



WIRTSCHAFT
HOCHSCHULE MAINZ
UNIVERSITY OF
APPLIED SCIENCES

Modulhandbuch

Master-Studiengang

International Business (IB)

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Study Structure: MA International Business

SEMESTER 4 30ECTS/2HPW	Master Thesis (including Master Seminar) at Hochschule Mainz or at partner university 30 ECTS/2 HpW					
SEMESTER 3 30ECTS/16HPW	Applied Project (incl. seminars) 10 ECTS/2 HpW	Option I (abroad) 5 ECTS/3 HpW	Option II (abroad) 5 ECTS/3 HpW	Option III (abroad) 5 ECTS/3 HpW	Option IV (abroad) 5 ECTS/3 HpW	Option V (abroad) 5 ECTS/3 HpW
SEMESTER 2 30ECTS/17HPW		Strategic Management 5 ECTS/4 HpW	International Corporate Finance 5 ECTS/4 HpW	International Marketing 5 ECTS/4 HpW	International Business Law 5 ECTS/2 HpW	Export Management 5 ECTS/2 HpW
SEMESTER 1 25ECTS/22HPW	Leadership and Human Resource Management 5 ECTS/4 HpW	Quantitative Analytical Methods 5 ECTS/4 HpW	Business Research 5 ECTS/4 HpW	Financial Reporting 5 ECTS/4 HpW	International Business Environment 5 ECTS/2 HpW	Digital Transformation 5 ECTS/4 HpW
	Induction Week 2 HpW					
TOTAL 120ECTS/59HPW	AT HS MAINZ OR AT PARTNER UNIVERSITY		OPTIONS ABROAD AT PARTNER UNIVERSITY		CORE MODULS AT HS MAINZ	INTERNSHIP PRACTICAL TRAINING PERIOD

Semester 1

Leadership and Human Resource Management					
Module Code	Workload	Credits	Semester	Frequency	Duration
964-60151	150 hrs	5	1	once per year (winter)	1 semester
Module Owners: Prof. Dr. Susanne Rank; Prof. Dr. Michael Christ					
1	Classes	Class Contact Hours	Private Study Hours	Planned Group Size	
	Leadership and HRM	60	90	30 students	
2	Learning Outcomes / Competences				
	Knowing and Understanding	Students understand the interrelationship of leadership, organisational behaviour & change, and economic success. They know theories of human interactions and broaden their view of management by adding components of organisational psychology			
	Applying	They are able to apply the standard theories to stylised and real-world cases.			
	Analysing and Evaluating	They are able to analyse cases from the international company world and apply their knowledge of theories to organisational problems. They are able to critically assess different methods of problem solutions.			
	Transferring, Generating and Developing	They are able to transfer their knowledge and analytical tools to unknown cases in changing environments. They are able to use this capacity for deducting hypotheses for student research projects.			
	Broadening vs. Deepening	As most of the students have not become familiar with behavioural psychology during their Bachelor studies, this module broadens the students' view of managerial processes. By applying the newly acquired knowledge to cases, it then deepens the students' knowledge.			
	Social competence	They develop their capacity to work in cross-cultural teams and to present the working results of the team. They develop the ability to support the problem-solving capability of other team members. As they must prepare team presentations, conflicts in working teams, in particular cross-cultural conflicts, may occur. So, the students must develop strategies of conflict management and, in addition, discuss and reflect the own behaviour in a paper. In extreme cases, the conflict may be "escalated" and discussed and solved with the support of the professor.			
	Self-management	They train their capabilities of self-management and learn to reflect their own contribution to the team success.			
3	Contents				
	Introduction into Leadership and HRM				
	The individual in the organisation incl. inter-cultural differences in work motivation				
	Leadership (effective leadership behaviour, transformational leadership, ethical leadership)				
	International HRM				
	Cross Cultural Management (for example: recruiting and selection in international companies; talent management; expatriation as leadership development)				
	Organisational culture				

	Team Development in global companies Diversity management
4	Teaching Forms Seminar-style class; teamwork on assigned case studies; own research on companies to be presented in class.
5	Prerequisites none
6	Rules of Attendance Students are supposed to participate actively in class; no formal attendance policy applied
7	Form and Scope of Assessment Presentation (60%) and reflection paper (40%)
8	Requirements for Credit Award Fulfil requirements of the assessment described above
9	Module Integration (open to students of other Master courses) The module is open to Erasmus students and students of the German-Argentine Master programme (MA.AA) – subject to class size limitations
10	Relative weight of the module for final grade 5 of 110
11	Further Information Type of Reading Assignment: Students are required to use standard textbooks (for example Yukl) and journal articles. Seminal journal articles are recommended for reading. In addition, students are provided with a list of journals and encouraged to own literature research. A detailed list of reading assignments is provided in the syllabus. A significant part of the learning process is based on assigned case studies.

Quantitative Analytical Methods					
Module Code	Workload	Credits	Semester	Frequency	Duration
964-60152	150 hrs	5	1	once per year (winter)	1 semester
Module Owners: Prof. Dr. Daniel Porath					
1	Classes	Class Contact Hours	Private Study Hours	Planned Group Size	
	Quantitative Analytical Methods	60	90	30 students	
2	Learning Outcomes / Competences				
	Knowing and Understanding	Students know tools of intermediate mathematics and statistics. They understand the tools' theoretical background. They become familiar with standard analytical software, such as STATA.			
	Applying	They are able to apply these tools to standard questions in economic research.			
	Analysing and Evaluating	They are able to analyse empirical data by using these tools and evaluate the results of a quantitative analysis. They are able to assess the appropriateness of the statistical research tool for different type of research questions.			
	Transferring, Generating and Developing	They are able to use this capacity for deducting and testing hypotheses in student research projects.			
	Broadening vs. Deepening	As most of the students have already become familiar with statistical tools during their Bachelor studies, this module deepens their knowledge and increases their capacity of applying it to student research projects.			
	Social competence	They may develop their capacity to work in cross-cultural teams by helping each other in exercises. Some of them may even develop/train leadership skills when supporting fellow students in their learning process. However, the module does not focus on developing social competence.			
	Self-management	Similarly, the training of self-management does not go beyond the "standard" necessities of preparing class, exercises and examinations.			
3	Contents				
	Introduction to statistical software (e.g. STATA)				
	Descriptive Statistics				
	Random Variables and their Distributions				
	Sampling, Estimation and Hypothesis Testing				
	The Comparison of Two or More Populations (e.g. Comparing Two Means, Chi-Square Test, Analysis of Variance)				
	Logistic Regression				
4	Teaching Forms				
	Seminar-style class; case studies to be worked on individually and in small teams.				
5	Prerequisites				

	none
6	<p>Rules of Attendance</p> <p>Students are supposed to participate actively in class; no formal attendance policy applied</p>
7	<p>Form and Scope of Assessment</p> <p>Written Examination (120 minutes)</p>
8	<p>Requirements for Credit Award</p> <p>Pass the examination</p>
9	<p>Module Integration (open to students of other Master courses)</p> <p>The module is open to Erasmus students and students of the German-Argentine Master programme (MA.AA) – subject to class size limitations</p>
10	<p>Relative weight of the module for final grade</p> <p>5 of 110</p>
11	<p>Further Information</p> <p>Type of Reading Assignment:</p> <p>Students are required to use a standard textbook (for example Keller, Gerald / Gaciu, Nicoleta, Managerial Statistics, Southwestern Cengage). In addition, students are provided with exercises and case studies to which they apply the tools. A detailed list of reading assignments is provided in the syllabus.</p> <p>A significant part of the learning process is based on assigned case studies; the module focuses on the application of the tools. A deeper understanding of mathematical theory is not intended.</p>

Business Research					
Module Code	Workload	Credits	Semester	Frequency	Duration
964-60153	150 hrs	5	1	once per year (winter)	1 semester
Module Owners: Prof. Dr. Ulrich Schüle; Prof. Dr. Stephanie Swartz					
1	Classes	Class Contact Hours	Private Study Hours	Planned Group Size	
	- Business Research - Academic Writing	60	90	30 students	
2	Learning Outcomes / Competences				
	Knowing and Understanding	Students know different research philosophies (for example positivism, constructivism, interpretivism), research methodologies (for example experimental design, survey, content analysis, action research), and data collection methods (for example observation, questionnaires, interviews, focus groups). They understand how they are related to each other. They know and understand basic tools of critical reading and academic writing. They understand the ethical principles of academic work.			
	Applying	They apply their knowledge to exercises and cases which help do develop an understanding of how to organise a research project.			
	Analysing and Evaluating	They analyse texts and research designs and develop the ability of critically assessing them.			
	Transferring, Generating and Developing	They transfer the evaluation of assigned designs to own possible research questions and develop research objectives from the research question. They critically develop a research plan for a Master thesis, based on a theoretical and methodological framework. They evaluate the appropriateness of different methodologies in the context of the research question and objectives, critically discuss the necessities and limitations of triangulation, and finally decide which research design they will present in their individual research proposal. Insofar, this also contributes to enhancing their decision making skills. They create and present a research proposal which integrates all critical elements of business research methods.			
	Broadening vs. Deepening	The module first broadens the students' knowledge as most of them have never discussed methodological issues of empirical research – at least not at an intermediate level. In the course of application, they deepen their knowledge. So, all students have an overview of different data collection methods; each of them then focuses on one of them, going much beyond the standard lecture contents.			
	Social competence	When presenting their own research ideas, they develop their rhetorical skills while presenting ideas to an academic public and defending their ideas in a small discussion group. As audience, they learn to appraise and criticise the ideas in academically accepted forms. As exercises and mini-cases are to be elaborated in small, inter-culturally composed teams, they further increase their capability of working in teams; moreover, they develop empathy.			
	Self-management	They train their media literacy, their capability to set milestones for a project and train their skills in academic writing.			

3	<p>Contents</p> <p>Research Idea, Research Question, and Research Objectives; Fundamental Research Philosophies Reviewing the Literature, Critical Reading, and Theoretical Framework Research Methodology and Design: Overview Research Methodology and Design: Econometric Analysis Based on Existing Data Sampling and Data Collection Methods: Overview Selected Data Collection Methods: Secondary Data and Documentary Analysis Selected Data Collection Methods: Observation Selected Data Collection Methods: Interviews Selected Data Collection Methods: Questionnaires Data Management and Coding Writing a Research Proposal Writing an Essay / Discussion Paper Writing a Master Thesis Ethics in Research</p>
4	<p>Teaching Forms</p> <p>Seminar-style class; team work on assigned case studies; own literature research</p>
5	<p>Prerequisites</p> <p>none</p>
6	<p>Rules of Attendance</p> <p>Students are supposed to participate actively in class; no formal attendance policy applied</p>
7	<p>Form and Scope of Assessment</p> <p>Students develop a research question and submit an extended research proposal at the end of the semester.</p>
8	<p>Requirements for Credit Award</p> <p>Fulfil requirements of the assessment described above</p>
9	<p>Module Integration (open to students of other Master courses)</p> <p>The module is open to Erasmus students and students of the German-Argentine Master programme (MA.AA) – subject to class size limitations</p>
10	<p>Relative weight of the module for final grade</p> <p>5 of 110</p>
11	<p>Further Information</p> <p>Type of Reading Assignment:</p> <p>Students are required to use standard text books (for example Quinlan; Zygmunt) and specialised literature on each week's topics. They are provided with an extended list of books and articles in handbooks on international business research – with a focus on qualitative research. Moreover, books and guidelines for academic writing in English are made available. A detailed list of reading assignments is provided in the syllabus. Students may use this extended list of recommended reading when starting their own research project in higher semesters.</p> <p>In some parts of the seminars, reference to the Quantitative Methods module (60152) is made.</p>

Financial Reporting					
Module Code	Workload	Credits	Semester	Frequency	Duration
964-60154	150 hrs	5	1	once per year (winter)	1 semester
Module Owners: Prof. Dr. Caroline Flick, Prof. Dr. Karsten Lorenz					
1	Classes	Class Contact Hours	Private Study Hours	Planned Group Size	
	Financial Reporting	60	90	30 students	
2	Learning Outcomes / Competences				
	Knowing and Understanding	Students know and understand relevant International Financial Reporting Standards (IFRS) that have to be applied in financial reports of listed groups in Europe. Further they know tools and key ratios used in financial analysis.			
	Applying	They apply the standards to practical accounting problems and case studies.			
	Analysing and Evaluating	At the end of the unit, the students are able to appraise current practice critically, have trained how to produce a financial analysis and have further developed their ability of critical thinking.			
	Transferring, Generating and Developing	Students apply the instruments of financial (statement) analysis to published financial reports of a wide range of listed companies so that they also learn about specific industries and world trade areas. They present their analysis in class.			
	Broadening vs. Deepening	Based on the external accounting classes of their Bachelor studies, Students deepen their accounting knowledge. While some of the students, particularly those from Europe, have a basic understanding of IFRS, students from other continents may see this course rather as broadening than deepening their knowledge.			
	Social competence	They enhance their rhetorical and presentation skills when presenting the results of their analysis to an academic audience. They train their ability in critical thinking and working in an English-speaking environment and internationally composed teams.			
	Self-management	Students train their ability to research literature and financial reports; to prepare presentations on time.			
3	Contents				
	I. Basics of financial reporting				
	II. Content of financial statements under IFRS				
	III. IFRS-accounting rules in annual financial statements				
	IV. Consolidated accounts under IFRS				
	V. Financial analysis				
	VI. Outlook				
4	Teaching Forms				
	I. – IV. Financial reporting under IFRS: There will be some traditional lectures during the class room meetings. In addition, students are supposed to work in small teams on cases applying theory to real-life problems in international accounting.				

	V. Financial analysis: Students are expected to analyse the financial reports of listed companies in small teams, to produce a rational financial analysis, embracing the implications of IFRS, changes in accounting policies and strategic aspects. They have to present the results of their analysis.
5	Prerequisites None, however, students should have a decent understanding of double-entry bookkeeping
6	Rules of Attendance Students are supposed to participate actively in class; no formal attendance policy applied
7	Form and Scope of Assessment Written examination (90 minutes, 75%), presentation of team assignment (25%)
8	Requirements for Credit Award In order to pass this unit, the student must achieve a minimum score of 50% of both assessment forms combined.
9	Module Integration (open to students of other Master courses) The module is open to Erasmus students – subject to class size limitations
10	Relative weight of the module for final grade 5 of 110
11	Further Information Type of Reading Assignment: Students are required to use standard text books (for example Alexander et. al.; Elliott and Elliott), the IFRS standards approved by the European Union; and annual statements of selected international companies. A detailed list of reading assignments is provided in the syllabus. A significant part of the module is based on the application of the IFRS to stylised and real-world business problems.

International Business Environment					
Module Code	Workload	Credits	Semester	Frequency	Duration
964-60155	150 hrs	5	1	once per year (winter)	1 semester
Module Owners: Prof. Dr. Ulrich Schüle; Prof. Dr. Claudia Kurz					
1	Classes	Class Contact Hours	Private Study Hours	Planned Group Size	
	International Business Environment	30	120	30 students	
2	Learning Outcomes / Competences				
	Knowing and Understanding	Students know about the BoP and understand the major links between the different accounts. They are able to describe world trade flows and world investment flows and their changes throughout the last decades. They know and understand the major theories of international trade and FDI. They know and understand the principles of multilateralism and regionalism and the legal framework of the world trade system. They know and understand the exchange rate theories and the role fluctuations in the real exchange rates play for international trade flows and international businesses.			
	Applying	They are able to apply standard theories to stylised and real-world cases.			
	Analysing and Evaluating	They are able to analyse the implications policy measures of the EU, international organisations and governments for national economies and international companies. They are able to critically discuss how the political environment and strategic internationalisation decisions of companies are interlinked. They are able to select the appropriate theories in order to consider how economic policy measures influence the environment of businesses. They are able to test standard “beliefs” with logical deduction from theories.			
	Transferring, Generating and Developing	They are able to transfer their knowledge and analytical tools to unknown cases in changing environments.			
	Broadening vs. Deepening	This module broadens the students’ knowledge. It provides them with an overview of international economic (mainly trade) theory without going into depth.			
	Social competence	They further develop their ability to discuss complex economic relations (critical thinking). During the discussions, they increase their abilities in speaking and may develop empathy and understanding of different viewpoints students from different countries / continents may have of international policies (team ability and cross-cultural competence).			
	Self-management	As this module focuses on reading, they train their capacity to organise and manage literature research and their skills in critical reading (media literacy). In particular, they train their ability in extracting and condensing information from different sources.			
3	Contents				
	Definitions and Statistics in the context of the Balance of Payment				
	The Changing Patterns of International Production, Trade and Investment				
	Theories explaining Inter-Industry Trade, Intra-Industry Trade, and FDI				
	Free Trade Policies and the World Trade System between Multilateralism and Regionalism				

	Exchange Rates in International Business
4	<p>Teaching Forms</p> <p>Seminar-style class focusing on student discussions; own literature research to be presented in class.</p>
5	<p>Prerequisites</p> <p>none</p>
6	<p>Rules of Attendance</p> <p>Students are supposed to participate actively in class; no formal attendance policy applied</p>
7	<p>Form and Scope of Assessment</p> <p>Written examination (120 minutes), may be supplemented with student presentations</p>
8	<p>Requirements for Credit Award</p> <p>Minimum of 50% of total assessment</p>
9	<p>Module Integration (open to students of other Master courses)</p> <p>The module is open to Erasmus students and students of the German-Argentine Master programme (MA.AA) – subject to class size limitations</p>
10	<p>Relative weight of the module for final grade</p> <p>5 of 110</p>
11	<p>Further Information</p> <p>Type of Reading Assignment:</p> <p>Students are required to use standard text books (for example Dicken; Krugman et. al.) and journal articles. Seminal journal articles are recommended for reading. In addition, students are encouraged to own literature research. A detailed list of reading assignments is provided in the syllabus.</p> <p>A significant part of the learning process is based on assigned discussion questions.</p>

Digital Transformation					
Module Code	Workload	Credits	Semester	Frequency	Duration
964-60156	150 hrs	5	1	once per year (winter)	1 semester
Module Owners:					
Prof. Dr. Bernhard Ostheimer					
1	Classes	Class Contact Hours	Private Study Hours	Planned Group Size	
	Digital Transformation	60	90	30 students	
2	Learning Outcomes / Competences				
	Knowing and Understanding	Students know and recognize basic digital transformation 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. They are aware of digital transformation and IS-based business model applications and implementations.			
	Applying	Students can apply and analyse ideas concerning the application of IS-based networks and platforms for communication, interaction and transaction. Current topics and best demonstrated available technology (such as big data and business analysis) are classified within the context of digital transformation and challenges are discussed.			
	Analysing and Evaluating	Students are able to reflect, analyse, discuss and apply concepts of IS based business model application and implementation. They are able to assess the value of digital business and transformation. They are capable of assessing applied practical implementations in a competent way as well as of reflecting potential social and cultural impacts. Additionally, the module will strengthen students' ability of making decisions under uncertain conditions.			
	Transferring, Generating and Developing	Students recognize IS-induced business transformations, and are able to apply and reflect concepts and models to actual cases.			
	Broadening vs. Deepening Social competence	This module broadens the students' knowledge. It gives an overview of the problems and challenges of digital transformation. 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' appropriate knowledge and discuss their results with peers and with experts.			
	Self-management	Preparation to the lectures requires self-learning study hours.			
3	Contents				
	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				

	<p>Applied digital economy, transformation applications</p> <p>Trends (e. g. mobile business)</p> <p>Social and cultural context and impact</p>
4	<p>Teaching Forms</p> <p>Seminar (lecture, practical parts, self-learning/study hours).</p>
5	<p>Prerequisites</p> <p>none</p>
6	<p>Rules of Attendance</p> <p>Students are supposed to participate actively in class; no formal attendance policy applied</p>
7	<p>Form and Scope of Assessment</p> <p>Project work and presentation</p>
8	<p>Requirements for Credit Award</p> <p>Fulfil requirements of the assessment described above</p>
9	<p>Module Integration (open to students of other Master courses)</p> <p>The module is open to Erasmus students – subject to class size limitations</p>
10	<p>Relative weight of the module for final grade</p> <p>5 of 110</p>
11	<p>Further Information</p> <p>Type of Reading Assignment:</p> <p>Christensen, C. M.; The Innovator’s Dilemma; Boston; Harvard Business Review Press</p> <p>Day, G. S.; Moorman, C.; Strategy from the Outside in; London; Mcgraw-Hill</p> <p>Day, G. S.; Reibstein, D. J.; Wharton on Dynamic Competitive Strategy; Hoboken; John Wiley & Sons</p> <p>Kim, W. C.; Mauborgne, R. A.; Blue Ocean Strategy; Boston; Harvard Business Review Press</p> <p>Osterwalder, A.; Pigneur, Y.; Business Model Generation; Hoboken; John Wiley & Sons</p> <p>Porter, M. E.; Competitive Strategy; New York; Free Press</p> <p>Rogers, D. L.; Digital Transformation Playbook: Rethink Your Business for the Digital Age; New York; Columbia Univers. Press</p> <p>Westerman, G.; Bonnet, D.; McAfee, A.; Leading Digital: Turning Technology into Business Transformation; Boston; Harvard Business Review Press</p>

Semester 2

Strategic Management					
Module Code	Workload	Credits	Semester	Frequency	Duration
964-60251	150 hrs	5	2	once per year (summer)	1 semester
Module Owners: Prof. Dr. Herbert Paul					
1	Classes	Class Contact Hours	Private Study Hours	Planned Group Size	
	Strategic Management	60	90	30 students	
2	Learning Outcomes / Competences				
	Knowing and Understanding	Students know and understand the principle concepts and techniques of strategic management			
	Applying	They gain expertise in applying these concepts and techniques to real-world situations.			
	Analysing and Evaluating	They are able to analyse cases from the international company world and apply their knowledge of concepts and analytical tools to strategic problems. They are able to critically assess different methods to solve problems.			
	Transferring, Generating and Developing	They integrate knowledge and skills already acquired from other modules in the Masters programme. They develop their capacity to think in terms of a general management perspective.			
	Broadening vs. Deepening	This module deepens the students' understanding of strategic management. In particular, their own studies enables them to go beyond "standard" knowledge and acquire advanced analytical skills.			
	Social competence	They develop their capacity to work in cross-cultural teams and to present the working results of the team. They improve their abilities in formulating, presenting and defending arguments and opinions.			
	Self-management	They train their capabilities of self-management and reflect their own contribution to the team success.			
3	Contents				
	Introduction to Strategic Management (Basic Strategic Management Concepts, Corporate Governance, Social Responsibility)				
	Scanning the Environment (external: mainly industry analysis; organisational analysis, mainly resources and capabilities)				
	Strategy Formulation (Business and Corporate Strategy (incl. Global Strategies), Strategic Choice)				
	Strategy Implementation and Control				
	Other Strategy Issues (e.g. Managing Technology and Innovation, Strategic issues in Entrepreneurial Ventures and Small Businesses; Strategic issues for Non-for-Profit Organisations)				
4	Teaching Forms				
	Seminar-style class; team work on assigned case studies; own research on companies to be presented in class.				
5	Prerequisites				
	none				

6	<p>Rules of Attendance</p> <p>Students are supposed to participate actively in class</p>
7	<p>Form and Scope of Assessment</p> <p>Written examination (90 minutes, 70%) and presentation (30%)</p>
8	<p>Requirements for Credit Award</p> <p>Minimum of 50% of total assessment</p>
9	<p>Module Integration (open to students of other Master courses)</p> <p>The module is open to Erasmus students and students of the German-Argentine Master programme (MA.AA) – subject to class size limitations</p>
10	<p>Relative weight of the module for final grade</p> <p>5 of 110</p>
11	<p>Further Information</p> <p>Type of Reading Assignment:</p> <p>Students are required to use standard text books (for example Grant; Johnson/Whittington) and journal articles. Seminal journal articles are recommended for reading. In addition, students are provided with a list of leading management journals and leading consultancies and encouraged to engage in own literature research. A detailed list of reading assignments is provided in the syllabus.</p> <p>A significant part of the learning process is based on the application of theories and analytical tools in case studies.</p>

International Corporate Finance					
Module Code	Workload	Credits	Semester	Frequency	Duration
964-60252	150 hrs	5	2	once per year (summer)	1 semester
Module Owners: Prof. Dr. Markus Hehn					
1	Classes	Class Contact Hours	Private Study Hours	Planned Group Size	
	International Corporate Finance	60	90	30 students	
2	Learning Outcomes / Competences				
	Knowing and Understanding Applying	Students understand the international dimension of corporate finance, in particular in the framework of Multinational Firms. They are able to apply standard and advanced analytical tools to stylised and real-world cases. In contrast to their previous classes at undergraduate level, they focus on multinational companies.			
	Analysing and Evaluating Transferring, Generating and Developing	They are able to analyse cases from the international company world and apply their knowledge of theories to issues of corporate finance. They are able to transfer their knowledge and analytical tools to unknown cases in changing environments. They develop skills needed to integrate the tools into the firm's Risk Management and to transfer knowledge on exchange rate risks acquired in the International Business Environment and Export Management modules to the issues debated in this class. They are able to use this capacity for deducting hypotheses for student research projects.			
	Broadening vs. Deepening	This module adds the international aspect to Corporate Finance. It, such, broadens the students' perspective. Simultaneously, it deepens the students' ability in analysing corporate finance issues.			
	Social competence	This module focuses on the individual analytical capability. Enhancing social competence may be achieved when students informally help each other in working on exercises and cases.			
	Self-management	/			
3	Contents				
	The global financial environment Foreign exchange theory and markets Foreign exchange exposure Financing the global firm Foreign investments and operations				
4	Teaching Forms				
	Each class is divided in three core parts: <ul style="list-style-type: none"> • Traditional lecture • Students' work on case studies • Student's presentation 				

5	<p>Prerequisites</p> <p>none</p>
6	<p>Rules of Attendance</p> <p>Students are supposed to participate actively in class; no formal attendance policy applied</p>
7	<p>Form and Scope of Assessment</p> <p>Written examination (90 minutes, 70%) and presentation of team assignment (30%)</p>
8	<p>Requirements for Credit Award</p> <p>Minimum of 50% of the overall assessment</p>
9	<p>Module Integration (open to students of other Master courses)</p> <p>The module is open to Erasmus students and students of the German-Argentine Master programme (MA.AA) – subject to class size limitations</p>
10	<p>Relative weight of the module for final grade</p> <p>5 of 110</p>
11	<p>Further Information</p> <p>Type of Reading Assignment:</p> <p>Students are required to use standard text books (for example Eiteman et al.; Shapiro and Moles) and journal articles. In addition, students are provided with a list of case studies. A detailed list of reading assignments is provided in the syllabus.</p> <p>A significant part of the learning process is based on assigned case studies.</p>

International Marketing					
Module Code	Workload	Credits	Semester	Frequency	Duration
964-60253	150 hrs	5	2	once per year (summer)	1 semester
Module Owners: Prof. Dr. Claudia Hensel					
1	Classes	Class Contact Hours	Private Study Hours	Planned Group Size	
	International Marketing	60	90	30 students	
2	Learning Outcomes / Competences				
	Knowing and Understanding	Students know and understand the principle concepts and techniques of international marketing. They understand how the links between international marketing environment, strategy and functional aspects of marketing influence the international organisation's decision making.			
	Applying	They gain expertise in applying these concepts and techniques to real-world situations.			
	Analysing and Evaluating	They are able to analyse cases from the international company world and apply their knowledge of concepts and analytical tools to international marketing problems. They are able to critically assess different methods of problem solutions. They explore ways of segmenting markets, appreciate different research techniques.			
	Transferring, Generating and Developing	They integrate knowledge and skills already acquired from other modules in the Masters programme. They develop their capacity to think in terms of a strategic marketing perspective.			
	Broadening vs. Deepening	This module deepens the students' understanding of strategic marketing. In particular, their own research enables them to go beyond "standard" knowledge and acquire advanced analytical skills. On the other hand, the module broadens the perspective by adding the international perspective.			
	Social competence	They develop their capacity to work in cross-cultural teams and to present the working results of the team. They improve their abilities in formulating, presenting and defending arguments and opinions. They scrutinize companies' decisions with respect to ethical questions and become sensible to ethical issues in research and business.			
	Self-management	They train their capabilities of self-management and reflect their own contribution to the team success. In particular, they train their ability in extracting and condensing information from different sources.			
3	Contents				
	Assessing the volatile global environment				
	Dilemma of standardisation versus localisation strategies				
	Global marketing research (Explorative and conclusive research; ethical issues)				
	Cultural diversity and marketing				
	Market entry strategies				
	Designing the global marketing programme (international product decisions, global branding; international price decisions, international distribution decisions; communication tools in the international context)				
	Marketing planning (complexity, forecasting, scenarios, formulating strategies)				

4	<p>Teaching Forms</p> <p>Seminar-style class; team work on assigned case studies; class discussions and presentations</p>
5	<p>Prerequisites</p> <p>none</p>
6	<p>Rules of Attendance</p> <p>Students are supposed to participate actively in class; no formal attendance policy applied</p>
7	<p>Form and Scope of Assessment</p> <p>Student paper and student team presentation.</p>
8	<p>Requirements for Credit Award</p> <p>Minimum of 50% of total assessment</p>
9	<p>Module Integration (open to students of other Master courses)</p> <p>The module is open to Erasmus students and students of the German-Argentine Master programme (MA.AA) – subject to class size limitations</p>
10	<p>Relative weight of the module for final grade</p> <p>5 of 110</p>
11	<p>Further Information</p> <p>Type of Reading Assignment:</p> <p>Students are required to read assigned book chapters and journal articles prior to class. There is no single text book recommended but a variety of sources recommended.</p> <p>A significant part of the learning process is based on the application of theories and analytical tools in case studies. A detailed list of reading assignments is provided in the syllabus.</p>

International Business Law					
Module Code	Workload	Credits	Semester	Frequency	Duration
964-60254	150 hrs	5	2	once per year (summer)	1 semester
Module Owners: Prof. Dr. Timothy Kautz					
1	Classes	Class Contact Hours	Private Study Hours	Planned Group Size	
	International Business Law	30	120	30 students	
2	Learning Outcomes / Competences				
	Knowing and Understanding	Students know and understand the legal basis of cross-border contracts, in particular the export contract. They know the legal environment set by EU law and the Vienna Convention on the International Sales of Goods (CISG). They know and understand the issue of applicable law, private arbitration (New York Convention), standard trade terms and L/C regulations.			
	Applying	They apply their knowledge to export contracts.			
	Analysing and Evaluating	They are able to analyse export cases with the aim of identifying problematic parts. They are not able to replace the analysis of a lawyer but develop a basic understanding of the basic legal system.			
	Transferring, Generating and Developing	They transfer part of this knowledge to the cases and issues analysed in the Export Management module.			
	Broadening vs. Deepening	This module broadens the students' understanding of international business.			
	Social competence	They increase their capacity of inter-disciplinary work.			
	Self-management	/			
3	Contents				
	Forms of International Business Transactions; challenges of conducting trans-border business, overview of international institutions and treaties governing international business transactions.				
	The export contract under German law, EU regulations, the Vienna Convention on the International Sales of Goods.				
	Arbitration				
	Standard Trade Terms and Payment Conditions from a legal perspective				
4	Teaching Forms				
	Seminar-style class;				
5	Prerequisites				
	none				
6	Rules of Attendance				
	Students are supposed to participate actively in class; no formal attendance policy applied				

7	<p>Form and Scope of Assessment</p> <p>Written examination (120 minutes)</p>
8	<p>Requirements for Credit Award</p> <p>Minimum of 50% of total assessment</p>
9	<p>Module Integration (open to students of other Master courses)</p> <p>The module is open to Erasmus students and students of the German-Argentine Master programme (MA.AA) – subject to class size limitations</p>
10	<p>Relative weight of the module for final grade</p> <p>5 of 110</p>
11	<p>Further Information</p> <p>Type of Reading Assignment:</p> <p>Students are required to use a standard text book (for example Carr). Additional material (contracts, rules) and a detailed list of reading assignments are provided in the syllabus.</p>

Export Management					
Module Code	Workload	Credits	Semester	Frequency	Duration
964-60255	150 hrs	5	2	once per year (summer)	1 semester
Module Owners: Prof. Dr. Ulrich Schüle					
1	Classes	Class Contact Hours	Private Study Hours	Planned Group Size	
	Export Management	30	120	30 students	
2	Learning Outcomes / Competences				
	Knowing and Understanding	Students know and understand the principle concepts and export techniques			
	Applying	They gain expertise in applying these concepts and techniques to real-world situations.			
	Analysing and Evaluating	They are able to analyse cases from the international company world and apply their knowledge of concepts and analytical tools to export problems. They are able to critically assess different methods of problem solutions.			
	Transferring, Generating and Developing	They integrate knowledge and skills already acquired from other modules (in particular, International marketing, International Business law, International Corporate Finance). They design solution patterns to standard problems and appreciate the issues of “non-standard” problems in (export and import) trade.			
	Broadening vs. Deepening	This module, on the one hand, broadens the students’ knowledge by adding an operational component to the rather strategy-orientated programme structure. On the other hand, it deepens their understanding of international business by applying an ‘interdisciplinary approach’ in which many aspects learned in different modules are combined in practical problems. Thus, students identify how legal aspects taught in International Business Law, policy-related issues and exchange rate related risks discussed in International Business Environment and International Corporate Finance, as well as Marketing aspects form the framework in which the daily export/import business is carried out.			
	Social competence	They further develop their capacity to work in cross-cultural teams and to present the working results of the team. They improve their abilities in formulating, presenting and defending arguments and opinions.			
	Self-management	They train their capabilities of time management and reflect their own contribution to the team success.			
3	Contents				
	Forms of export / import activities (direct/indirect; countertrade, turn-key, export flows in PPP)				
	Transport modes, trade terms (Incoterms), and customs issues: legal and economic viewpoints				
	Trade risk and trade finance - analysis of cases and a critical assessment of function and cost:				
	- transport and other forms of insurance contracts				
	- documentary collection and different L/C forms				
	- bonds and guarantees				
	- export credit insurance, factoring, and forfaiting				
	- hedging exchange rate risk				

4	<p>Teaching Forms</p> <p>Seminar-style class; team work on assigned case studies</p>
5	<p>Prerequisites</p> <p>none</p>
6	<p>Rules of Attendance</p> <p>Students are supposed to participate actively in class; no formal attendance policy applied</p>
7	<p>Form and Scope of Assessment</p> <p>Written examination (120 minutes), may be supplemented with student presentations</p>
8	<p>Requirements for Credit Award</p> <p>Minimum of 50% of total assessment</p>
9	<p>Module Integration (open to students of other Master courses)</p> <p>The module is open to Erasmus students and students of the German-Argentine Master programme (MA.AA) – subject to class size limitations</p>
10	<p>Relative weight of the module for final grade</p> <p>5 of 110</p>
11	<p>Further Information</p> <p>Type of Reading Assignment:</p> <p>Students are required to use standard text books (for example Grath, Luk) and publications of international institutions (ICC, international banks).</p> <p>The class is designed such that the students acquire knowledge by reading the books and learn about problems arising in daily business by working on stylised case studies. Experts from chambers, banks, and export credit agencies contribute to the ‘class’.</p> <p>A detailed list of reading assignments is provided in the syllabus.</p>

Semester 3

Options I - V					
Module Code	Workload	Credits	Semester	Frequency	Duration
964-60301- 964-60305	150 hrs	5	3	-	1 semester
Module Owners: Prof. Dr. Porath and Board of examiners, in charge of credit transfer					
1	Classes	Class Contact Hours	Private Study Hours	Planned Group Size	
	Option I- V	45	105	30 students	
2	<p>Students are supposed to attend the Hochschule's "study abroad fair" (typically organised in November) and to discuss their choice of the partner university with the course leader and the programme manager during the first semester. The application must be submitted to the International Office by December 8th.</p> <p>The selection of the partner university may be the result of many reasons. We recommend to consider the following aspects:</p> <ul style="list-style-type: none"> - The partner universities' academic strengths: As the first year of the programme consists of a general introduction into international business, students have no opportunity to select any functional or sector-specific specialisation. The study abroad period offers this chance. At most of the partner universities, students may use the possibility of specialising either in a certain field of management or in a specific industry (see a list of examples below). - The cultural experience: Some countries are culturally so remote that the study abroad serves more as a cultural experience. Spending a semester at the partner universities in Albania, Ethiopia, Japan, Thailand, and Latin America enables students to become familiar with the particularities of doing business there – however, typically on cost of the academic specialisation. This may be an attractive option for students wishing to become specialists in a certain world region – depending on their language skills, previous academic and work experience. - The double degree option: Some of the partner universities award their degree in addition to the Hochschule Mainz degree. In order to fulfil the degree requirements of both universities, students are obliged to take a limited selection of modules during their one-year-stay at the partner university. "Earning" the double degree may offset the disadvantage of giving up specialisation opportunities. Examples are the MBA degree in the United States and – depending on the students' goals – the degree opportunities in France, Italy, and Latin America which all require proficiency in the host country's language. Students, who select modules which are taught in English exclusively, should rather consider a functional specialisation than the double degree. - Tuition fee: All non-Anglo-Saxon partner universities provide tuition-free study abroad opportunities to MA.IB students. Partner universities in Australia, the UK, and the United States, however, charge tuition fees. They range from an annual EUR 4,500 fee in Aberdeen to EUR 6,000 in Melbourne and EUR 10,000 in the United States. Tuition fees are subject to change and must be checked on the partner university's home page. - It is also possible to spend the third semester as "free mover" at a non-partner university. In 				

	<p>this case, the students are required to provide the course leader and the Board of Examiners with all relevant information of the intended studies <u>prior</u> to the stay abroad.</p> <p><u>Partner universities' academic strength and opportunities to specialise:</u> Students are supposed to check the availability of modules on the home pages of the partner universities. Many provide students with the opportunity to specialise. Examples are:</p> <p><u>Coastal Carolina University:</u> MBA with specialisation in Marketing or Auditing. OPT opportunity (visa for 9 months paid employment) after graduation.</p> <p><u>ESCE, Paris:</u> Specialisations are available in Export Management, Luxury Goods Marketing, Global Marketing, International Finance, and Supply Chain Management.</p> <p><u>ISC, Paris:</u> Besides the typical specialisations in Marketing and Finance, the school offers a 'major' in Marketing of Luxury Goods – often combined with internship opportunities in companies like L'Oréal – and Marketing in Creative Industries. Even though not officially named a specialisation, students may select five options in the field of Leadership, Organisational Behaviour, and Project Management.</p> <p><u>Karlstad University:</u> Specialisation in Services Industries combined with Accounting, Finance, Marketing</p> <p><u>Pfeiffer University, Charlotte:</u> MBA with specialisation in Organisational Development. The strength of the school's programme is the inclusion of a (paid) internship in the U.S. subsidiary of a German company. OPT opportunity (visa for 9 months paid employment) after graduation.</p> <p><u>Robert Gordon-University, Aberdeen:</u> Amongst others, specialisations offered in Tourism and Hospitality Management, Corporate Communication and Public Affairs, Fashion Management, Project Management, Purchasing and Supply Chain Management. If students opt for a fifth semester, all specialisations are possible in combination with a double degree.</p> <p><u>London Southbank University:</u> Amongst others, specialisations in Marketing and Consumer Behaviour, Human Resources Management</p> <p><u>Swinburne University, Melbourne:</u> Amongst others, specialisations in Accounting, Marketing and Brand Management.</p> <p><u>VSE, Prague:</u> Amongst others, Management in Central and Eastern Europe, Logistics, Marketing and Consumer Behaviour.</p>
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Semester 4

Master Thesis					
Module Code	Workload	Credits	Semester	Frequency	Duration
964-60451	900 hrs	30	4	-	5 months
Module Owners: "Thesis facilitator"; in case of credit transfer: Prof. Dr. Porath and Board of Examiners					
1	Classes	Class Contact Hours	Private Study Hours	Planned Group Size of Seminar	
	Master Thesis	30	870	5 students	
2	Learning Outcomes / Competences				
	<p>Students apply hard and soft skills to a real-world problem and analyse – usually in form of desk and field research – a practical problem in industry and/or commerce. Ideally, they write the thesis in cooperation with a multinational company. Students demonstrate their ability of writing a piece of work in which they analyse a problem not yet researched or not yet researched in this particular form.</p> <p>Students may be supervised by a professor of the host or the home university or, ideally, by a team composed of professors of the home and host university.</p>				
3	Contents of the thesis seminar				
	<p>In the thesis seminars, a group of around five students meet regularly (face-to-face or with the help of a video-conference system, for example Adobe Connect) with the supervisor (thesis facilitator). In these meetings they present, discuss and defend the research question and objectives and the theoretical framework. They critically discuss and defend the chosen methodology and related issues, and present preliminary results.</p>				
4	Teaching Forms				
	See above				
5	Prerequisites				
	none				
6	Rules of Attendance				
	Students are supposed to participate actively; no formal attendance policy applied				
7	Form and Scope of Assessment				
	<p>The thesis facilitator and a second examiner assess the paper according to the following criteria:</p> <ul style="list-style-type: none"> • Formal and logical structure (research problem identified; research objectives adequate; layout and contents presented logically) • Methodology of the study (awareness of various methods; appropriate method applied; appropriateness of statistical techniques – if applicable – and other analytical techniques) • Knowledge of theories / literature (knowledge of theories and publications; currency with discussion in the field) • Core research results (application of theory; application of research data; presentation of data and non-data results) 				

	<ul style="list-style-type: none"> • Recommendations and conclusions (logical/consistent with research results? Limitations of study discussed? Indication of further research needs?) • Sources and referencing (appropriate mix of books, journal articles, and other sources? Use of footnotes appropriate? Referencing correct and appropriate? Use of appendices appropriate? List of references appropriate?) • Language and clarity of thought
8	<p>Requirements for Credit Award</p> <p>Minimum of 50% of total assessment</p>
9	<p>Module Integration (open to students of other Master courses)</p> <p>The thesis seminar may be composed of MA.IB students and students of the German-Argentine Master programme (MA.AA).</p>
10	<p>Relative weight of the module for final grade</p> <p>30 of 110</p>
11	<p>Further Information</p> <p>This module description refers to the Hochschule Mainz requirements only. In case of double-degree arrangements, students may have to complete the additional requirement of an oral defence. This is the case if the students write the thesis at the following partner universities:</p> <ul style="list-style-type: none"> • Addis Ababa University • Ecole Supérieure du Commerce Extérieur (ESCE), Paris • Institut Supérieur du Commerce (ISC), Paris • Università degli Studi, Brescia • University of Economics, Prague • University of Karlstad • Universidad de Ciencias Empresariales y Sociales, Buenos Aires

Semesters 1-4

Applied Project					
Module Code	Workload	Credits	Semester	Frequency	Duration
964-60380	300 hrs	10	1-4	/	2 months
Module Owners: Prof. Dr. Daniel Porath; Prof. Dr. Ulrich Schüle					
1	Classes	Class Contact Hours	Private Study Hours	Planned Group Size	
	Applied Project	30	270	10 students	
2	<p>Learning Outcomes / Competences</p> <p>Learning outcomes Students understand the relevance of the other taught modules for practical business problems. They are able to apply and critically assess individual issues learnt in the other modules for specific situations in business.</p> <p>Competences The applied project is supposed to enhance all key competences, in particular self-management, team ability, conflict management, presentation skills, ability to think and reflect own activities' critically, and the application of decision making skills. Depending on the type of project, it also trains the student's rhetoric capability, media literacy, and empathy. It is not the professional activity only which contributes to the enhancement of these competences but the necessity to reflect the activity and critically assess the experience in a paper which additionally must be presented in a seminar. Moreover, participation in the seminar enhances the critical awareness while listening to the presentation and discussing the experience of fellow students.</p>				
3	<p>Contents</p> <p>The applied project is made of three parts</p> <ol style="list-style-type: none"> 1) Project work (270 hours) 2) Written report (25 hours) 3) Presentation (5 hours) <p>1) The project work may be</p> <ul style="list-style-type: none"> • a full-time internship (placement) within an internationally active company. Minimum length: eight weeks. The student's work must be related to international business contents. • a part-time employment position with an internationally active company during the semester, for example as "Werkstudent". The requirements are as described in the context of the full-time internship. <p>Students must present a certificate issued by the company which gives evidence of the placement / employment, the total work load, and its major contents, to the programme manager</p> <p>2) The written report is a written piece of work (3,500 to 4,500 words) which includes information on the company's business, a description of the student's work in the company, and an analysis in which the student relates her/his work experience to the concepts and theories taught in economics and business management classes.</p> <p>3) The presentation takes place in one of the five seminars organised per semester.</p> <p>In the exceptional case that students fail to find a company for the above-mentioned applied</p>				

	<p>project, the Board of Examiners may assign an extended case study as applied project. The student must work 270 hours on this project; upon completion of the case research, the student must</p> <ul style="list-style-type: none"> ○ submit a paper of 6,000 to 8,000 words. If the extended case is written in a team of students, the paper must be of 10,000 to 12,000 words' length, ○ present and “defend” the report in one of five seminars organised per semester. <p>The course management regards the extended case study as a “second-best solution” and approves this option in extremely rare cases only.</p> <p>Please note that Internships and part-time work must have taken place during the time the student is enrolled in the MA.IB programme. For incoming DD students, this includes the time period they were enrolled in the respective Masters programme of their home university.</p>
4	<p>Teaching Forms</p> <p>See above</p>
5	<p>Prerequisites</p> <p>none</p>
6	<p>Rules of Attendance</p> <p>No formal attendance policy applied.</p>
7	<p>Form and Scope of Assessment</p> <p>Applied projects are marked as “pass” or “fail”. Other marks are not applied. Assessment is based on the criteria problem identification/objectives, logical structure, appropriateness of the chosen research method (if applicable), application of theories, description and analysis of contents, critical reflection, use of appropriate statistics, and presentation of results. In case of a “fail”, the report (the case study, respectively) must be re-submitted in the following semester.</p>
8	<p>Requirements for Credit Award</p> <p>Minimum of 50% of total assessment</p>
9	<p>Module Integration (open to students of other Master courses)</p> <p>The presentation of the report takes place in form of a seminar session. This session is open to students of the German-Argentine Master programme (MA.AA).</p>
10	<p>Relative weight of the module for final grade</p> <p>0 of 110</p>
11	<p>Further Information</p> <p>Students with no work experience are encouraged to take an additional semester for doing a six-month internship, ideally after their stay abroad.</p> <p>The programme management provides students with company and alumni contacts (around 400 contacts in Xing and LinkedIn, thereof more than 100 being “active”). In order to keep the contacts “active”, the MA.IB management contacts company partners and alumni regularly (once a year), invites them to guest lectures and to meet with students. In 2015, a six-hour “International Day” was organised on a Saturday as a combination of “home coming” alumni day and “internship” fair.</p>

