independently. In small working groups, tasks must be organized and worked on independently, which promotes social skills, especially teamwork, conflict, criticism and decision-making skills. In a team presentation to company representatives they also train their rhetorical and social skills to convince listeners about their specific concept. The theoretical knowledge gained is linked to the conditions of the chosen company, which enables the students to define and categorize current trends and concepts of human resource management and to document them in a written paper for the target group.</p>				

3	<p>Content</p> <p>In this course, students work on challenging HR management issues in practical case studies and tasks from the business world. The students take on the role of an external consultant. They independently develop solutions suggestions for the issues and present their results to company representatives and/or other experts.</p> <p>In the class, subject-specific issues are worked out, discussed, appropriate decisions are determined and results are analyzed together.</p> <p>Specific areas covered: Human Resource Management and current trends in personnel management, such as the organization of human resource management, employer branding, labor law developments, talent management, strategic personnel planning.</p>
4	<p>Form(s) of teaching</p> <p>The class is held seminar-style and includes exercises, work in small groups, case studies with group work or projects, discussion and presentation elements.</p>
5	<p>Prerequisites</p> <p>Knowledge of the basic principles of human resource management is recommended</p>
6	<p>Attendance requirements</p> <p>–</p>
7	<p>Type and scope of assessment</p> <p>Paper (Financial statement analysis 50%) including presentation (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>Master's degree in Management</p>
9	<p>Relative weight for the final grade</p> <p>6/108</p>
11	<p>Further information/ reading list (in German)</p> <p>Beck, C. (Hrsg.): Personalmarketing 2.0, Neuwied, Wolters-Kluwer</p> <p>Bernauer, D.; Hesse, G.; Laick, S.; Schmitz, B. (Hrsg.): Social Media im Personalmarketing, Neuwied, Wolters-Kluwer</p> <p>Jäger, W.; Lukasczyk, A. (Hrsg.): Talent Management, Neuwied, Wolters-Kluwer</p> <p>Scholz, C.. Grundlagen des Personalmanagement, Offenbach, Gabal</p> <p>Simon, W.: GABALs großer Methodenkoffer. Grundlagen der Kommunikation, Offenbach, Gabal</p> <p>Stock-Homburg, R.: Personalmanagement – Theorien, Konzepte, Instrumente, Wiesbaden, Springer-Gabler</p> <p>Always the latest edition.</p>

Business Psychology for HR Consulting					
Module code	Workload	ECTS credits	Degree program semester	Frequency offered	Duration
	150 h	6	3/4	Each semester	1 semester
Module coordinator					
Prof. Dr. Susanne Rank					
1	Class	Class hours	Out-of-class study	Planned group size	
	Business Psychology for HR Consulting	60 h	120 h	30 students	
2	Learning outcomes				
	<p>Students are familiar with and able to explain basic research findings and models of economic, social and organizational psychology, which explain the psychological background and effects of human behavior and experience and lay the foundation for human resource management (HRM) concepts. By creating team presentations, students link these psychological findings from basic research with best practice approaches from companies.</p> <p>The students apply these findings to specific HR consulting situations of the HR Business Partner (BP) or to large-scale HR practice cases from companies. They are able to analyze and evaluate the benefits for HR management.</p>				
	Skills				
	<p>They differentiate and analyze the problems of the cases presented on the individual, team, departmental and company levels. They learn analysis techniques of systemic consulting in order to derive interventions in oral form and in a comprehensive written solution concept.</p> <p>Students conduct analysis and solution concepts based on the discussed psychological or systemic explanatory models for given case studies. They train their social skills in leading a conversation in HR consulting sessions by preparing and carrying out interview exercises in the role of a manager or HR BP.</p> <p>By working on cases from the context of Human Resources Management (HRM) and in conversation exercises with video analysis, in small group work and team presentations, the students train their primary psychological skills, in particular the ability to conduct conversations and HR consulting.</p>				

3	<p>Content</p> <p>Economic and social psychology as a branch of applied psychology is the science of the behavior and experience of people in the working world and organizations. In the context of this seminar the following topics are to be dealt with in greater depth:</p> <ul style="list-style-type: none"> • Economic and organizational psychology (including work motivation and satisfaction, leadership models, performance reviews, talent management, aptitude diagnostics, dynamics and conflicts in work groups, team diagnostics and development, company health management, personnel layoff concepts) • Social psychology (dissonance theory, distortions in attitude formation and decision making, information processing, cognitive theories of stereotypes, group processes and social identity, conformity processes in social influence) • The concept of HR business partners and its consulting role <p>In addition, the psychological insights gained are to be further deepened in the focus of HR consulting work and the consulting situations derived from it. The systemic approach is chosen in order to be able to apply the systemic questioning techniques and interventions as HR BP in consultation with managers.</p> <p>Finally, the students reflect on their own conduct towards professionalization in different HR roles.</p>
4	<p>Form(s) of teaching</p> <p>The class is divided into lectures, work in small groups and exercises. It takes place seminar-style.</p>
5	<p>Prerequisites</p> <p>–</p>
6	<p>Attendance requirements</p> <p>–</p>
7	<p>Type and scope of assessment</p> <p>Two assignments: Presentation on conducting a consultation (50%) and development of a solution concept for the consulting case (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>Master's degree in Management</p>
10	<p>Relative weight for the final grade</p> <p>6/108</p>

11	<p>Further information /</p> <p>Reading list (in German)</p> <p>Boos, F., Mitterer, G.: Einführung in das systemische Management, Augsburg, Carl Auer Verlag</p> <p>Fischer, P., Asal, K., Krüger, J.I.: Sozialpsychologie, Wiesbaden, Springer Gabler</p> <p>Kauffeld, S.: Arbeits-, Organisations- und Personalpsychologie. Wiesbaden, Springer Gabler</p> <p>Rosenstiel, v. L., Nerdinger, F.: Grundlagen der Organisationspsychologie. Stuttgart, Schäffer</p> <p>Poeschel Schuler, H., Kanning, U.P.: Lehrbuch Personalpsychologie, Göttingen, Hogrefe Verlag</p> <p>Werkmann-Karcher, B., Rietiker, J.: Angewandte Psychologie für das Human Resource Management, Springer Gabler</p> <p>Zimbardo, P.G., Gerring, R.: Psychologie. Eine Einführung. München, Pearson</p> <p>Always the latest edition.</p>
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Area of specialization Marketing & Corporate Communications					
Customer Centric Marketing					
Module code	Workload	ECTS credits	Degree program semester	Frequency offered	Duration
	150 h	6	3/4	Each semester	1 semester
Module coordinator					
Prof. Dr. Oliver Kaul					
1	Class	Class hours	Out-of-class study	Planned group size	
	Customer Centric Marketing	60 h	90 h	30 students	
2	<p>Learning outcomes</p> <p>Students understand the implications of the concept of customer-centric marketing. They also recognize how this concept has led to major new developments in the field of marketing. Students know, apply and discuss customer centric marketing concepts including disruptive innovations, emotional storytelling and need state-based product innovations. Students discuss and formulate customer-centric marketing as a strategy that places the individual customer at the center of the marketing design and delivery and understand that this starts from the realization that there is no “average” customer and that there is no “one-size-fits-all” marketing approach. Students compare customer-centric marketing with other common marketing approaches. They assess the aim of co-creating value with the customer and the revolution in big data analysis, which has enabled a game-changing approach to marketing.</p> <p>Skills</p> <p>Students discuss and evaluate how customer centricity empowers marketing-driven companies to target the right customer with the right product, via the right channel and with right message – at the right time. They understand how to enable the entire company to align around a strategy that will drive long-term value to the business: acquiring high-value customers, and keeping them coming back. Students develop concept-related and analytical skills in the areas of customer centric marketing. The discussion of case studies and intensive group work will sharpen students’ ability to analyze customer insights and condense them in a comprehensive marketing strategy.</p>				
3	<p>Contents</p> <ul style="list-style-type: none"> • Transition process: From Marketing to Customer Centricity • Why and when does the traditional marketing process fail? • Pillars of Customer Centricity • Separating fact from fiction: Big data and occasion-based customer insights • Encouraging customer innovation & designing products around customer needs: Users, customers and shoppers • Measuring what matters to customers • Fostering a customer-centric culture 				
4	<p>Form(s) of teaching</p> <p>Interactive lecture and case studies, semester project</p>				

5	Prerequisites –
6	Attendance requirements –
7	Type and scope of assessment Project report on a case study (70%) including presentation (30%)
8	Requirements for receiving credits Passed case study report and presentation
9	Use of the module in other master's degree programs Master's degree in Management
10	Relative weight for the final grade 6/108
11	Reading list (in English) Aldo Cundari: Customer Centric Marketing, Weinheim, Wiley R. Ravi & Baohong: Customer-Centric Marketing: A Pragmatic Framework, Cambridge, MA, USA, The MIT Press Jackie Golden: Effective Customer Success Execution: A Customer Centric Approach to Creating a Customer for Life, Oakland, CA, USA, LandNExpand Marion Debruyne: Customer Innovation: Customer-Centric Strategy for Enduring Growth, London, UK, Kogan Page Jay R. Galbraith: Designing the Customer-Centric Organization: A Guide to Strategy, Structure, and Process, San Francisco, CA, USA, Weinheim, Jossey-Bass/Wiley Most recent edition.

Integrated Corporate Communications					
Module code	Workload	ECTS credits	Degree program semester	Frequency offered	Duration
	150 h	6	3/4	Each semester	1 semester
Module coordinator					
Prof. Dr. Lothar Rolke					
1	Class	Class hours	Out-of-class study	Planned group size	
	Integrated Corporate Communications	60 h	120 h	30 students	
2	<p>Learning outcomes/ skills</p> <p>Learning outcomes</p> <p>Students know the systematic overview of stakeholder corporate communication (including online communication) and are able to differentiate and apply the instruments of integrated corporate communication, in particular to plan and manage strategically and to monitor success. They understand from a business perspective the transformation of intangible assets (information, news, relationships and networking) into material success and are able to explain the benefits for corporate management.</p> <p>Students are able to categorize communication as a success factor of economic activity with particularly sensitive moral aspects and to integrate it into an overall strategic concept.</p> <p>Skills</p> <p>In the Integrated Corporate Communications module, students also discuss issues of social responsibility in public discourse, the significance of values for internal and external corporate communication, and rules for the use of ethically sound and solid information technologies. They learn to reflect on the differing positions of partners and competitors in order to recognize that understanding based on a set of shared basic rules leads to cooperation gains for all parties.</p>				
3	<p>Content</p> <ul style="list-style-type: none"> • Integrated corporate communications as a success factor • Relationship management based on the stakeholder compass (sales market: customers/retail, resource market: employees/suppliers, financial market: shareholders/analysts, acceptance market: media/politics/NGOs) • International communication management (CEO communication, crisis communication, corporate brand management, online communication) • Communication controlling (communication planning, impact models, key figures for corporate communication) 				
4	<p>Form(s) of teaching</p> <p>The class takes place seminar-style.</p>				

5	Prerequisites –
6	Attendance requirements –
7	Type and scope of assessment Two assignments: Presentation of the results of a study on communication effectiveness (50%) followed by revision and preparation of a final report (50%)
8	Requirements for receiving credits Passed module examination
9	Use of the module (in other degree programs) Master's degree in Management
10	Relative weight for the final grade 6/108
11	Further information / Reading list (in German) Bruhn, M.: Unternehmens- und Marketingkommunikation. Handbuch für ein integriertes Kommunikationsmanagement, München, Vahlen Bruhn, M., Esch, F.-R., Langner, T. (Hrsg.): Handbuch Kommunikation, Wiesbaden, Springer Gabler Fröhlich, R, Szyszka, P, Bentele, G. (Hrsg.): Handbuch der Public Relations, Wiesbaden, Springer Gabler Mast, C.: Unternehmenskommunikation, Stuttgart, UTB Rolke, L, Sass, J. (Hrsg): Kommunikationssteuerung, München DeGruyter/Oldenbourg Zerfaß, A./M. Piwinger, M. (Hrsg.): Handbuch Unternehmenskommunikation, Wiesbaden, Springer Gabler Zerfaß, A., Pleil, T. (Hrsg.): Handbuch Online-PR. Strategische Kommunikation in Internet und Social Web, Konstanz, UVK Verlagsgesellschaft Always the latest edition.

Interactive Marketing					
Module code	Workload	ECTS credits	Degree program semester	Frequency offered	Duration
	180 h	6	3/4	Each semester	1 semester
Module coordinator					
Prof. Dr. Heinrich Holland					
1	Class	Class hours	Out-of-class study	Planned group size	
	Interactive Marketing	60 h	120 h	30 students	
2	<p>Learning outcomes</p> <p>Students are able to analyze the development of individual customer relationships and to plan and evaluate the use of online media in a cross-media approach. They are able to assess the possibilities and threats of Big Data and design its use in marketing. Building on data-driven marketing, they are able to plan and evaluate strategies for customer retention. Students are able to evaluate current trends like social media marketing, customer journey analysis and electronic customer relationship management (eCRM) in terms of their benefits.</p> <p>Skills</p> <p>Students acquire in-depth knowledge of interactive marketing. They are able to use the media and instruments cross-medially and monitor their success. Case studies and lectures by experts from the field sharpen their ability to assess the transfer of theoretical knowledge to the practice. Group work teaches key abilities such as the ability to work in a team, to give and receive criticism and decision-making skills. Presentation skills and media expertise as well as self-management are developed through the presentation and discussion of papers.</p>				
3	<p>Content</p> <ul style="list-style-type: none"> • Interactive marketing (paradigm shift in marketing, dialog marketing) • Interactive marketing media (offline media, online media, mobile marketing, social media branding) • Interactive marketing strategies (planning, optimization, controlling, cross-media communication) • Data-driven marketing (big data, data mining, customer evaluation and targeting) • Customer relationship management (functionalities, customer loyalty management, CRM and E-CRM) 				
4	<p>Form(s) of teaching</p> <p>The class takes place seminar-style.</p>				
5	<p>Prerequisites</p> <p>–</p>				
6	<p>Attendance requirements</p> <p>–</p>				

7	<p>Type and scope of assessment</p> <p>Presentation (50%) including paper (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>Master's degree in Management</p>
10	<p>Relative weight for the final grade</p> <p>6/108</p>
11	<p>Further information/ reading list (in German)</p> <p>Belz., C.: Interaktives Marketing, Wiesbaden, Springer Gabler</p> <p>Holland, H.: Dialogmarketing, München, Vahlen</p> <p>Holland, H. (Hrsg.): Digitales Dialogmarketing, Wiesbaden, Springer Gabler</p> <p>Schwarz, T. (Hrsg.): Digitaler Dialog, Waghäusel, PVS Verlagsunion</p> <p>Wirtz, B.: Integriertes Direktmarketing, Wiesbaden, Springer Gabler</p> <p>Always the latest edition.</p>

SEMESTER 5					
Master's Thesis					
Module code	Workload	ECTS credits	Degree program semester	Frequency offered	Duration
	600 h	24	5	Yearly	5 months
Module coordinator					
Prof. Dr. Herbert Paul					
1	Class	Class hours	Out-of-class study	Planned group size	
	Master's Thesis	30 h	570 h		
2	<p>Learning outcomes</p> <p>The topic of the thesis usually deals with a complex issue from a company. Students are able to define a problem and relevant research questions. They are able to explain and critically evaluate relevant and new literature contributions and research results. They are also able to implement the methodology developed in the project proposal. They are capable of generating different approaches to solutions, critically evaluating them and developing recommendations for action. Depending on the topic, they are also able to plan the implementation. In doing so, they can be supported by a mentor from the company.</p> <p>Skills</p> <p>Students are able to work independently on a complex issue from the field of business administration using scientific methods and procedures within a given period of time. The objective is to apply theoretical concepts to a practical situation. The communication and discussion, which is usually cross-departmental, contributes to the further development of social skills. The master's thesis is intended to significantly further the student's own development and career path.</p>				
3	<p>Content</p> <p>Depends on the topic</p>				
4	<p>Form(s) of teaching</p> <p>Individual support</p>				
5	<p>Prerequisites</p> <p>Passed module examination: Scientific Work in Practice</p>				
6	<p>Attendance requirements</p> <p>—</p>				
7	<p>Type and scope of assessment</p> <p>Master's thesis</p>				
8	<p>Requirements for receiving credits</p> <p>Passed master's exam</p>				

9	Use of the module (in other degree programs) –
10	Relative weight for the final grade 24/108
11	Other information The topic is largely dealt with together with the companies.