

**Studiengang**  
**"Europäisches Management"**  
**Master of Arts**

**Modulkatalog**



**Stand vom: Mai 2017**

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## European Identities I (E)

<b>Module:</b> European Identities I (E)	
<b>Degree programme:</b> Europäisches Management	<b>Degree:</b> Master
<b>Responsible for the module:</b> Dr. Gregory Bond	

<b>Semester:</b> 1	<b>Duration:</b> 1	
<b>Hours per week per semester:</b> 4	<b>Of which L/S/LW/P:</b> 3/1/0/0	<b>CP according to ECTS:</b> 5.0
<b>Form of course:</b> Elective	<b>Language:</b> English	<b>As of:</b> 2015-12-21
<b>Recommended prior knowledge:</b>		
<b>Recognition of external relevant qualification/experience:</b>		
<b>Special regulations:</b>		

<b>Workload distribution</b>	<b>Hours:</b>
In class:	60.0
Pre- and post-course work:	88.0
Project:	0.0
Examinations:	2.0
Total:	150

<b>Lerning objectives</b>	<b>Anteil</b>
<b>Subject specific competences</b>	
Knowledge <ul style="list-style-type: none"> <li>Students know and understand historical and cultural definitions of Europe and debates about what constitutes Europe today.</li> </ul>	25%

## European Identities I (E)

<b>Skills</b> <ul style="list-style-type: none"> <li>Students are able to view Europe from different perspectives, and to critically understand and assess concepts of Europe. They are able to greatly improve their academic reading and writing, and their critical faculties when looking at histories of ideas.</li> </ul>	25%
<b>Personal competences</b>	
<b>Social competence</b> <ul style="list-style-type: none"> <li>Students are able to enhance their team-working abilities, they gain experience in leading and moderating group discussions and team work.</li> </ul>	50%
<b>Autonomy</b> <ul style="list-style-type: none"> <li>Students are able to reflect on their identities within Europe, and they gain self-confidence in formulating their own positions vis a values and concepts in intellectual and cultural discourse, and thus in critical thinking in general.</li> </ul>	

<b>Content:</b>
<ol style="list-style-type: none"> <li>1. The first module of two will concentrate on definitions of Europe as seen through the lenses of history, geography, culture, and views from the inside and outside.</li> <li>2. What is Europe?</li> <li>3. Ways of life in Europe – defining European daily life</li> <li>4. The Enlightenment – European constitutions, European values</li> <li>5. Mapping Europe – European borders</li> <li>6. Myths of Europe</li> <li>7. Images of Europe from outside Europe</li> <li>8. European history, particularly twentieth-century history</li> <li>9. Religions in Europe</li> <li>10. Academic writing – research, sources, references, developing own ideas; by way of preparation for the examined paper.</li> <li>11. This course also includes trips to events and lectures on Europe held in English (or German) in Berlin, film events, museums, theatre, visits to art galleries – whatever is topical and relevant at the time.</li> </ol>

## European Identities I (E)

<b>Examination format:</b>
Paper (50%) Oral exam (50%)

<b>Compulsory reading:</b>
Applebaum, Anne, Gulag. A History of the Soviet Camps, London 2004 Boer, Pim den; Duchhardt, Heinz; Kreis, Georg; Schmale, Wolfgang (eds.), Eu-ropäische Erinnerungsorte, 3 vols., Munich 2012 Borowski, Tadeusz, "This Way for the Gas, Ladies and Gentleme
<b>Recommended reading:</b>

## European Identities I (F)

<b>Modul:</b> European Identities I (F)	
<b>Studiengang:</b> Europäisches Management	<b>Abschluss:</b> Master
<b>Modulverantwortliche/r:</b> M.A. Marie-Noelle Demarchi	

<b>Semester:</b> 1	<b>Dauer:</b> 1	
<b>SWS:</b> 4	<b>davon V/Ü/L/P:</b> 0/3/1/0	<b>CP nach ECTS:</b> 5.0
<b>Art der Lehrveranstaltung:</b> Wahlpflicht	<b>Sprache:</b> Deutsch	<b>Stand vom:</b> 2015-12-21
<b>Empfohlene Voraussetzungen:</b>		
<b>Pauschale Anrechnung von:</b>		
<b>Besondere Regelungen:</b>		

<b>Aufschlüsselung des Workload</b>	<b>Stunden:</b>
Präsenz:	60.0
Vor- und Nachbereitung:	68.0
Projektarbeit:	20.0
Prüfung:	2.0
Gesamt:	150

## European Identities I (F)

Lernziele	Anteil
Fachkompetenzen	
<p>Kenntnisse/Wissen</p> <ul style="list-style-type: none"> <li>• Les étudiants acquièrent un savoir complexe et approfondi en français : • de la définition de l'Europe, son identité et ses symboles • des affaires internationales d'entreprises européennes, • du développement économique et social de certaines régions européennes choisies. • du marché du travail européen Ils maîtrisent le domaine de • l'Europe dans son unité économique partielle et dans ses nuances prononcées. Ils disposent également • d'un savoir élargi dans les domaines limitrophes.</li> </ul>	40%
<p>Fertigkeiten</p> <ul style="list-style-type: none"> <li>• Ils sont capables de comprendre des interviews télévisées, des podcasts, des textes spécialisés et complexes, de les restituer à l'oral et à l'écrit, d'en discuter. Ils sont aptes à décrire des situations économiques dans leur contexte, d'en résumer l'essentiel. Ils sont capables d'analyser des développements économiques, de réfléchir, d'argumenter et défendre leur position.</li> </ul>	30%
Personale Kompetenzen	
<p>Soziale Kompetenz</p> <ul style="list-style-type: none"> <li>• Les étudiants sont en mesure de s'adapter et de travailler en groupe sur un projet. Ils sont en mesure de présenter à un public leurs solutions à un problème complexe et de défendre leur position.</li> </ul>	30%
<p>Selbstständigkeit</p> <ul style="list-style-type: none"> <li>• Les étudiants sont en mesure d'analyser et de travailler sur un domaine complexe de manière autonome. Ils sont capables de prendre et de défendre leur position concernant des thèmes économiques liés principalement à l'Europe. de discuter librement de sujets complexes, d'argumenter, de nuancer. Ils sont en mesure de s'approprier de manière autonome un savoir spécialisé et complexe et de l'analyser de façon critique par la suite.</li> </ul>	



## European Identities I (F)

### Inhalt:

1. Les définitions de l'Europe dans une perspective historique, géographique et culturelle  
L'identité européenne et les symboles de l'Europe, les institutions européennes
2. L'intégration économique et monétaire européenne
  - 2.1. BCE, Union bancaire, turbulences dans la zone Euro
  - 2.2. Pacte de stabilité et de croissance
3. Marchés mondiaux (capitaux, biens et services, matières premières)
4. Le développement économique et social de l'UE, de certaines entreprises européennes • Exemples d'activités d'entreprises européennes (Grands groupes ou PME) • Domaines : Finance, Marketing, Ressources humaines, Gestion internationale • Les partenaires économiques de l'Allemagne sur le marché européen • Secteurs économiques / Pays ou régions / Entreprises grands groupes et PME
5. Un marché du travail unique • Travailler dans un pays membre de l'UE - Comparaisons européennes • Conflits sociaux dans le monde du travail / La législation du marché du travail / Le droit de grève en Europe

### Prüfungsform:

Schriftliche Arbeit (40%)  
Mündliche Prüfung (60%)

### Pflichtliteratur:

Lang, B. et F. (2007): 101 fiches pour comprendre l'Europe, Belin  
Maalouf, Amin (2008) : Les identités meurtrières, Paris, Grasset  
Münz, R. (1996): Migration in Europa. Historische Entwicklungen, aktuelle Trends, politische Reaktionen, Campus Muschg, A

### Empfohlene Literatur:

## European Identities I (G)

<b>Modul:</b> European Identities I (G)	
<b>Studiengang:</b> Europäisches Management	<b>Abschluss:</b> Master
<b>Modulverantwortliche/r:</b> Prof. Dr. oec. Gerhard Mewes	

<b>Semester:</b> 1	<b>Dauer:</b> 1	
<b>SWS:</b> 4	<b>davon V/Ü/L/P:</b> 2/2/0/0	<b>CP nach ECTS:</b> 5.0
<b>Art der Lehrveranstaltung:</b> Pflicht	<b>Sprache:</b> Deutsch	<b>Stand vom:</b> 2017-01-19
<b>Empfohlene Voraussetzungen:</b> B 1 – Sprachniveau in Deutsch		
<b>Pauschale Anrechnung von:</b>		
<b>Besondere Regelungen:</b>		

<b>Aufschlüsselung des Workload</b>	<b>Stunden:</b>
Präsenz:	60.0
Vor- und Nachbereitung:	68.0
Projektarbeit:	0.0
Prüfung:	2.0
Gesamt:	130

## European Identities I (G)

Lernziele	Anteil
Fachkompetenzen	
<p>Kenntnisse/Wissen</p> <ul style="list-style-type: none"> <li>• Die Studierenden haben ein komplexes, gleich-zeitig vertieftes Wissen in Deutsch</li> <li>• zur Definition Europas,</li> <li>• zum International Business europäischer Unternehmen,</li> <li>• zur wirtschaftlichen und sozialen Entwicklung ausgewählter europäischer Regionen.</li> <li>• Sie verstehen Europa in seiner teilweisen wirtschaftlichen Einheit und ausgeprägten Differenziertheit.</li> <li>• Sie verfügen über erweitertes Wissen in angrenzenden Bereichen.</li> </ul>	50%
<p>Fertigkeiten</p> <ul style="list-style-type: none"> <li>• Sie sind befähigt, fachbezogene komplexe Fachtexte zu verstehen, mündlich und schriftlich widerzugeben und darüber zu diskutieren.</li> <li>• Sie sind in der Lage wirtschaftliche Situationen ad hoc zu beschreiben.</li> <li>• Sie sind befähigt wirtschaftliche Entwicklungen zu analysieren und argumentativ zu vertreten.</li> </ul>	20%
Personale Kompetenzen	
<p>Soziale Kompetenz</p> <ul style="list-style-type: none"> <li>• Sie sind in der Lage</li> <li>• im Rahmen von Gruppenarbeiten Teamfähigkeit unter Beweis zu stellen.</li> <li>• Teams an komplexe Lösungsansätze zu führen und diese argumentativ zu vertreten.</li> </ul>	30%
<p>Selbstständigkeit</p> <ul style="list-style-type: none"> <li>• Sie sind in der Lage</li> <li>• eigenständig komplexere Fachthemen zu analysieren und zu bearbeiten</li> <li>• zu wirtschaftlichen Sachthemen mit vorwiegend europäischem Bezug argumentieren</li> <li>• zu komplexen Sachthemen frei zu reden.</li> <li>• sich selbständig spezialisiertes und komplexes Wissen anzueignen und kritisch zu bewerten.</li> </ul>	

## European Identities I (G)

### Inhalt:

1. Definitionen zu Europa aus geografischer, historischer, politischer, wirtschaftlicher und kultureller Sicht
2. Die aktuelle gesamtwirtschaftliche und soziale Entwicklung in der EU sowie ausgewählter europäischer Regionen und Länder
3. Die wirtschaftliche Entwicklung ausgewählter börsennotierter europäischer Unternehmen
4. Szenarien der Geschäftstätigkeit europäischer Unternehmen in den Geschäftsfeldern
  - 4.1. International Finance
  - 4.2. International Marketing
  - 4.3. International Human Resources
  - 4.4. International Accounting
5. Die aktuelle Entwicklung ausgewählter internationaler Finanzmärkte im nationalen, europäischen und weltweiten Kontext (Aktien-, Renten-, Devisen- Rohstoff-, und Edelmetallmärkte)

### Prüfungsform:

Klausur (40%)  
Mündliche Prüfung (60%)

Zusätzliche Regelungen:  
SMP

### Pflichtliteratur:

**Eismann, V.** (2008). *[Lehrbuch] [Wirtschafts-Kommunikation Deutsch/1,[1]]*.

**Gehler, M.** (2010). *Europa*. München: Olzog.

Portale von Online Brokern, z. B. OnVista

Laufende Wirtschaftszeitschriften in deutscher Sprache, z. B. Financial Times Deutschland, Handelsblatt

### Empfohlene Literatur:

## European Identities I (S)

<b>Modul:</b> European Identities I (S)	
<b>Studiengang:</b> Europäisches Management	<b>Abschluss:</b> Master
<b>Modulverantwortliche/r:</b> Veronica Bertinotti de Fiddicke	

<b>Semester:</b> 1	<b>Dauer:</b> 1	
<b>SWS:</b> 4	<b>davon V/Ü/L/P:</b> 2/2/0/0	<b>CP nach ECTS:</b> 5.0
<b>Art der Lehrveranstaltung:</b> Wahlpflicht	<b>Sprache:</b> Deutsch	<b>Stand vom:</b> 2015-12-09
<b>Empfohlene Voraussetzungen:</b> B 1 – Sprachniveau in Spanisch		
<b>Pauschale Anrechnung von:</b>		
<b>Besondere Regelungen:</b>		

<b>Aufschlüsselung des Workload</b>	<b>Stunden:</b>
Präsenz:	60.0
Vor- und Nachbereitung:	68.0
Projektarbeit:	20.0
Prüfung:	2.0
Gesamt:	150

## European Identities I (S)

Lernziele	Anteil
Fachkompetenzen	
<p>Kenntnisse/Wissen</p> <ul style="list-style-type: none"> <li>Die Studierenden haben ein komplexes, gleichzeitig vertieftes Wissen in Spanisch • zur Definition von der Geschichte und Kultur Europas, • zur wirtschaftlichen Entwicklung ausgewählter europäischer Regionen und Unternehmen, • zum International Business ihres Vertiefungsmoduls. Sie verstehen Europa in seiner historischen und kulturellen Vielfalt. Sie verfügen über erweitertes Wissen • im Bereich International Marketing und Finanzen der verschiedenen Regionen Europas</li> </ul>	50%
<p>Fertigkeiten</p> <ul style="list-style-type: none"> <li>Sie sind befähigt, fachbezogene Sachverhalte zur wirtschaftlichen Entwicklung in Europa zu verstehen, mündlich und schriftlich umfassend und zusammenhängend wiederzugeben sowie darüber zu diskutieren. Sie sind in der Lage, Kultur und Identität Europas im interkulturellen Kontext zu beschreiben. Sie sind befähigt wirtschaftliche Entwicklungen verschiedenen Regionen in Europa argumentativ zu vertreten.</li> </ul>	20%
Personale Kompetenzen	
<p>Soziale Kompetenz</p> <ul style="list-style-type: none"> <li>Sie sind in der Lage, im Rahmen von Gruppenarbeiten Teamfähigkeit unter Beweis zu stellen. Sie sind in der Lage, Teams an komplexe Lösungsansätze zu führen und diese argumentativ zu vertreten.</li> </ul>	30%
<p>Selbstständigkeit</p> <ul style="list-style-type: none"> <li>Sie sind in der Lage eigenständig komplexere Fachthemen zur wirtschaftlichen Entwicklung Ihrer europäischen Region zu analysieren, sich selbständig spezialisiertes und komplexes Wissen anzueignen und kritisch zu bewerten. Sie können zu Sachthemen Ihrer europäischen Region mit vorwiegend wirtschaftlichen Bezug kurze Fachtexte verfassen. Sie sind in der Lage, über Identität, Kultur und wirtschaftliche Entwicklung Ihrer Region frei zu reden bzw. eine mündliche Präsentation zu halten.</li> </ul>	

## European Identities I (S)

### Inhalt:

1. Definitionen zu Europa aus geografischer, historischer, politischer, wirtschaftlicher und kultureller Sicht
2. Die aktuelle gesamtwirtschaftliche und soziale Entwicklung in der EU sowie ausgewählter europäischer Regionen und Länder
3. Die wirtschaftliche Entwicklung ausgewählter börsennotierter europäischer Unternehmen
4. Szenarien der Geschäftstätigkeit europäischer Unternehmen in den Geschäftsfeldern • International Management, • International Finance, • International Marketing, • International Human Resources, • International Accounting.
5. Die aktuelle Entwicklung ausgewählter internationaler Finanzmärkte im nationalen, europäischen und weltweiten Kontext (Aktien-, Renten-, Devisen- Rohstoff-, und Edelmetallmärkte)

### Prüfungsform:

Klausur (40%)  
Mündliche Prüfung (60%)

### Pflichtliteratur:

### Empfohlene Literatur:

**Schnitzer, J. & Schatzl, B.** (2008). *Übungsbuch zu Wirtschaftsspanisch: Terminologisches Handbuch Manual de lenguaje económico*. Walter de Gruyter GmbH & Co KG.

**Oriol, A.** (2009). *Euforia y pánico : medidas concretas para afrontar puntos débiles y aprovechar las oportunidades de la crisis*. Profit Editorial, S.L..

**Nooteboom, C.** (2011). *Cómo ser europeos*. Siruela.

**Jesús Soriano Campos, M.** (2011). *Introducción a la contabilidad y las finanzas: Incluye ejemplos y casos prácticos*. Profit Editorial.

## European Public Policy

<b>Module:</b> European Public Policy	
<b>Degree programme:</b> Europäisches Management	<b>Degree:</b> Master
<b>Responsible for the module:</b> Prof. Dr. Marco Althaus	

<b>Semester:</b> 1	<b>Duration:</b> 1	
<b>Hours per week per semester:</b> 4	<b>Of which L/S/LW/P:</b> 2/2/0/0	<b>CP according to ECTS:</b> 5.0
<b>Form of course:</b> Compulsory	<b>Language:</b> English	<b>As of:</b> 2015-10-29

### Recommended prior knowledge:

Basic knowledge of EU institutions and European law; advanced understanding of international business; English B2 level (Common European Framework)

### Recognition of external relevant qualification/experience:

### Special regulations:

This course, along with other public sector related courses in the "European competences" flight of courses\*, strongly emphasizes the Scholar-Practitioner Model of postgraduate education: Students will be led to become both scholars and practitioners in the field of business-government relations and the management interface with politics, law and regulation, media, public and social responsibility of European business. In this field, students become proficient consumers of research, but they will also be able to investigate on their own and advance scholarly knowledge to inform practice. As practitioners, they will draw on research results and reflective inquiry to help make business and public decisions, solve problems, and advise others. They will reflect on their own practices and the practice of others. They will be able to engage in lifelong learning, communicate knowledge to varied audiences, and contribute creatively and positively to resolving public problems and social change – in their workplace and beyond. They will build these competences grounded on ethical values and political commitments as managers and European citizens.



## European Public Policy

Workload distribution	Hours:
In class:	60.0
Pre- and post-course work:	50.0
Project:	40.0
Examinations:	0.0
Total:	150

Lerning objectives	Anteil
Subject specific competences	
<p>Knowledge</p> <ul style="list-style-type: none"> <li>• Students will be able to</li> <li>• (1) summarize and explain the concept of public policy as government problem solving, conflict resolution, decision-making and action in the context of the EU, business and economics;</li> <li>• (2) compare and contrast market, political, and technical approaches to resolving conflicts, considering core values in society and democracy;</li> <li>• (3) summarize and explain the institutional order of EU governance, its structures, processes, functions, official actors and unofficial actors such as interest groups;</li> <li>• (4) describe and interpret the role of policy analysis and its intellectual framework;</li> <li>• (5) compare and contrast alternative models of the policy process;</li> </ul>	40%
<p>Skills</p> <ul style="list-style-type: none"> <li>• (6) apply EU terminology and the language of policy analysis in English in dialogues, presentations, and written communication;</li> <li>• (7) collect, investigate, and evaluate information from EU documents, policy positions, and scholarly research on European issues;</li> <li>• (8) examine, analyze, assess and judge European policy problems applying policy analysis methodology;</li> <li>• (9) craft clear, concise policy documents and oral briefings for decision-makers and stakeholders;</li> </ul>	40%

## European Public Policy

Personal competences	
<p>Social competence</p> <ul style="list-style-type: none"> <li>• (10) articulate, discuss and defend policy analysis and positions in a group, applying a professional communication style;</li> <li>• (11) reflect and appraise the individual and group learning process in collaborative online formats, giving and receiving feedback;</li> </ul>	20%
<p>Autonomy</p> <ul style="list-style-type: none"> <li>• (12) reflect and appraise the individual and group learning process;</li> <li>• (13) synthesize course materials and learning experiences to develop, express, and defend a personal opinion as a citizen and businessperson on public policy;</li> <li>• (14) assume a professional mindset and role identities as analyst, negotiator, representative, and strategist; and differentiate between professional and personal behaviour.</li> </ul>	

### Content:

1. Strategic management in European business requires an understanding of the business environment: this includes political demands on business, regulatory action, and generally how public policy is made for Europe. As a postgraduate course, this is not a textbook-based general introduction to EU politics and a survey of EU policy fields. It is assumed that students have a basic command of institutional structures, political, legal, and economic backgrounds from previous bachelor's studies. However, EU institutions will be reviewed to assure common understanding of the formal framework. The voice of interest groups in policy-making, particularly business interests, will be discussed. The focus of this course is on the perspective of the policy sciences, its analytics, and later the in-depth discussion of case studies in policy-making. Students are challenged to become skilful in selection and use of methods, techniques, and materials for successfully conducting policy analysis at the EU level, and employing this knowledge in strategic business decisions.
2. European public policy and European business. Exemplary contents: Public policy as business environment in Europe. Dimensions of polity, politics and policy. Thinking about what governments do and their basic instruments. Difference between business/economics and policy as public problem-solving (the market vs. the polis). Comparison with technical expert problem-solving. Ethical, economic, political, social, and organizational factors in policy decisions, core values such as equity, efficiency, liberty, and security. Resolving policy conflicts.
3. Review of EU institutions
  - 3.1. Exemplary contents: Institutional architecture for policy-making.
  - 3.2. National interests: Council and Coreper.

## European Public Policy

- 3.3. Supranational interests: Commission, comitology, regulatory agencies.
- 3.4. Political interests: European Parliament, its groups and committees.
- 3.5. Organized interests in European policy-making. Exemplary contents: Stakeholder concept. Interest groups as unofficial actors in policy-making and their influence in European democracy. Access and mechanics of interest intermediation. Roles of the policy decision analyst, negotiator, representative, and political strategist.
4. Tools and concepts of policy analysis. Exemplary contents:
  - 4.1. Rationality of and limits to rational policy-making. Formal law-making procedure vs. the policy cycle, garbage can model, streams model, advocacy coalition framework, and other models.
  - 4.2. Mindset of the policy analyst. Multidisciplinary information and methods, forms of analysis, critical thinking, structure of policy arguments. Expert advice vs. political strategy. Policy analysis and advocacy documents. Briefing and writing for non-technical decision-makers.
  - 4.3. Policy case studies. Exemplary contents: Applying policy analysis to concrete cases in EU policy-making, based on a selection of cases from various internal and external policy fields.
5. Optional: one-week EU study program in Brussels with visits to EU institutions, national representations, and public and private organizations; and/or participation in an international Model EU simulation, or other excursion format.

### Examination format:

Paper  
Substantial posts and peer feedback in online learner's journal (OLTB.de, University of Potsdam)

## European Public Policy

### Compulsory reading:

**Corner, M.** (2014). *The European Union: An Introduction (Library of European Studies)*. London: I.B.Tauris .

### Recommended reading:

**McCormick, J.** (2015). *European Union Politics (Palgrave Foundation Series)*. London: Palgrave / Macmillan Education.

**Smith, C.** (2012). *Writing Public Policy: A Practical Guide to Communicating in the Policy-Making Process*. New York / Oxford: Oxford University Press.

**Stone, D.** (2012). *Policy Paradox: The Art of Political Decision Making*. W.W. Norton & Company.

**Dunn, W.** (2013). *Public Policy Analysis*. Harlow: Pearson.

**Bardach, E. & Patashnik, E.** (2015). *Practical Guide for Policy Analysis: The Eightfold Path to More Effective Problem Solving*. Washington: CQ Press.

**Buonanno, L. & Nugent, N.** (2013). *Policies and Policy Processes of the European Union*. Basingstoke: Palgrave.

Recommended scholarly journals: Central European Journal of Public Policy, Comparative European Politics, European Foreign Affairs Review, European Integration Online Papers, European Journal of Political Economy; European Research Papers Archive, Eur

## International Accounting I

<b>Module:</b> International Accounting I	
<b>Degree programme:</b> Europäisches Management	<b>Degree:</b> Master
<b>Responsible for the module:</b> Prof. Dr. rer. pol. Christian Lendewig	

<b>Semester:</b> 1	<b>Duration:</b> 1	
<b>Hours per week per semester:</b> 4	<b>Of which L/S/LW/P:</b> 2/2/0/0	<b>CP according to ECTS:</b> 5.0
<b>Form of course:</b> Elective	<b>Language:</b> English	<b>As of:</b> 2015-11-11
<b>Recommended prior knowledge:</b> German accounting principles (HGB)		
<b>Recognition of external relevant qualification/experience:</b>		
<b>Special regulations:</b>		

<b>Workload distribution</b>	<b>Hours:</b>
In class:	60.0
Pre- and post-course work:	88.0
Project:	0.0
Examinations:	2.0
Total:	150

## International Accounting I

Lerning objectives	Anteil
Subject specific competences	
Knowledge <ul style="list-style-type: none"> <li>• Students will gain a thorough understanding of</li> <li>• similarities and distinctions between German accounting principles and IFRS</li> </ul>	50%
Skills <ul style="list-style-type: none"> <li>• Students will be able</li> <li>• to understand and to analyze financial reports in IFRS</li> </ul>	30%
Personal competences	
Social competence <ul style="list-style-type: none"> <li>• Students will be able</li> <li>• to develop solutions in dialog with other team members and the lecturer and</li> <li>• to present the solutions</li> </ul>	20%
Autonomy <ul style="list-style-type: none"> <li>• Students will be able</li> <li>• to solve accounting questions and</li> <li>• to analyze solutions</li> </ul>	

Content:
<ol style="list-style-type: none"> <li>1. Fundamentals of IFRS</li> <li>2. The Framework</li> <li>3. IAS 1: Presentation of Financial Statements</li> <li>4. IAS 8: Accounting Policies, Changes in Accounting Estimates and Errors</li> <li>5. IAS 10: Events After the Balance Sheet Date</li> <li>6. IAS 16: Property, Plant and Equipment</li> <li>7. IAS 36: Impairment of Assets</li> <li>8. IAS 38: Intangible Assets</li> <li>9. IAS 2: Inventories</li> <li>10. IAS 18: Revenue</li> <li>11. IAS 11: Construction Contracts</li> </ol>

## International Accounting I

<b>Examination format:</b>
Presentation Written exam

<b>Compulsory reading:</b>
<i>Wiley (Christian; Lüdenbach): IFRS Essentials.</i> <i>Wiley (Mirza; Holt; Orrell): IFRS Workbook and Guide.</i> Wiley IFRS 2012: Interpretation and Application of International Financial Reporting Standards, 9th Edition (2012-02-20), ISBN 978-0470923993 Manual of Accounting IFRS (ISBN: 9781847669063)
<b>Recommended reading:</b>

## International Financial Management I

<b>Module:</b> International Financial Management I	
<b>Degree programme:</b> Europäisches Management	<b>Degree:</b> Master
<b>Responsible for the module:</b> Prof. Dr. Katrin Dziergwa	

<b>Semester:</b> 1	<b>Duration:</b> 1	
<b>Hours per week per semester:</b> 4	<b>Of which L/S/LW/P:</b> 2/2/0/0	<b>CP according to ECTS:</b> 5.0
<b>Form of course:</b> Elective	<b>Language:</b> English	<b>As of:</b> 2015-12-14
<b>Recommended prior knowledge:</b> Corporate finance, financial and management accounting, statistics, introductory economics, corporate budgeting		
<b>Recognition of external relevant qualification/experience:</b>		
<b>Special regulations:</b>		

<b>Workload distribution</b>	<b>Hours:</b>
In class:	60.0
Pre- and post-course work:	88.0
Project:	0.0
Examinations:	2.0
Total:	150



## International Financial Management I

Lerning objectives	Anteil
Subject specific competences	
<p>Knowledge</p> <ul style="list-style-type: none"> <li>• Students will know about exchange rate systems</li> <li>• they can derive the fundamental international parity conditions among exchange rates, interest rates, and inflation rates</li> <li>• the can analyze effects of exchange rate fluctuations on businesses</li> <li>• they can apply and select different methods to evaluate exposure to currency risk</li> <li>• they know currency derivatives and other methods to manage currency risk</li> <li>• Students know fundamental theories in finance</li> </ul>	50%
<p>Skills</p> <ul style="list-style-type: none"> <li>• Students will be able to</li> <li>• apply various methods of analysis to financial problems, present their work and interpret the results</li> <li>• apply hedging techniques to currency risk</li> <li>• evaluate and present empirical work in financial research</li> <li>• interpret basic tests of financial theories</li> <li>• choose methods and tools to solve financial management problems and evaluate advantages and disadvantages of those tools.</li> </ul>	30%
Personal competences	
<p>Social competence</p> <ul style="list-style-type: none"> <li>• Students will be able to</li> <li>• develop solutions in dialog with their class mates and the lecturer and</li> <li>• present and discuss their work and solutions in class and in writing with the audience's needs in mind</li> </ul>	20%
<p>Autonomy</p> <ul style="list-style-type: none"> <li>• Students will be able to</li> <li>• to structre and plan their work</li> <li>• to analyze the solutions.</li> </ul>	

## International Financial Management I

### Content:

1. Introduction to International Financial Management
2. Foreign exchange
  - 2.1. Exchange rate behavior
  - 2.2. Foreign exchange risk and hedging
3. Case study in international finance (involving exchange rates)
4. Theories in finance (Markowitz portfolio theory, CAPM, efficient market hypothesis...)

### Examination format:

Paper (25%)  
Written exam (75%)

#### Additional rules:

To be eligible for the exam, students have to present one current topic before the exam period. Further, they have to present their paper to the class.

### Compulsory reading:

**Madura, J. & Fox, R.** (2011). *International financial management*. Andover [u.a.]: South-Western Cengage Learning.

**E. Copeland, T. & Fr. Weston, J. & Shastri, K.** (2013). *Financial Theory and Corporate Policy*. Addison-Wesley Longman, Amsterdam.

### Recommended reading:

**Shleifer, A.** (2003). *Inefficient markets*. Oxford [u.a.]: Oxford Univ. Press.

**C Hull, J.** (2012). *Options, Futures, and Other Derivatives*. Pearson.

## International Human Resources Management I

<b>Module:</b> International Human Resources Management I	
<b>Degree programme:</b> Europäisches Management	<b>Degree:</b> Master
<b>Responsible for the module:</b> Prof. Dr. Hagen Ringshausen	

<b>Semester:</b> 1	<b>Duration:</b> 1	
<b>Hours per week per semester:</b> 4	<b>Of which L/S/LW/P:</b> 2/2/0/0	<b>CP according to ECTS:</b> 5.0
<b>Form of course:</b> Elective	<b>Language:</b> English	<b>As of:</b> 2015-06-23
<b>Recommended prior knowledge:</b> Basics of HR Management and Organizational Design, English		
<b>Recognition of external relevant qualification/experience:</b>		
<b>Special regulations:</b>		

<b>Workload distribution</b>	<b>Hours:</b>
In class:	60.0
Pre- and post-course work:	80.0
Project:	8.0
Examinations:	2.0
Total:	150

## International Human Resources Management I

Lerning objectives	Anteil
Subject specific competences	
<p>Knowledge</p> <ul style="list-style-type: none"> <li>• Students will know the general conditions of HRM in Europe and significant aspects of International HRM (international recruitment and selection, development, compensation and benefits in international companies)</li> <li>• Students will understand the principles and challenges of “Expatriation” and “Repatriation”.</li> </ul>	40%
<p>Skills</p> <ul style="list-style-type: none"> <li>• Students acquire the skills to analyze and evaluate different issues concerning selected topics of HR Management in Europe.</li> <li>• Students will be enabled to evaluate the pros and cons of “Internationalization Models”</li> </ul>	20%
Personal competences	
<p>Social competence</p> <ul style="list-style-type: none"> <li>• Students will be able to manage intra-personal and inter-personal relationships more effectively in a professional context.</li> <li>• Students acquire the competence to evaluate their international career options.</li> </ul>	40%
<p>Autonomy</p> <ul style="list-style-type: none"> <li>• Students will enhance competence in postgraduate study skills to contribute to personal and professional development as well as teamwork in their regional competencies groups.</li> <li>• Students will be assisted to make the most of their formal programs of study with the inclusion of key postgraduate study skills, including critical reflection on theory and practice from an ethical and professional standpoint.</li> </ul>	

## International Human Resources Management I

### Content:

1. International and European HRM
2. International recruitment and personnel selection.
3. Expatriate-Management and Repatriation
4. Internationalization Models in Europe and internationally.
5. Compensation and benefits in European companies / Global Players.
6. Comparison of management, organizational culture and leadership styles in different European companies

### Examination format:

Oral exam  
Project

Additional rules:

Bonus or/and credit points can be achieved by holding a mid-term presentation.

### Compulsory reading:

**Holt Larsen, H.** (2006). *Managing human resources in Europe*. London [u.a.]: Routledge.  
**Dowling, P. & Festing, M. & Engle, A.** (2008). *International human resource management*.  
 London: Cengage Learning.  
 Human Resource Management Development International  
 Harvard Business Review

### Recommended reading:

## International Marketing Management I

<b>Module:</b> International Marketing Management I	
<b>Degree programme:</b> Europäisches Management	<b>Degree:</b> Master
<b>Responsible for the module:</b> Prof. Dr. rer. pol. Sandra Haas	

<b>Semester:</b> 1	<b>Duration:</b> 1	
<b>Hours per week per semester:</b> 4	<b>Of which L/S/LW/P:</b> 2/2/0/0	<b>CP according to ECTS:</b> 5.0
<b>Form of course:</b> Elective	<b>Language:</b> English	<b>As of:</b> 2017-02-01
<b>Recommended prior knowledge:</b> Basic knowledge of marketing (such as module EM/01-06-03-1) is recommended but not mandatory for completing this module. Lecturer will advise on preparation needed.		
<b>Recognition of external relevant qualification/experience:</b>		
<b>Special regulations:</b>		

<b>Workload distribution</b>	<b>Hours:</b>
In class:	60.0
Pre- and post-course work:	88.0
Project:	0.0
Examinations:	2.0
Total:	150

## International Marketing Management I

Lerning objectives	Anteil
Subject specific competences	
<p>Knowledge</p> <ul style="list-style-type: none"> <li>• Students have a broad knowledge of basic long-term decisions and the main influencing factors of international marketing (with a particular focus on the European market).</li> <li>• Students recognize relations between practical market problems and theoretical concepts of internationalization.</li> </ul>	25%
<p>Skills</p> <ul style="list-style-type: none"> <li>• Students are competent to apply and adapt planning and decision making techniques for developing marketing strategies for business abroad.</li> <li>• They are able to creatively combine and develop conceptual models to solve marketing problems within an international context</li> </ul>	25%
Personal competences	
<p>Social competence</p> <ul style="list-style-type: none"> <li>• Students work effectively and cooperatively in teams to solve multifaceted marketing problems</li> <li>• They will pass on their knowledge &amp; experiences to their fellow students. By discussing international marketing issues, students improve the ability to assert themselves.</li> <li>• Students develop their intercultural competence.</li> </ul>	50%
<p>Autonomy</p> <ul style="list-style-type: none"> <li>• Students will develop a critical, analytical, flexible and creative state of mind while practicing questioning, challenging and innovative thinking.</li> </ul>	

## International Marketing Management I

### Content:

#### 1. Introduction to International Marketing

1.1. This first section covers the differences between national and international marketing. Students will be introduced to the specific aspects of marketing strategies within an international context (e.g. social and cultural factors).

#### 2. International Theories

2.1. In the 2nd section, selected concepts of internationalization (International Product Life Cycle (Vernon , 1966); Behavioral Theory on Internationalization (Aharoni, 1966); Eclectic Theory (Dunning, 1979); Uppsala Internationalization Model) will be discussed and evaluated with regard to their practical relevance.

#### 3. Planning Process International Marketing

3.1. In the 3rd section, we will look at the international marketing planning and control process as a method for companies to define how they will achieve their current and future strategic aims and objectives.

#### 4. International Marketing Strategies

4.1. In the 4th section, the challenges of Going International and Being International will be elaborated. For any company moving into a new international market the key step is to decide on the “right” market entry. Students will therefore be advised in using/developing methods for market selection, market timing and entry mode. While being international, companies are often confronted with changing market conditions, which demand an ongoing coordination of cross-border activities. This course addresses questions such as: Which changes in environmental conditions create a need for coordination? When do companies have to undertake further coordination activities? How can companies react to this need (coordination strategies)?

### Examination format:

Written exam  
Presentation



## International Marketing Management I

### Compulsory reading:

**Backhaus, K. & Büschken, J. & Voeth, M.** (2003). *Internationales Marketing*. Stuttgart: Schäffer-Poeschel.

**Berndt, R. & Fantapié Altobelli, C. & Sander, M.** (2003). *Internationales Marketing-Management*. Berlin [u.a.]: Springer.

**Doole, I. & Lowe, R.** (2012). *International marketing strategy*. Andover, Hampshire: Cengage Learning.

**Hollensen, S.** (2012). *Essentials of global marketing*. Harlow ; Munich [u.a.]: Pearson.

**Keegan, W. & Green, M.** (2011). *Global marketing*. Boston [u.a.]: Pearson.

**Welge, M. & Holtbrügge, D.** (2006). *Internationales Management*. Stuttgart: Schäffer-Poeschel.

### Recommended reading:

## Project Management in Europe

<b>Module:</b> Project Management in Europe	
<b>Degree programme:</b> Europäisches Management	<b>Degree:</b> Master
<b>Responsible for the module:</b> Prof. Dr. phil. Bertil Haack	

<b>Semester:</b> 1	<b>Duration:</b> 1	
<b>Hours per week per semester:</b> 4	<b>Of which L/S/LW/P:</b> 2/2/0/0	<b>CP according to ECTS:</b> 5.0
<b>Form of course:</b> Compulsory	<b>Language:</b> English	<b>As of:</b> 2017-04-20
<b>Recommended prior knowledge:</b>		
<b>Recognition of external relevant qualification/experience:</b>		
<b>Special regulations:</b>		

<b>Workload distribution</b>	<b>Hours:</b>
In class:	60.0
Pre- and post-course work:	30.0
Project:	40.0
Examinations:	20.0
Total:	150

## Project Management in Europe

Lerning objectives	Anteil
Subject specific competences	
<p>Knowledge</p> <ul style="list-style-type: none"> <li>• Students will gain a thorough understanding of               <ul style="list-style-type: none"> <li>• - the important differences between national and international project management</li> <li>• - the most important cultural dimensions and success factors to be considered in international projects</li> <li>• - ways of dealing and coping with international peculiarities in projects</li> <li>• - a guide to conduct international projects</li> <li>• - a process model for international projects with particular references to Europe</li> </ul> </li> </ul>	50%
<p>Skills</p> <ul style="list-style-type: none"> <li>• Students will be able               <ul style="list-style-type: none"> <li>• - to analyze and evaluate problems and situations related to selected areas of managing European projects</li> <li>• - to develop, explain and implement solutions</li> <li>• - to initiate and coordinate solutions</li> </ul> </li> </ul>	30%
Personal competences	
<p>Social competence</p> <ul style="list-style-type: none"> <li>• Students will be able,               <ul style="list-style-type: none"> <li>• - to do project work and teamwork with at least a mid-level of difficulty in a constructive manner</li> <li>• - to lead projects with at least a mid-level of difficulty</li> <li>• - to argue with respect to their project solutions</li> <li>• - to develop their solutions in dialog with team members and their lecturer respectively</li> </ul> </li> </ul>	20%
<p>Autonomy</p> <ul style="list-style-type: none"> <li>• Students will be able,               <ul style="list-style-type: none"> <li>• - to define goals they want to satisfy by means of their work</li> <li>• - to choose methods and tools for the tasks they have to do</li> <li>• - to analyze and evaluate their learning and work processes</li> <li>• - to define and improve their learning and work processes autonomously</li> </ul> </li> </ul>	

## Project Management in Europe

### Content:

1. Introduction to International Project Management
2. Project Management as a Business Process (Project Model, PMBoK, Framework for International Projects)
3. Starting and Planning International Projects
4. Cross-Cultural Collaboration (Communication, Co-operation, Stakeholder Management)
5. Risk Management
6. Quality Management
7. Implementing and Controlling International Projects
8. Leading International Projects
9. Completing International Projects (incl. Success Factors in International Projects and Lessons Learned)
10. Case Studies and Students Project Work

### Examination format:

- Project (50%)
- Presentation (50%)

### Compulsory reading:

- Binder, J.** (2009). *Global project management*. Aldershot, England: Gower.
- Project Management Institute** (2013). *A guide to the project management body of knowledge*. Newtown Square, Pa.: PMI, Project Management Inst..
- Köster, K.** (2010). *International project management*. London [u.a.]: Sage Publ..

### Recommended reading:

## Strategic and Behavioural Management Accounting

<b>Module:</b> Strategic and Behavioural Management Accounting	
<b>Degree programme:</b> Europäisches Management	<b>Degree:</b> Master
<b>Responsible for the module:</b> Prof. Dr. rer. pol. Mike Steglich	

<b>Semester:</b> 1	<b>Duration:</b> 1	
<b>Hours per week per semester:</b> 4	<b>Of which L/S/LW/P:</b> 2/2/0/0	<b>CP according to ECTS:</b> 5.0
<b>Form of course:</b> Elective	<b>Language:</b> English	<b>As of:</b> 2017-05-10
<b>Recommended prior knowledge:</b>		
<b>Recognition of external relevant qualification/experience:</b>		
<b>Special regulations:</b>		

<b>Workload distribution</b>	<b>Hours:</b>
In class:	60.0
Pre- and post-course work:	88.0
Project:	0.0
Examinations:	2.0
Total:	150

## Strategic and Behavioural Management Accounting

Learning objectives	Anteil
Subject specific competences	
Knowledge <ul style="list-style-type: none"> <li>Students will gain a thorough understanding of strategic planning, strategic controlling, behavioural management accounting and coordination of decentralized departments or subsidiary</li> </ul>	50%
Skills <ul style="list-style-type: none"> <li>Students will be able to plan and to evaluate a strategic project, to analyse the variances of planned and actual key figures (especially discounted cash flows) and to use budgeting, incentive systems, key indicators and performance measurement systems and transfer prices to coordinate the behaviour of decentralised departments or subsidiary.</li> </ul>	30%
Personal competences	
Social competence <ul style="list-style-type: none"> <li>Students will be able to develop solutions in dialog with other team members and the lecturer and to present the solutions.</li> </ul>	20%
Autonomy <ul style="list-style-type: none"> <li>Students will be able to define goals, to choose methods and tools to solve the problems and to analyse the solutions.</li> </ul>	

## Strategic and Behavioural Management Accounting

### Content:

1. Fundamentals of Strategic Management Accounting
  - 1.1. What is Strategic Management Accounting?
  - 1.2. Selected tools of Strategic Management Accounting
2. Planning and controlling of strategic projects
  - 2.1. Strategic planning
    - 2.1.1. Characteristics of strategic planning
    - 2.1.2. Selected tools for strategic planning
    - 2.1.3. Planning and evaluation of strategic projects on the basis of discounted cash flows
  - 2.2. Strategic Controlling and Variance Analysis
    - 2.2.1. Characteristics of strategic controlling
    - 2.2.2. Variance analysis of strategic projects on the basis of discounted cash flows
3. Behavioural Management Accounting
  - 3.1. Coordination problems
  - 3.2. Budgeting and budgeting process
  - 3.3. Transfer pricing

### Examination format:

Written exam

Additional rules:

Written examination

## Strategic and Behavioural Management Accounting

### Compulsory reading:

Lynch: Strategic Management, latest ed., Pearson.

Smart/Meggison: Introduction to Financial Management, latest ed., Cengage Learning.

Williams/Haka/Bettner/Carcelo: Financial & Managerial Accounting, latest ed., McGraw-Hill.

Hawawini/Viallet: Finance for Executives - Managing for Value Creation, latest Edition, Cengage Learning.

Garrison/Noreen/Brewer: Managerial Accounting, latest ed., McGraw-Hill.

Drury: Management and Cost Accounting, latest ed., Cengage Learning Emea.

Ehrhardt/Brigham: Corporate Finance, latest ed, Cengage Learning.

David: Strategic Management – Concepts and Cases, latest ed., Pearson.

### Recommended reading:



## European Economic Policy

<b>Module:</b> European Economic Policy	
<b>Degree programme:</b> Europäisches Management	<b>Degree:</b> Master
<b>Responsible for the module:</b> Prof. Dr. Marco Althaus	

<b>Semester:</b> 2	<b>Duration:</b> 1	
<b>Hours per week per semester:</b> 4	<b>Of which L/S/LW/P:</b> 2/2/0/0	<b>CP according to ECTS:</b> 5.0
<b>Form of course:</b> Compulsory	<b>Language:</b> English	<b>As of:</b> 2015-10-29
<b>Compulsory prior knowledge:</b> Successful completion of first-semester module, European Public Policy. Advanced knowledge of EU institutions, European law, and EU public policy; advanced understanding of international business; English B2 level (Common European Framework)		
<b>Recommended prior knowledge:</b>		
<b>Recognition of external relevant qualification/experience:</b>		
<b>Special regulations:</b> This course, along with other public sector related courses in the "European competences" flight of courses*, strongly emphasizes the Scholar-Practitioner Model of postgraduate education: Students will be led to become both scholars and practitioners in the field of business-government relations and the management interface with politics, law and regulation, media, public and social responsibility of European business. In this field, students become proficient consumers of research, but they will also be able to investigate on their own and advance scholarly knowledge to inform practice. As practitioners, they will draw on research results and reflective inquiry to help make business and public decisions, solve problems, and advise others. They will reflect on their own practices and the practice of others. They will be able to engage in lifelong learning, communicate knowledge to varied audiences, and contribute creatively and positively to resolving public problems and social change – in their workplace and beyond. They will build these competences grounded on ethical values and political commitments as managers and European citizens.		

## European Economic Policy

Workload distribution	Hours:
In class:	60.0
Pre- and post-course work:	50.0
Project:	40.0
Examinations:	0.0
Total:	150

Lerning objectives	Anteil
Subject specific competences	
<p>Knowledge</p> <ul style="list-style-type: none"> <li>• (1) describe, explain and discuss how markets and economies are influenced by economic policy at national, European, and international levels, particularly impacts of government spending, intervention, stabilization, innovation and trade policy</li> <li>• (2) compare and contrast alternative theoretical and practical approaches to economic policy-making</li> <li>• (3) apply concepts, approaches and methods of public policy analysis to the study of economic areas</li> <li>• (4) summarize and explain institutional setups and governance mechanisms in economic policy-making</li> <li>• (5) connect contemporary and future policy choices to lessons learned from economic history</li> </ul>	40%
<p>Skills</p> <ul style="list-style-type: none"> <li>• (6) apply EU terminology, the language of policy analysis, and policy field-specific terminology in English in dialogues, presentations, and written communication</li> <li>• (7) collect, investigate, and evaluate information from EU documents, policy positions, and scholarly research on European economic issues</li> <li>• (8) examine, analyze, assess and judge European economic policy problems applying policy analysis methodology</li> <li>• (9) organize and design policy research in two presentation formats: a case study paper format and an academic poster, or other alternative</li> </ul>	40%

## European Economic Policy

Personal competences	
<p>Social competence</p> <ul style="list-style-type: none"> <li>• (10) organize a group research process and collaboratively produce and present an academic poster, or alternative format</li> <li>• (11) reflect and appraise the individual and group learning process in collaborative online formats, giving and receiving feedback</li> </ul>	20%
<p>Autonomy</p> <ul style="list-style-type: none"> <li>• (12) reflect and appraise the individual and group learning process</li> <li>• (13) compose an individual academic idea, review one's personal itinerary of research, writing, and revision, and one's interest and identity as a scholar-practitioner and author</li> <li>• (14) assume a professional mindset and role identities as analyst, negotiator, representative, and strategist; and differentiate between professional and personal behavior</li> </ul>	

## European Economic Policy

### Content:

1. The course aims at an in-depth understanding of political economy issues using an applied subfield and case study approach. In contrast to traditional teaching of formal economic theory and econometrics, it concentrates on political and practical dimensions of government action, policy choice, basic arguments, empirical data, and economic history. It leads students to develop a long-term perspective on economic policy choices and conflicts and to spot future trends. The course features exemplary economic policy studies in four units. Instructors are authorized to rearrange or replace single units by other suitable policy fields for in-depth study (for example, employment and social policy, regional policy, transport and mobility policy, innovation policy and intellectual property, agricultural policy).
2. European monetary and fiscal policy. Exemplary contents: Sovereign debt, government budgets, fiscal policy and the interplay with financial markets. Connections to classical economic thought. Structure, aims, and problems of the Economic and Monetary Union (EMU); basic theory of currency management. Policy and instruments of the European Central Bank. The Eurozone crisis: background, domestic and global consequences, banking and currency system crisis, crisis management instruments, quest for financial regulation and further EU integration.
3. European energy policy and energy economics. Exemplary contents: Global energy dilemmas: demand surge vs. climate protection. Economic relevance of fossil fuels coal, oil and gas. Renewable fuels as future energies. EU energy policy initiatives, strategies and policy instruments. Energy supply security, problems of import dependence, and European energy diplomacy.
4. European industrial competitiveness. Exemplary contents: Comparative approaches to national and EU policy in building international competitiveness, especially in manufacturing. Globalization challenges in deindustrialization, infrastructure, technology, raw materials, innovation, entrepreneurship. Problems of subsidies, state aid, and sectoral intervention. "Old" and "new" approaches to industrial policy.
5. Europe in global trade and external economic relations. Exemplary contents: World trade in economic geography, geopolitical and globalization perspectives. Basics of trade theory. Benefits and costs of free trade and protectionism. Trade policy instruments. Institutions of trade (WTO, agreements, blocs). Multilateralism, bilateralism, regionalism. Trade negotiations.
6. Optional: one-week EU study program in Brussels with visits to EU institutions, national representations, and public and private organizations; and/or participation in an international Model EU simulation, or other excursion format.

## European Economic Policy

<b>Examination format:</b>
Paper Presentation

<b>Compulsory reading:</b>

<b>Recommended reading:</b>
Mosconi, F. (2015). The New European Industrial Policy: Global Competitiveness and the Manufacturing Renaissance. Milton Park / Abingdon: Routledge. Wallace, P. (2015). The Euro Experiment . Cambridge: Cambridge University Press. Johnson, D. (2015). European Business . Milton Park / Abingdon: Taylor & Francis. Feenstra, R. & Taylor, A. (2014). International Trade. Worth Publishers. Collins, D. (2015). The World Trade Organization: A Beginner's Guide . London: Oneworld . De Grauwe, P. (2016). Economics of Monetary Union. Oxford: Oxford University Press. Baldwin, R. & Wyplosz, C. (2015). The Economics of European Integration. Maidenhead: McGraw-Hill Education

## European Identities II (E)

<b>Modul:</b> European Identities II (E)	
<b>Studiengang:</b> Europäisches Management	<b>Abschluss:</b> Master
<b>Modulverantwortliche/r:</b> Dr. Gregory Bond	

<b>Semester:</b> 2	<b>Dauer:</b> 1	
<b>SWS:</b> 4	<b>davon V/Ü/L/P:</b> 0/0/3/1	<b>CP nach ECTS:</b> 5.0
<b>Art der Lehrveranstaltung:</b> Pflicht	<b>Sprache:</b> Deutsch	<b>Stand vom:</b> 2015-11-12
<b>Empfohlene Voraussetzungen:</b>		
<b>Pauschale Anrechnung von:</b>		
<b>Besondere Regelungen:</b>		

<b>Aufschlüsselung des Workload</b>	<b>Stunden:</b>
Präsenz:	60.0
Vor- und Nachbereitung:	58.0
Projektarbeit:	30.0
Prüfung:	2.0
Gesamt:	150

<b>Lernziele</b>	<b>Anteil</b>
<b>Fachkompetenzen</b>	
Kenntnisse/Wissen <ul style="list-style-type: none"> <li>Students know and understand aspects of contemporary Europe in economic, political and cultural terms .</li> </ul>	25%

## European Identities II (E)

<p>Fertigkeiten</p> <ul style="list-style-type: none"> <li>Students are able to view Europe from different perspectives, and to critically understand and assess concepts of Europe. They are able to greatly improve their academic reading, and their critical faculties when looking at contemporary Europe. They also further enhance presentation skills.</li> </ul>	25%
<p>Personale Kompetenzen</p>	
<p>Soziale Kompetenz</p> <ul style="list-style-type: none"> <li>Students are able to enhance their team - working abilities, they gain experience in leading and moderating group discussions and team work.</li> </ul>	50%
<p>Selbstständigkeit</p> <ul style="list-style-type: none"> <li>Students are able to reflect on their identities within Europe, and they gain self - confidence in formulating their own positions vis a values and concepts in intellectual and cultural discourse and thus in critical thinking in general.</li> </ul>	

<p><b>Inhalt:</b></p>
<ol style="list-style-type: none"> <li>The second module of two will concentrate on Europe as seen through the self - understanding of individual countries and regions, focusing in detail on their historical, cultural and economic identities, their political systems, and looking at their attitudes to the EU and the future of Europe.</li> <li>What is Europe?</li> <li>Specific nations and regions in Europe, images of self and images of the other; economies, histories and defining historical moments, allegiances, political systems, cultures, cultural icons.</li> <li>Contemporary Europe and the EU</li> <li>Europe's future</li> <li>This course also includes trips to events and lectures on Europe held in English (or German) in Berlin, film events, museums, theatre, visits to art galleries – whatever is topical and relevant at the time.</li> </ol>

<p><b>Prüfungsform:</b></p>
<p>Mündliche Prüfung (100%)</p> <p>Zusätzliche Regelungen: Presentation on a complex issue concerning European identity, in small groups, abstract.</p>

## European Identities II (E)

### Pflichtliteratur:

**den Boer, P.** (2012). *Europäische Erinnerungsorte: Gesamtausgabe von Pim den Boer (Herausgeber), Heinz Duchhardt (Herausgeber), Georg Kreis (Herausgeber), (19. September 2012) Taschenbuch.* Oldenbourg Verlag.

**Enzensberger, H.** (2011). *Sanftes Monster Brüssel oder die Entmündigung Europas.* Berlin: Suhrkamp.

**Cerutti, F. & Rudolph, E.** (2001). *A Soul for Europe: An essay collection.* Peeters Publishers.

**Borowski, T.** (1992). *[This Way for the Gas, Ladies and Gentlemen] (By: Tadeusz Borowski) [published: November, 1992].* PENGUIN CLASSICS.

**Applebaum, A.** (2012). *Gulag: A History of the Soviet Camps by Applebaum, Anne (2004) Paperback.* Penguin UK.

Borowski, Tadeusz, "This Way for the Gas, Ladies and Gentlemen", in *This Way for the Gas, Ladies and Gentlemen*, Harmondsworth 1992

### Empfohlene Literatur:



## European Identities II (F)

<b>Modul:</b> European Identities II (F)	
<b>Studiengang:</b> Europäisches Management	<b>Abschluss:</b> Master
<b>Modulverantwortliche/r:</b> M.A. Marie-Noelle Demarchi	

<b>Semester:</b> 2	<b>Dauer:</b> 1	
<b>SWS:</b> 4	<b>davon V/Ü/L/P:</b> 0/3/1/0	<b>CP nach ECTS:</b> 5.0
<b>Art der Lehrveranstaltung:</b> Wahlpflicht	<b>Sprache:</b> Deutsch	<b>Stand vom:</b> 2015-12-21
<b>Empfohlene Voraussetzungen:</b>		
<b>Pauschale Anrechnung von:</b>		
<b>Besondere Regelungen:</b>		

<b>Aufschlüsselung des Workload</b>	<b>Stunden:</b>
Präsenz:	60.0
Vor- und Nachbereitung:	50.0
Projektarbeit:	38.0
Prüfung:	2.0
Gesamt:	150

## European Identities II (F)

Lernziele	Anteil
Fachkompetenzen	
Kenntnisse/Wissen <ul style="list-style-type: none"> <li>Quels objectifs doivent atteindre les étudiants? Les étudiants ont un savoir complexe et approfondi en français de la définition de l'histoire et de la culture de l'Europe, du développement historique et culturel d'un choix de régions européennes Ils maîtrisent l'Europe dans sa diversité historique et culturelle Ils disposent d'un savoir élargi sur l'influence de l'histoire européenne sur les autres continents et les transferts culturels intercontinentaux</li> </ul>	30%
Fertigkeiten <ul style="list-style-type: none"> <li>Ils sont capables de comprendre des textes spécialisés et complexes sur l'histoire et la culture en Europe, de les restituer à l'oral et à l'écrit et d'en discuter. Ils sont aptes à décrire l'histoire et la culture européennes placées dans un contexte intercontinental. Ils sont capables d'analyser les développements socio-culturels en relation avec leur spécialisation, de prendre et défendre leur position. Ils sont préparés à vivre dans un environnement socio-culturel européen dans un contexte universitaire et professionnel.</li> </ul>	40%
Personale Kompetenzen	
Soziale Kompetenz <ul style="list-style-type: none"> <li>Les étudiants sont capables d'animer un débat sur un thème du cours, de présenter à un public leurs solutions à un problème complexe et de défendre leur position.</li> </ul>	30%
Selbstständigkeit <ul style="list-style-type: none"> <li>Les étudiants sont en mesure d'analyser et de travailler sur un domaine complexe concernant le développement historique et culturel des régions européennes, qu'ils ont choisies, de manière autonome. Ils sont capables de prendre et de défendre leur position concernant le développement historique et culturel des régions européennes. Ils sont en mesure de discuter librement de sujets historiques et culturels complexes, concernant les régions pour lesquelles ils se sont spécialisés. Ils sont en mesure de s'approprier de manière autonome un savoir spécialisé et complexe et de l'analyser de façon critique par la suite.</li> </ul>	

## European Identities II (F)

### Inhalt:

1. Les définitions de l'histoire et de la culture en Europe Histoire et culture européenne dans un contexte intercontinental L'Europe et sa culture, vision de l'extérieur
2. L'histoire et la culture de certains pays et régions sélectionnés
3. Les valeurs européennes fondamentales, la liberté de presse, le droit d'expression,...
4. Améliorer la vie en Europe en respectant les valeurs fondamentales - Débats  
:Harmoniser le système des études supérieures en Europe, une utopie ? • Vers une Europe numérique ? (free open sources) • Vers un développement durable et une vraie politique de l'environnement ? • Vers une politique migratoire commune ? • Maintenir la diversité en Europe (linguistique, religieuse, culturelle, gastronomique, identitaire, sportive,...)
5. Vivre, étudier et travailler en Europe : • Se préparer au semestre d'études dans un pays francophone • La vie estudiantine, les contraintes et opportunités • Entraînement à la candidature, l'entretien d'embauche • La vie de stagiaire dans une entreprise

### Prüfungsform:

Mündliche Prüfung (60%)  
Schriftliche Arbeit (40%)

Zusätzliche Regelungen:

Des contributions écrites hebdomadaires régulières dans des domaines choisis et approfondis par le groupe-classe (Forum) 10 % de la note finale La participation active à l'élaboration collective d'un glossaire du cours (Glossaire), 10% de la note finale.

### Pflichtliteratur:

Lang, B.et F. (2007):101 fiches pour comprendre l'Europe, Belin  
Maalouf, Amin (2008) : Les identités meurtrières, Paris, Grasset  
Münz, R. (1996): Migration in Europa. Historische Entwicklungen, aktuelle Trends, politische Reaktionen, Campus Muschg, A

### Empfohlene Literatur:

## European Identities II (G)

<b>Modul:</b> European Identities II (G)	
<b>Studiengang:</b> Europäisches Management	<b>Abschluss:</b> Master
<b>Modulverantwortliche/r:</b> Prof. Dr. oec. Gerhard Mewes	

<b>Semester:</b> 2	<b>Dauer:</b> 1	
<b>SWS:</b> 4	<b>davon V/Ü/L/P:</b> 0/3/1/0	<b>CP nach ECTS:</b> 5.0
<b>Art der Lehrveranstaltung:</b> Wahlpflicht	<b>Sprache:</b> Deutsch	<b>Stand vom:</b> 2017-01-19
<b>Empfohlene Voraussetzungen:</b>		
<b>Pauschale Anrechnung von:</b>		
<b>Besondere Regelungen:</b>		

<b>Aufschlüsselung des Workload</b>	<b>Stunden:</b>
Präsenz:	60.0
Vor- und Nachbereitung:	50.0
Projektarbeit:	38.0
Prüfung:	2.0
<b>Gesamt:</b>	<b>150</b>

## European Identities II (G)

Lernziele	Anteil
Fachkompetenzen	
Kenntnisse/Wissen <ul style="list-style-type: none"> <li>gleichzeitig vertieftes Wissen in Deutsch</li> <li>zur Definition von der Geschichte und Kultur Europas,</li> <li>zur historischen und kulturellen Entwicklung ausgewählter europäischer Regionen,</li> <li>zum International Business ihres Vertiefungsmoduls. Sie verstehen Europa in seiner historischen und kulturellen Vielfalt. Sie verfügen über erweitertes Wissen in</li> <li>zum Einfluss der europäischen Geschichte auf andere Kontinente,</li> <li>zum interkontinentalen Kulturtransfer,</li> <li>zum International Business anderer Module.-</li> </ul>	35%
Fertigkeiten <ul style="list-style-type: none"> <li>Sie sind befähigt, fachbezogene, komplexe Sachverhalte zur Geschichte und Kultur in Europa zu verstehen, mündlich und schriftlich umfassender und zusammenhängend widerzugeben sowie darüber zu diskutieren. Sie sind in der Lage, Geschichte und Kultur Europas im interkontinentalen Kontext zu beschreiben. Sie sind befähigt, Ursachen und Konsequenzen von historischen Konflikten Ihrer europäischen Region zu analysieren. Sie sind befähigt wirtschaftliche Entwicklungen bezüglich Ihres Vertiefungsmoduls argumentativ zu vertreten.</li> </ul>	25%
Personale Kompetenzen	
Soziale Kompetenz <ul style="list-style-type: none"> <li>Sie sind in der Lage, im Rahmen von Gruppenarbeiten Teamfähigkeit unter Beweis zu stellen. Sie sind in der Lage, Teams an komplexe Lösungsansätze zu führen und diese argumentativ zu vertreten.</li> </ul>	40%
Selbstständigkeit <ul style="list-style-type: none"> <li>Sie sind in der Lage eigenständig komplexere Fachthemen zur historischen und kulturellen Entwicklung Ihrer europäischen Region zu analysieren und komplexer zu bearbeiten Sie können zu Sachthemen Ihrer europäischen Region mit vorwiegend historischem und kulturellem Bezug argumentieren Sie sind in der Lage, zu komplexen Sachthemen zu Geschichte und Kultur Ihrer Region sowie zu Themen Ihres Vertiefungsmoduls frei zu reden; sich selbständig spezialisiertes und komplexes Wissen anzueignen und kritisch zu bewerten.</li> </ul>	

## European Identities II (G)

### Inhalt:

1. Definitionen zu Geschichte und Kultur in Europa
2. Die Geschichte ausgewählter europäischer Regionen und Länder
3. Die Kultur ausgewählter europäischer Regionen und Länder
4. Europäische Geschichte und europäische Kultur im interkontinentalen Kontext
5. Szenarien der Geschäftstätigkeit europäischer Unternehmen in den Geschäftsfeldern • International Finance, • International Marketing, • International Human Resources, • International Accounting.

### Prüfungsform:

Schriftliche Arbeit (40%)  
Mündliche Prüfung (60%)

Zusätzliche Regelungen:  
SMP

### Pflichtliteratur:

Schmale, W. (2000): Geschichte Europas, Böhlau Verlag, • Schmale, W. (2010): Geschichte und Zukunft der Euro-päischen Identität, Kohlhammer, • Sen A./Giese F. (2010): Die Identitätsfalle, warum es keinen Krieg der Kulturengibt, Deutscher Taschen-bu

### Empfohlene Literatur:

## European Identities II (S)

<b>Modul:</b> European Identities II (S)	
<b>Studiengang:</b> Europäisches Management	<b>Abschluss:</b> Master
<b>Modulverantwortliche/r:</b> Veronica Bertinotti de Fiddicke	

<b>Semester:</b> 2	<b>Dauer:</b> 1	
<b>SWS:</b> 4	<b>davon V/Ü/L/P:</b> 2/2/0/0	<b>CP nach ECTS:</b> 5.0
<b>Art der Lehrveranstaltung:</b> Wahlpflicht	<b>Sprache:</b> Deutsch	<b>Stand vom:</b> 2015-12-09
<b>Empfohlene Voraussetzungen:</b>		
<b>Pauschale Anrechnung von:</b>		
<b>Besondere Regelungen:</b>		

<b>Aufschlüsselung des Workload</b>	<b>Stunden:</b>
Präsenz:	60.0
Vor- und Nachbereitung:	50.0
Projektarbeit:	38.0
Prüfung:	2.0
Gesamt:	150

## European Identities II (S)

Lernziele	Anteil
Fachkompetenzen	
Kenntnisse/Wissen <ul style="list-style-type: none"> <li>Die Studierenden haben ein komplexes, gleichzeitig vertieftes Wissen in Spanisch • Die Geschichte und Kultur Europas • zur historischen und kulturellen Entwicklung ausgewählter europäischer Regionen Sie verstehen Europa in seiner historischen und kulturellen Vielfalt. Sie verfügen über erweitertes Wissen • zum Einfluss der europäischen Geschichte auf andere Kontinente, • zur interkulturellen Kommunikation • zur kulturellen Vielfalt in Europa</li> </ul>	35%
Fertigkeiten <ul style="list-style-type: none"> <li>Sie sind befähigt, fachbezogene, komplexe Sachverhalte zur Geschichte und Kultur in Europa zu verstehen, mündlich und schriftlich umfassend und zusammenhängend widerzugeben sowie darüber zu diskutieren. Sie sind in der Lage, Geschichte und Kultur Europas im interkontinentalen Kontext zu beschreiben. Sie sind befähigt, Ursachen und Konsequenzen von historischen Konflikten Ihrer europäischen Region zu analysieren.</li> </ul>	25%
Personale Kompetenzen	
Soziale Kompetenz <ul style="list-style-type: none"> <li>Sie sind in der Lage, im Rahmen von Gruppenarbeiten Teamfähigkeit unter Beweis zu stellen. Sie sind in der Lage, Teams an komplexe Lösungsansätze zu führen und diese argumentativ zu vertreten.</li> </ul>	40%
Selbstständigkeit <ul style="list-style-type: none"> <li>Sie sind in der Lage eigenständig komplexere Fachthemen zur historischen und kulturellen Entwicklung Ihrer europäischen Region zu analysieren und dafür Lösungen erarbeiten. Sie können zu Sachthemen Ihrer europäischen Region mit vorwiegend historischem und kulturellem Bezug argumentieren. Sie sind in der Lage, sich selbständig zu komplexen Sachthemen der Geschichte und Kultur Ihrer Region zu äußern und spezialisiertes und komplexes Wissen anzueignen, kritisch zu bewerten und darüber eine Facharbeit zu verfassen.</li> </ul>	

Inhalt:
<ol style="list-style-type: none"> <li>1. Definitionen zu Geschichte und Kultur in Europa</li> <li>2. Die Geschichte ausgewählter europäischer Regionen und Länder</li> <li>3. Die Kultur ausgewählter europäischer Regionen und Länder</li> <li>4. Europäische Geschichte und europäische Kultur im interkontinentalen Kontext</li> </ol>



## European Identities II (S)

<b>Prüfungsform:</b>
Mündliche Prüfung (60%) Schriftliche Arbeit (40%)

<b>Pflichtliteratur:</b>
<b>Martínez, M. &amp; Murillo, N. &amp; Sáenz, A. (2010).</b> <i>Todas las voces (B1): Curso de cultura y civilización.</i> Ernst Klett Sprachen. España, Manual de Civilización Editorial Vicens Vives, Historia del Arte Editorial Vicens Vives, Atlas Histórico Mundial Aróstegui Sánchez, Vicens Vives. Historia del Mundo Contemporáneo
<b>Empfohlene Literatur:</b>

## International Business Project I

<b>Module:</b> International Business Project I	
<b>Degree programme:</b> Europäisches Management	<b>Degree:</b> Master
<b>Responsible for the module:</b> Prof. Dr. rer. nat. Rainer Stollhoff	

<b>Semester:</b> 2	<b>Duration:</b> 1	
<b>Hours per week per semester:</b> 4	<b>Of which L/S/LW/P:</b> 0/0/0/4	<b>CP according to ECTS:</b> 5.0
<b>Form of course:</b> Elective	<b>Language:</b> English	<b>As of:</b> 2017-04-20
<b>Compulsory prior knowledge:</b> Information about the project including the topic/title, the semester(s) and the confirmation from the supervisor		
<b>Recommended prior knowledge:</b> Knowledge and Skills necessary for the topic		
<b>Recognition of external relevant qualification/experience:</b>		
<b>Special regulations:</b> Recognition of external relevant qualifications/experience: Erfolgreiche zeitnahe Projektleitung, sowie Projektbericht mit theoretischer Fundierung als Prüfungsvorleistung		

<b>Workload distribution</b>	<b>Hours:</b>
In class:	60.0
Pre- and post-course work:	29.0
Project:	60.0
Examinations:	1.0
Total:	150

## International Business Project I

Lerning objectives	Anteil
Subject specific competences	
Knowledge <ul style="list-style-type: none"> <li>Students deepen and enrich their knowledge in one of the international business management areas.</li> </ul>	20%
Skills <ul style="list-style-type: none"> <li>Students are able to setup a project, develop new concepts and implement them with a view to strategic management.</li> <li>Students can assess existing organizational structures and processes.</li> <li>Students can apply a broad range of scientific methods and present their findings.</li> <li>Students can discuss possible consequences of their project for related management areas.</li> </ul>	30%
Personal competences	
Social competence <ul style="list-style-type: none"> <li>Students can integrate in internal or external teams and actively participate in successfully undertaking an international business project.</li> </ul>	50%
Autonomy <ul style="list-style-type: none"> <li>Students can independently structure project related tasks and develop goals taking into account the economic, cultural and social impact.</li> <li>Students can independently conduct scientific investigations.</li> <li>Students can independently establish the theoretical concepts underlying their specific project topic.</li> <li>Students can independently conduct empirical studies on a scientific level and present their results including novel solutions.</li> </ul>	

Content:
<ol style="list-style-type: none"> <li>Definition of the project (topic, contents, goals) and relation to business processes within a given business unit</li> <li>Discussion of stakeholder interests</li> <li>Influence of the external environment</li> <li>Application of empirical methods (based on project topic)</li> <li>Theoretical framework</li> <li>Scientific discussion of the results</li> <li>Potential consequences for related management areas</li> </ol>

## International Business Project I

### Examination format:

Project (60%)  
Oral exam (40%)

#### Additional rules:

Written Report (min. 20 pages, end of semester); Oral examination (englisch, 20 - 30 minutes, during the semester)

### Compulsory reading:

### Recommended reading:

**Wallwork, A.** (2011). *English for Writing Research Papers 2011 edition by Wallwork, Adrian (2011) Paperback*. The Johns Hopkins University Press.

**Atteslander, P.** (2010). *Methoden der empirischen Sozialforschung*. Berlin: Schmidt.

**Bui, Y.** (2014). *How to write a master's thesis*. Los Angeles, Calif. [u.a.]: Sage.

**Franck, N.** (2011). *Die Technik wissenschaftlichen Arbeitens*. Paderborn [u.a.]: Schöningh.

**Saunders, M. & Lewis, P. & Thornhill, A.** (1600). *Research Methods for Business Students by Mark Saunders (2-Apr-2009) Paperback*. Pearson Education.

**Murray, R.** (2011). *[(How to Write a Thesis)] [Author: Rowena Murray] published on (March, 2011)*. McGraw-Hill Education (UK).

**Bryman, A. & Bell, E.** (2015). *Business Research Methods by Alan Bryman (26-Mar-2015) Paperback*. Oxford University Press.

**Köster, K.** (2009). *International Project Management*. SAGE.

**Moosmüller, G.** (2008). *Methoden der empirischen Wirtschaftsforschung*. Pearson Deutschland GmbH.

Vertiefende Fachliteratur zu den Teildisziplinen International Business

## International Financial Management II

<b>Module:</b> International Financial Management II	
<b>Degree programme:</b> Europäisches Management	<b>Degree:</b> Master
<b>Responsible for the module:</b> Prof. Dr. Katrin Dziergwa	

<b>Semester:</b> 2	<b>Duration:</b> 1	
<b>Hours per week per semester:</b> 4	<b>Of which L/S/LW/P:</b> 2/2/0/0	<b>CP according to ECTS:</b> 5.0
<b>Form of course:</b> Elective	<b>Language:</b> English	<b>As of:</b> 2015-11-09
<b>Recommended prior knowledge:</b> Statistics, calculus, corporate budgeting		
<b>Recognition of external relevant qualification/experience:</b>		
<b>Special regulations:</b>		

<b>Workload distribution</b>	<b>Hours:</b>
In class:	60.0
Pre- and post-course work:	88.0
Project:	0.0
Examinations:	2.0
Total:	150

## International Financial Management II

Lerning objectives	Anteil
Subject specific competences	
<b>Knowledge</b> <ul style="list-style-type: none"> <li>• Students know the fundamental derivative classes, their structure, pricing, and use.</li> <li>• Students learn to price vanilla derivatives and can analyze the reaction of prices to changes in the input variables.</li> <li>• Students know how the exposure to changes in the determinants is measured and hedged.</li> <li>• Students can derive the payout of complex combinations of derivatives.</li> <li>• Students know methods to price more complex derivatives.</li> <li>• Students understand the inherent risks in derivatives.</li> </ul>	55%
<b>Skills</b> <ul style="list-style-type: none"> <li>• Students learn to:</li> <li>• price basic (vanilla) derivatives</li> <li>• estimate and analyze the risk of derivatives</li> <li>• implement and evaluate hedging strategies</li> </ul>	35%
Personal competences	
<b>Social competence</b> <ul style="list-style-type: none"> <li>• Students will be able to</li> <li>• develop solutions in dialog with their class mates and the lecturer and</li> <li>• present their work and solutions in class and in writing with the audience's needs in mind</li> </ul>	10%
<b>Autonomy</b> <ul style="list-style-type: none"> <li>• Students will be able to</li> <li>• structure and plan their work</li> <li>• to analyze and evaluate the solutions.</li> </ul>	

Content:
<ol style="list-style-type: none"> <li>1. Fundamentals of forwards and futures</li> <li>2. Fundamentals of options (vanilla options) <ol style="list-style-type: none"> <li>2.1. Option pricing</li> <li>2.2. The Greeks</li> </ol> </li> <li>3. Fundamentals of exotic options</li> <li>4. Interest rates and fixed income products</li> </ol>

## International Financial Management II

<b>Examination format:</b>
Written exam (100%)
Additional rules: To be eligible for the exam, students have to present one current case before the exam period.

<b>Compulsory reading:</b>
<b>C Hull, J.</b> (2012). <i>Options, Futures, and Other Derivatives</i> . Pearson.
<b>Recommended reading:</b>
<b>J. Fabozzi, F. &amp; V. Mann, S.</b> (2010). <i>Introduction to Fixed Income Analytics: Relative Value Analysis, Risk Measures and Valuation (Frank J. Fabozzi)</i> . John Wiley & Sons. <b>A. Jarrow, R. &amp; Chatterjea, A.</b> (2013). <i>An Introduction to Derivative Securities, Financial Markets, and Risk Management</i> . W W Norton & Co Inc.

## International Human Resources Management II

<b>Module:</b> International Human Resources Management II	
<b>Degree programme:</b> Europäisches Management	<b>Degree:</b> Master
<b>Responsible for the module:</b> Prof. Dr. Hagen Ringshausen	

<b>Semester:</b> 2	<b>Duration:</b> 1	
<b>Hours per week per semester:</b> 4	<b>Of which L/S/LW/P:</b> 2/2/0/0	<b>CP according to ECTS:</b> 5.0
<b>Form of course:</b> Elective	<b>Language:</b> English	<b>As of:</b> 2015-11-20
<b>Recommended prior knowledge:</b> Basics of HR Management and Organizational Design, English		
<b>Recognition of external relevant qualification/experience:</b>		
<b>Special regulations:</b>		

<b>Workload distribution</b>	<b>Hours:</b>
In class:	60.0
Pre- and post-course work:	80.0
Project:	8.0
Examinations:	2.0
Total:	150



## International Human Resources Management II

Learning objectives	Anteil
Subject specific competences	
<p>Knowledge</p> <ul style="list-style-type: none"> <li>• Students will learn how to develop a strategic approach to the attraction and retention of staff and the management of (internal) talents.</li> <li>• Students will be able to play a leading role in the development of (internal) talents.</li> <li>• Students obtain the knowledge to evaluate the major theories relating to motivation, commitment and engagement of employees and how these are put into practice by organizations.</li> </ul>	30%
<p>Skills</p> <ul style="list-style-type: none"> <li>• Students can systematically decide and communicate strategic performance aims, objectives, priorities and targets.</li> <li>• Students will be in the position to plan effective measures for developing and training staff in a global context.</li> </ul>	20%
Personal competences	
<p>Social competence</p> <ul style="list-style-type: none"> <li>• Students will be enabled to consider the use of proactive diversity management in intercultural communication.</li> <li>• Students acquire the competence to manage themselves and others in small and large teams with different personalities/ cultural backgrounds and individual differences in a professional and ethical way.</li> </ul>	50%
<p>Autonomy</p> <ul style="list-style-type: none"> <li>• Students will enhance competence in postgraduate study skills to contribute to personal and professional development.</li> <li>• Students will be assisted to make the most of their formal programs of study with the inclusion of key postgraduate study skills, including critical reflection on theory and practice from an ethical and professional standpoint.</li> </ul>	

## International Human Resources Management II

### Content:

1. Strategic development of international managers and leaders.
2. Internal / in - house training in global/multinational companies.
3. Quality management of internal/external training and development activities; education controlling and performance management.
4. Self- and team management in a global context.
5. Development and challenges of international / intercultural teams.
6. Intercultural communication in global/multinational companies.

### Examination format:

Oral exam (70%) and Projekt work (30%)

Additional rules:

Bonus or/and credit points can be achieved by holding a mid- term presentation.

### Compulsory reading:

### Recommended reading:

**N. Garavan, T. & Hogan, C. & Cahir-O'Donnell, A.** (1900). *Making Training & Development Work: A "Best Practice" Guide* by Thomas N Garavan, Carole Hogan, Amanda Cahir-O'Donnell (2003) Paperback. Packt Publishing.

**Buckley, R. & Caple, J.** (2009). *The Theory and Practice of Training*. Kogan Page Publishers.

Websites: [www.cipd.co.uk](http://www.cipd.co.uk), [www.trainingzone.co.uk](http://www.trainingzone.co.uk), [www.trainingjournal.com](http://www.trainingjournal.com)

Journals: Harvard Business Review, Human Resource Management Development International

## International Marketing Management II

<b>Module:</b> International Marketing Management II	
<b>Degree programme:</b> Europäisches Management	<b>Degree:</b> Master
<b>Responsible for the module:</b> Prof. Dr. rer. pol. Sandra Haas & Christiane Amede	

<b>Semester:</b> 2	<b>Duration:</b> 1	
<b>Hours per week per semester:</b> 4	<b>Of which L/S/LW/P:</b> 2/2/0/0	<b>CP according to ECTS:</b> 5.0
<b>Form of course:</b> Elective	<b>Language:</b> English	<b>As of:</b> 2017-02-01
<b>Recommended prior knowledge:</b> Basic knowledge of marketing (such as module EM/01 - 06 - 03 - 1) is recommended but not mandatory for completing this module. Lecturer will advise on preparation needed		
<b>Recognition of external relevant qualification/experience:</b>		
<b>Special regulations:</b>		

<b>Workload distribution</b>	<b>Hours:</b>
In class:	60.0
Pre- and post-course work:	50.0
Project:	39.0
Examinations:	1.0
Total:	150

## International Marketing Management II

Lerning objectives	Anteil
Subject specific competences	
<p>Knowledge</p> <ul style="list-style-type: none"> <li>• Students are familiar with country specific differences that may require alternative marketing programs</li> <li>• They perceive detailed knowledge on international marketing mix and on creating an international marketing plan.</li> </ul>	25%
<p>Skills</p> <ul style="list-style-type: none"> <li>• Students apply and adapt planning and decision making techniques for developing marketing programs for international businesses. They are able to create an international marketing plan.</li> <li>• Students can identify influencing factors and benefits for standardizing or adapting international marketing programs and can find ways to react to marketing programs of competitors.</li> </ul>	25%
Personal competences	
<p>Social competence</p> <ul style="list-style-type: none"> <li>• Students work effectively and cooperatively in teams to solve multifaceted marketing problems.</li> <li>• Students develop their intercultural competence.</li> </ul>	50%
<p>Autonomy</p> <ul style="list-style-type: none"> <li>• Students will develop a critical, analytical, flexible and creative state of mind while practicing questioning, challenging and innovative thinking.</li> <li>• Through comprehensive project work, students improve their ability to plan and control learning processes independently.</li> </ul>	

## International Marketing Management II

### Content:

1. Introduction to International Marketing Mix: The first section introduces basic decisions and actions regarding designing international marketing mix programs. Furthermore, specific problems will be presented via examples/cases.
2. How to create an International Marketing Plan?: The 2nd section gives detailed answers on how to create an international marketing plan.
3. Designing International Marketing Programs: Once a firm has decided how it will enter a foreign market, it has to design an international marketing mix program. Hereby, managers have to make fundamental decisions regarding the degree to which a firm should standardize or adapt their international marketing mix. In this section main factors favouring standardization/ adaptation will be elaborated. These two distinctive options will be discussed throughout the course. Following this introduction, every marketing mix instrument (product, price, distribution, and promotion within the international context) will be explained in detail. On this basis, students will design an international marketing plan.
4. Managing the International Marketing Mix: Although every element of the marketing mix is important, the relative importance of one versus another may vary between markets. This section gives an overview of methods to monitor international marketing programs appropriately.

### Examination format:

Mündliche Prüfung (33%) und schriftliche Gruppenarbeit (63%)

## International Marketing Management II

### Compulsory reading:

**Hollensen, S.** (2012). *Essentials of global marketing*. Harlow ; Munich [u.a.]: Pearson.

### Recommended reading:

**Cateora, P. & Gilly, M. & John, G.** (2013). *International Marketing*. Mcgraw-Hill Publ.Comp..

**De Búrca, S. & Fletcher, R. & Brown, L.** (2004). [*International Marketing: An SME Perspective* ] [Author: Sean De Burca] [May-2004]. FINANCIAL TIMES PRENTICE HALL.

**Doole, I. & Lowe, R.** (2008). *International Marketing Strategy (with CourseMate & eBook Access Card)* by Doole, Isobel, Lowe, Robin (2012) Paperback. Cengage Learning EMEA.

**Keegan, W. & Green, M.** (2011). *Global marketing*. Boston [u.a.]: Pearson.

**Mueller, B.** (1707). *Dynamics of International Advertising: Theoretical and Practical Perspectives 2nd edition* by Mueller, Barbara (2010) Paperback. Addison Wesley.

**Quelch, J. & Jocz, K.** (2012). [*All Business Is Local: Why Place Matters More Than Ever in a Global, Virtual World* Quelch, John A. ( Author ) ] { Hardcover } 2012. Portfolio 2012.

Updated article outcomes such as of Journal of International Business Studies, Journal of International Entrepreneurship, International Business Review etc.

## Negotiations and Conflict Management

<b>Module:</b> Negotiations and Conflict Management	
<b>Degree programme:</b> Europäisches Management	<b>Degree:</b> Master
<b>Responsible for the module:</b> Dr. Gregory Bond	

<b>Semester:</b> 2	<b>Duration:</b> 1	
<b>Hours per week per semester:</b> 4	<b>Of which L/S/LW/P:</b> 2/2/0/0	<b>CP according to ECTS:</b> 5.0
<b>Form of course:</b> Compulsory	<b>Language:</b> English	<b>As of:</b> 2015-11-06
<b>Recommended prior knowledge:</b>		
<b>Recognition of external relevant qualification/experience:</b>		
<b>Special regulations:</b>		

<b>Workload distribution</b>	<b>Hours:</b>
In class:	60.0
Pre- and post-course work:	57.0
Project:	30.0
Examinations:	3.0
Total:	150

## Negotiations and Conflict Management

Lerning objectives	Anteil
Subject specific competences	
<b>Knowledge</b> <ul style="list-style-type: none"> <li>Students know and understand the significance of negotiations in business, some theoretical approaches to negotiating, significant negotiating tools, theoretical approaches to conflict management, and methods to manage conflicts.</li> </ul>	25%
<b>Skills</b> <ul style="list-style-type: none"> <li>Students are able to prepare for and act confidently in negotiation situations, to analyse and evaluate negotiation and conflict, and to apply these skills to a variety of business and personal settings.</li> </ul>	25%
Personal competences	
<b>Social competence</b> <ul style="list-style-type: none"> <li>Students are able to communicate more effectively in negotiation and conflict, and to engage in team and project work with a view to managing conflict well.</li> </ul>	50%
<b>Autonomy</b> <ul style="list-style-type: none"> <li>Students reflect on their own negotiation and conflict behaviour, and gain self - awareness and self - confidence.</li> </ul>	

Content:
<ol style="list-style-type: none"> <li>The Harvard model of principled negotiation – people vs. problems, recognizing positions and interests, core concerns, searching for options for mutual gain, using objective criteria, BATNA, ZOPA, coming to agreement</li> <li>Preparing negotiations, the negotiation environment, phases of negotiation, post - negotiation</li> <li>Negotiation styles and Blake / Mouton's managerial grid</li> <li>Negotiation psychology – creating and claiming value (the negotiator's dilemma); zero - sum negotiation, framing and anchoring; persuasion (compliance techniques)</li> <li>Conflict theories: social conflict, functions of conflict, escalation</li> <li>Conflict management: litigation, arbitration, mediation; intervention strategies</li> <li>Introduction to mediation and using mediation in the workplace: theory and practice</li> <li>The course will use a variety of hands - on methods, including role plays, group activities, input lectures, negotiation diaries, complex simulations, and also input from invited guest speakers (mediators, businesspeople etc.).</li> </ol>



## Negotiations and Conflict Management

### Examination format:

Negotiable.

Additional rules:

Proposal: Small - group presentation as a prepared simulated negotiation or conflict scenario, with follow - up questions (50%). Written test on course reading and theory (50%)

### Compulsory reading:

### Recommended reading:

- Fisher, R.** (2005). *Beyond reason*. New York [u.a.]: Viking.
- Fisher, R. & Ury, W.** (2007). *Getting to yes*. London [u.a.]: Random House.
- Thompson, L.** (2008). *The truth about negotiations*. Harlow [u.a.]: Pearson.
- Cialdini, R.** (2007). *Influence*. New York: Collins.
- Dana, D.** *Conflict resolution*. New York, NY [u.a.]: McGraw-Hill.
- Goldsmith, J.** *ADR in business*. Alphen aan den Rijn: Kluwer Law International.
- Lax, D. & Sebenius, J.** (1986). *The manager as negotiator*. New York [u.a.]: Free Press [u.a.].
- Ury, W.** (2007). *The power of a positive no*. New York [u.a.]: Bantam Books.
- Glasl, F.** (1600). *Confronting Conflict: A First-Aid Kit for Handling Conflict by Glasl, Friedrich* (1999) *Taschenbuch*. Hawthorn Pr (Hawthorn House).
- Goleman, D.** (2006). *Emotional intelligence*. New York [u.a.]: Bantam Books.
- Ury, W.** (1993). *Getting past no*. New York u.a.: Bantam Books.
- Lax, D. & Sebenius, J.** (2006). *3-D negotiation*. Boston, Mass.: Harvard Business School Press.
- Fisher, R. & Ertel, D.** (1995). *Getting Ready to Negotiate (Penguin Business) by Fisher, Roger, Ertel, Danny* (1995) *Paperback*. Psychology Press.

## Corporate Social Responsibility (CSR)

<b>Module:</b> Corporate Social Responsibility (CSR)	
<b>Degree programme:</b> Europäisches Management	<b>Degree:</b> Master
<b>Responsible for the module:</b> Prof. Dr. Marco Althaus	

<b>Semester:</b> 3	<b>Duration:</b> 1	
<b>Hours per week per semester:</b> 4	<b>Of which L/S/LW/P:</b> 2/2/0/0	<b>CP according to ECTS:</b> 5.0
<b>Form of course:</b> Elective	<b>Language:</b> English	<b>As of:</b> 2015-10-29

**Compulsory prior knowledge:**  
Advanced knowledge of European public policy and law; advanced understanding of international business and international marketing communications; English B2 level (Common European Framework)

**Recommended prior knowledge:**

**Recognition of external relevant qualification/experience:**

**Special regulations:**  
This course, along with other public sector related courses in the "European competences" flight of courses\*, strongly emphasizes the Scholar-Practitioner Model of postgraduate education: Students will be led to become both scholars and practitioners in the field of business-government relations and the management interface with politics, law and regulation, media, public and social responsibility of European business. In this field, students become proficient consumers of research, but they will also be able to investigate on their own and advance scholarly knowledge to inform practice. As practitioners, they will draw on research results and reflective inquiry to help make business and public decisions, solve problems, and advise others. They will reflect on their own practices and the practice of others. They will be able to engage in lifelong learning, communicate knowledge to varied audiences, and contribute creatively and positively to resolving public problems and social change – in their workplace and beyond. They will build these competences grounded on ethical values and political commitments as managers and European citizens.

## Corporate Social Responsibility (CSR)

Workload distribution	Hours:
In class:	60.0
Pre- and post-course work:	50.0
Project:	40.0
Examinations:	0.0
Total:	150

Lerning objectives	Anteil
Subject specific competences	
<p>Knowledge</p> <ul style="list-style-type: none"> <li>• (1) identify relevant sectors of a firm's environment and major corporate social responsibilities (economic, legal, ethical, and philanthropic), and identify tensions with one another</li> <li>• (2) classify, compare and contrast the shareholder and stakeholder models of corporate governance and nonmarket strategies relating to CSR</li> <li>• (3) classify, compare and contrast CSR approaches in the light of management practice and theory</li> <li>• (4) define, describe and discuss institutionalized CSR elements such as codes of conduct, reporting standards, best practice, benchmarking, and performance measurement</li> <li>• (5) compare and contrast continental European and Anglo-American understanding of CSR, and appraise CSR dep. on different business cultures</li> </ul>	40%
<p>Skills</p> <ul style="list-style-type: none"> <li>• (6) collect, investigate, and evaluate information from media, public documents and scholarly research on CSR issues</li> <li>• (7) conduct a stakeholder analysis for a given firm</li> <li>• (8) analyze and evaluate a current CSR management initiative or program</li> <li>• (9) design a CSR initiative or program with standardized CSR instruments</li> <li>• (10) articulate and reflect upon an ethical dilemma that affects a firm's stakeholders in written and oral formats</li> </ul>	40%

## Corporate Social Responsibility (CSR)

Personal competences	
Social competence <ul style="list-style-type: none"> <li>• (11) organize a group research process and collaboratively produce and present a CSR case analysis</li> <li>• (12) reflect and appraise the individual and group learning process in a group</li> </ul>	20%
Autonomy <ul style="list-style-type: none"> <li>• (13) reflect and appraise the individual and group learning process</li> <li>• (14) reflect and appraise one's personal moral values and possible dilemmas as a business manager throughout the career</li> <li>• (15) reflect and assess personal beliefs about social change, and commitment and ability to improve the human and social condition, and to contribute to greater good through business</li> </ul>	

### Content:

1. Corporate social responsibility, along with corporate citizenship, has become a major factor in the "license to operate", or social contract for society. CSR promises that doing good can make firms more competitive and profitable in the long run, improve acceptance and customer loyalty, and manage regulatory challenges. Many companies invest voluminous resources in CSR and communicate their efforts broadly. However, CSR has its critics – both from business and society. Students will discover strategies and fields of activity, learn to analyze and evaluate business projects and programs in CSR, and reflect on the ethical responsibilities of companies and managers that lie behind it.
2. Business and society – business ethics – models of CSR. Exemplary contents: The corporation, the public sphere, and stakeholders; stakeholder theory and stakeholder management. CSR in the context of business ethics and "corporate citizenship". Legal compliance vs. morality. From philanthropy to innovation and integrated business models (Triple Bottom Line and other concepts, CSR as a non-market to gain comparative advantages). Overview of concepts, strategic approaches and objectives of CSR. Criticism of CSR.
3. Business and the natural environment. Exemplary contents: Ecology, sustainability, and managing environmental issues. Conservative stewardship vs. radical ecology of business. The environmental movement, business collaboration and confrontation with non-governmental organizations. Environmental regulation and legal compliance. Sustainability performance and indexing. "Greening of business" vs. public criticism of "greenwashing".
4. Business and the social environment. Exemplary contents: (a) Community relations: "neighbour of choice" and local responsibilities. (b) Consumer issues and consumerism. Public health, safety, and broader socio-political debates. Issues in regulation, legal

## Corporate Social Responsibility (CSR)

liability, and marketing (branding, cause-related marketing). (c) Employees: social partnership as a European model; labour unions and CSR. Employer branding with CSR. Workforce diversity and discrimination. Whistleblowing: employee loyalty vs. the public good. Corporate volunteering and employee activities. International labour, sourcing and supply chain problems in CSR: workers' rights, sweatshops, and child labour. (d) Political issues in international management. Cultural sensitivity, sovereignty, and national pride. Democratic values and civil rights.

5. CSR strategy, reporting and communication, leadership. Exemplary contents: Voluntary codes of conduct/ethics, UN Global Compact and other global initiatives for standardized CSR instruments and ethical corporate governance. Communicating and reporting CSR; reporting standards, best practice comparison, benchmarking. CSR, mass media, and social media. Effects on consumers and reputation. Discourse with politics and non-governmental organizations. EU policy towards CSR and business organizations dealing with CSR. Interdependence of strategic calculus, institutions, and social change. Managers' personal values, self-discovery, management education, dilemmas of principled career and leadership development.

### Examination format:

Paper  
Project

## Corporate Social Responsibility (CSR)

### Compulsory reading:

**Moon, J.** (2014). *Corporate Social Responsibility: A Very Short Introduction*. Oxford: Oxford University Press.

**Crane, A. & Matten, D.** (2015). *Business Ethics: Managing Corporate Citizenship and Sustainability in the Age of Globalization*. Oxford: Oxford University Press.

### Recommended reading:

**Idowu, S. & Schmidpeter, R. & Fifka, M.** (2015). *Corporate Social Responsibility in Europe: United in Sustainable Diversity*. Wiesbaden: Springer.

**Needle, D.** (2015). *Business in context: an introduction to business and its environment*. Cengage Learning .

**Pedersen, E.** (2015). *Corporate Social Responsibility*. London: Sage.

**Blowfield, M. & Murray, A.** (2014). *Corporate Responsibility*. Oxford: Oxford University Press.

Crane, A., McWilliams, A., Matten, D., Moon, J., & Siegel, D. S. (2009). *The Oxford handbook of corporate social responsibility*. Oxford: Oxford University Press. ISBN 978-0199573943

Idowu, S. O., Capaldi, N., Zu, L., & Das Gupta, A. (2012). *Encyclopedia of corporate social responsibility*. Berlin & Heidelberg: Springer. ISBN 978-3642280351

**Albers Mohrman, S. & O'Toole, J. & Lawler, E.** (2015). *Corporate Stewardship: Achieving Sustainable Effectiveness*. Sheffield: Greenleaf.

Benn, S. & Bolton, D. (2011). *Key concepts in corporate social responsibility*. London: Sage. ISBN 978-1847879295

## Decision Making and Operations Research

<b>Module:</b> Decision Making and Operations Research	
<b>Degree programme:</b> Europäisches Management	<b>Degree:</b> Master
<b>Responsible for the module:</b> Prof. Dr. rer. pol. Mike Steglich	

<b>Semester:</b> 3	<b>Duration:</b> 1	
<b>Hours per week per semester:</b> 4	<b>Of which L/S/LW/P:</b> 2/2/0/0	<b>CP according to ECTS:</b> 5.0
<b>Form of course:</b> Elective	<b>Language:</b> English	<b>As of:</b> 2017-05-10
<b>Recommended prior knowledge:</b>		
<b>Recognition of external relevant qualification/experience:</b>		
<b>Special regulations:</b> Special notes: - CMPL are used for modelling and solving linear programming problems. - CMPL ( Mathematical Programming Language) is a mathematical programming language and a system for mathematical programming and optimization of linear optimization problems. CMPL is a COIN-OR project initiated by the Technical University of Applied Sciences Wildau and the Institute for Operations Research and Business Management at the Martin Luther University Halle-Wittenberg.		

<b>Workload distribution</b>	<b>Hours:</b>
In class:	60.0
Pre- and post-course work:	88.0
Project:	0.0
Examinations:	2.0
Total:	150

## Decision Making and Operations Research

Lerning objectives	Anteil
Subject specific competences	
Knowledge <ul style="list-style-type: none"> <li>Students will gain an understanding of Operations Research, the Decision Making Process and the process of modelling and solving linear problems.</li> </ul>	50%
Skills <ul style="list-style-type: none"> <li>Students will be able to understand a decision problem and to implement models for linear problems and to solve LP problems with CMLP.</li> </ul>	30%
Personal competences	
Social competence <ul style="list-style-type: none"> <li>Students will be able to develop solutions in dialog with other team members and the lecturer and to present the solutions.</li> </ul>	20%
Autonomy <ul style="list-style-type: none"> <li>Students will be able to define goals, to choose methods and tools to solve the problems and to analyse the solutions.</li> </ul>	

Content:
<ol style="list-style-type: none"> <li>1. Introduction to Operations Research and Decision Making</li> <li>2. Decisions under uncertainty</li> <li>3. Linear Programming               <ol style="list-style-type: none"> <li>3.1. The Simplex Algorithm</li> <li>3.2. The Big M Method</li> <li>3.3. Duality Theory</li> <li>3.4. Integer Linear Programming</li> </ol> </li> <li>4. Modelling and solving of selected Linear Programming problems               <ol style="list-style-type: none"> <li>4.1. CMLP – a tool for modelling and solving LPs and MIPs</li> <li>4.2. Production Models</li> <li>4.3. Transportation and Assignment Models</li> <li>4.4. Multi-Objective Models</li> </ol> </li> </ol>



## Decision Making and Operations Research

<b>Examination format:</b>
Written exam

<b>Compulsory reading:</b>
<p>Steglich, M./Schleiff, Th.: CMPL - Mathematical Programming Language – Manual, latest ed. Williams, H.P.: Model Building in Mathematical Programming, latest ed., John Wiley &amp; Sons. Winston, W.L.: Operations Research - Applications and Algorithms, 4th ed., Thomson Press, 2003. Hillier F. S./Lieberman, G. J.: Introduction to Operations Research, latest ed., McGraw-Hill Higher Education. Drury: Management and Cost Accounting, latest ed., Cengage Learning Emea. Ballesteros, E./ Romero, C.: Multiple Criteria Decision Making and its Applications to Economic Problems, Kluwer Academic Publishers, Boston, 2010. Collette, Y./Siarry, P.: Multiobjective Optimization, Principles and Case Studies, corrected 2nd. printing, Springer-Verlag Berlin Heidelberg, 2004. Domschke, W./Drexl, A.: Einführung in Operations Research, latest ed., Berlin et al. Anderson et al.: An Introduction to Management Science - Quantitative Approaches to Decision Making, latest ed., South-Western, Cengage Learning.</p>
<b>Recommended reading:</b>

## European Labor Law (G)

<b>Modul:</b> European Labor Law (G)	
<b>Studiengang:</b> Europäisches Management	<b>Abschluss:</b> Master
<b>Modulverantwortliche/r:</b> Prof. Dr. jur. Stefan Strassner	

<b>Semester:</b> 3	<b>Dauer:</b> 1	
<b>SWS:</b> 4	<b>davon V/Ü/L/P:</b> 2/2/0/0	<b>CP nach ECTS:</b> 5.0
<b>Art der Lehrveranstaltung:</b> Wahlpflicht	<b>Sprache:</b> Deutsch	<b>Stand vom:</b> 2015-11-06
<b>Empfohlene Voraussetzungen:</b>		
<b>Pauschale Anrechnung von:</b>		
<b>Besondere Regelungen:</b>		

<b>Aufschlüsselung des Workload</b>	<b>Stunden:</b>
Präsenz:	60.0
Vor- und Nachbereitung:	88.0
Projektarbeit:	0.0
Prüfung:	2.0
Gesamt:	150

## European Labor Law (G)

Lernziele	Anteil
Fachkompetenzen	
Kenntnisse/Wissen <ul style="list-style-type: none"> <li>Die Studierenden kennen die wichtigsten Rechte und Pflichten, die sich für Unionsbürger, die als Arbeitgeber oder als Arbeitnehmer im EU - Inland oder EU - Ausland tätig ist, aus den Vorschriften des europäischen und internationalen Arbeitsrechts ergeben.</li> </ul>	40%
Fertigkeiten <ul style="list-style-type: none"> <li>Die Studierenden können beurteilen, ob und inwieweit für sie (und ihre Familien) auf der Grundlage der unionsrechtlich geschützten „Arbeitnehmerfreizügigkeit“ eine Arbeitnehmertätigkeit in einem anderen EU - Staat sinnvoll ist.</li> </ul>	20%
Personale Kompetenzen	
Soziale Kompetenz <ul style="list-style-type: none"> <li>Die Studierenden können Arbeitsbedingungen danach beurteilen und gegebenenfalls so gestalten, wie es die europarechtlichen Schutzstandards z.B. beim Diskriminierungsschutz vorsehen.</li> </ul>	40%
Selbstständigkeit <ul style="list-style-type: none"> <li>Die Studierenden sind in der Lage, die wichtigsten und häufigsten arbeitsrechtlichen Fragen selbstständig unter Heranziehung und Auslegung der entsprechenden Vorschriften zu beantworten.</li> </ul>	

## European Labor Law (G)

### Inhalt:

1. Einführung: Grundlagen des Rechts der Europäischen Union, Grundlagen des deutschen Arbeitsrechts
2. Die Arbeitnehmerfreizügigkeit: Anwendungsbereich Recht auf Teilnahme am Arbeitsmarkt, Diskriminierungsverbot
3. Schutzstandards für europäische Arbeitnehmer
  - 3.1. Die Anti- Diskriminierungs- Richtlinien, Umsetzung am Beispiel des AGG
  - 3.2. Die Mutterschutzrichtlinie, Umsetzung durch das MuSchG
  - 3.3. Die Teilzeitarbeitsrichtlinie, Umsetzung am Beispiel des TzBfG
  - 3.4. Die Arbeitsvertragsbefristungsrichtlinie, Umsetzung am Beispiel des TzBfG
  - 3.5. Die Betriebsübergangsrichtlinie, Umsetzung am Beispiel des § 613a BGB
  - 3.6. Die Massenentlassungsrichtlinie, Umsetzung am Beispiel der §§ 17 ff. KSchG
  - 3.7. Die Arbeitszeitrichtlinie, Umsetzung am Beispiel des ArbZG
  - 3.8. Die Nachweisrichtlinie, Umsetzung am Beispiel des NachG
  - 3.9. Die Entsenderichtlinie, Umsetzung am Beispiel des AentG
4. Internationales Arbeitsrecht

### Prüfungsform:

Klausur

### Pflichtliteratur:

Grobauer, Christian (Hrsg.) Wirtschaftsgesetze, 9. Auflage 2012 (mit dem AEUV – Vertrag über die Arbeitsweise der Europäischen Union, Grundgesetz, AGG – Allgemeines Gleichbehandlungsgesetz und weiteren arbeitsrechtlichen Gesetzen)

### Empfohlene Literatur:

**Bercusson, B.** (2009). *European labour law*. Cambridge [u.a.]: Cambridge Univ. Press.  
**Thüsing, G.** (2011). *Europäisches Arbeitsrecht*. Beck.

## European Public Affairs Management

<b>Module:</b> European Public Affairs Management	
<b>Degree programme:</b> Europäisches Management	<b>Degree:</b> Master
<b>Responsible for the module:</b> Prof. Dr. Marco Althaus	

<b>Semester:</b> 3	<b>Duration:</b> 1	
<b>Hours per week per semester:</b> 4	<b>Of which L/S/LW/P:</b> 2/2/0/0	<b>CP according to ECTS:</b> 5.0
<b>Form of course:</b> Elective	<b>Language:</b> English	<b>As of:</b> 2015-10-29

### Compulsory prior knowledge:

Succesfull completion of first-semester module European Public Policy and second-semester module European Economic Policy. Advanced knowledge of European public policy and law; advanced understanding of international business and international marketing communications; English B2 lev-el (Common Euro

### Recommended prior knowledge:

### Recognition of external relevant qualification/experience:

### Special regulations:

This course, along with other public sector related courses in the "European com-petences" flight of courses\*, strongly emphasizes the Scholar-Practitioner Model of postgraduate education: Students will be led to become both scholars and practitioners in the field of busi-ness-government relations and the management interface with politics, law and regulation, media, public and social responsibility of European business. In this field, students become proficient consumers of research, but they will also be able to investigate on their own and advance scholarly knowledge to inform practice. As practitioners, they will draw on research results and reflective inquiry to help make business and public decisions, solve problems, and advise others. They will reflect on their own practices and the practice of others. They will be able to engage in lifelong learning, communicate knowledge to varied audiences, and contribute creatively and positively to resolving public problems and social change – in their workplace and beyond. They will build these competences grounded on ethical values and political com-mitments as managers and European citizens.

## European Public Affairs Management

Workload distribution	Hours:
In class:	60.0
Pre- and post-course work:	40.0
Project:	50.0
Examinations:	0.0
Total:	150

Lerning objectives	Anteil
Subject specific competences	
<p>Knowledge</p> <ul style="list-style-type: none"> <li>• (1) identify, categorize and explain communications functions in business and its relationships with various public and stakeholders</li> <li>• (2) identify and describe the characteristics of issues and crises using appropriate theory, and summarize main instruments of issues and crisis management</li> <li>• (3) summarize, explain and interpret strategies used by interest groups to influence policy-making in Europe</li> <li>• (4) differentiate lobbying and advocacy tactics in practice, recognizing the relevance of conflicts of interests, ethics, and professional conduct</li> <li>• (5) summarize, explain and interpret the functions, approaches and tools of public diplomacy in the European context</li> </ul>	40%
<p>Skills</p> <ul style="list-style-type: none"> <li>• (6) analyze and evaluate a business communications case in the public sphere</li> <li>• (7) propose alternative solutions demonstrating critical and strategic thinking, originality and creativity</li> <li>• (8) develop a coherent message on a given issue/case, and design a research-based comprehensive plan to resolve a communications problem or achieve a communications goal</li> <li>• (9) conceptualize a basic persuasion and influence strategy to advocate an interest to EU policymakers in a political framework</li> <li>• (10) write and orally present public affairs matters in an appropriate professional formats and style in English</li> </ul>	40%

## European Public Affairs Management

Personal competences	
<p>Social competence</p> <ul style="list-style-type: none"> <li>• (11) organize a group research and conceptual process, and collaboratively produce and present a case analysis or proposal</li> <li>• (12) reflect and appraise the individual and group learning process in a group</li> </ul>	20%
<p>Autonomy</p> <ul style="list-style-type: none"> <li>• (13) reflect and appraise the individual and group learning process</li> <li>• (14) reflect and appraise ethical and professional conduct in communicating, representing and politically advocating business interests as a manager</li> <li>• (15) reflect and assess one's personal abilities and commitment to be a communicator, representative and political advocate for business interests as a manager and citizen</li> </ul>	

## European Public Affairs Management

### Content:

1. The course provides integrated applied knowledge of business communications practice and business-government relations as typically performed by the public affairs management function. Students will be introduced to key concepts and will learn to examine, analyze, plan, and implement public affairs strategies in a European setting. The course deals with the strategic side of corporate communications, media and the public sphere as it relates to European business; and then, building on understanding of public policy and political economy from previous courses (European Public Policy 03-01-01-1 and European Economic Policy 03-02-02-1), centers on strategic approaches to business-government relations, political communications and the tactics of representing business and lobbying European policymakers. The course includes a unit on business perspectives on public diplomacy, international communications and non-EU foreign lobbying.
2. Strategic corporate communications. Exemplary contents: Corporate communications in various perspectives: marketing, public relations (PR), and strategic management. Concepts of corporate identity, image, reputation, and public opinion. Stakeholder theory and stakeholder management approaches. Communication strategy: from message development to and planning. Organization of the communications function – internal and external communications. Media, digital, and community relations. Assessing and measuring communication effectiveness. Quantitative and qualitative research in public opinion.
3. Issues and crisis management. Exemplary contents: Issues and issue life cycles. Early warning systems and issues monitoring. Competitive intelligence and risk management. Dealing with risk and risk communications. Types of crises. Anatomy of a crisis. Decision-making in a crisis environment. Mass media, social media, and crisis communications. The business of crisis management and consulting.
4. Business-government relations in Europe. Exemplary contents: The landscape of interest groups. Business representation in Europe: organizations in a culture of corporatism. European vs. American and Asian models of business-government relations. Individual vs. collective approaches to lobbying. Principles of successful lobbying projects in a legislative process in Europe. Direct lobbying: advocacy and advice for policy-makers. Indirect lobbying and public communications: Grassroots and campaign approaches. Regulation of lobbying and conflict-of-interest laws, professional ethics codes. Using consultants, law firms, and free agents.
5. Business and public diplomacy. Exemplary contents: Lobbying for foreign governments in the EU and European lobbying abroad. Business involvement and other non-state actors such as non-governmental organizations. From propaganda to public diplomacy; strategic communications initiatives and the



## European Public Affairs Management

### Examination format:

Paper  
Project

### Compulsory reading:

### Recommended reading:

- Salacuse, J. W. (2008). Seven secrets for negotiating with government. New York: Amacom. 9780814409084
- Rogers, D. (2015). Campaigns that Shook the World: The Evolution of Public Relations. London: Kogan Page.
- Schendelen, R. (2013). More Machiavelli in Brussels: the art of lobbying the EU. Amsterdam: Amsterdam University Press. ISBN 978-9089644688
- Shotton, P. & Nixon, P. (2015). Lobbying the European Union: Changing Minds, Changing Times. Farnham: Ashgate Publishing.
- Zettel, L. (2014). Lobbying: The Art of Political Persuasion. Petersfield: Harriman House.
- Steiner, J. (2011). Business, government and society: a managerial perspective. 13th ed. [international ed.]. Boston: McGraw-Hill. ISBN 9780071316637
- Lawton, T. & Rajwani, T. (2015). The Routledge Companion to Non-Market Strategy. London / Thousand Oaks: Routledge Chapman Hall.
- Hayden, C. (2011). The rhetoric of soft power: public diplomacy in global contexts. Lanham & Plymouth: Lexington. ISBN 978-0739142585
- Golan, . & Yang, S. & Kinsey, D. (2015). International Public Relations and Public Diplomacy: Communication and Engagement. New York: Peter Lang USA.
- De Cock, Caroline (2010). iLobby.eu: survival guide to EU lobbying. Delft: Eburon. ISBN 978-9059724396
- Gordon, A. E. (2011). Public relations. Oxford: Oxford University Press. ISBN 978-0199565740
- Greenwood, J. (2011). Interest representation in the European Union. Houndmills: Palgrave Macmillan. ISBN 9780230271944
- Harris, P. & Fleisher, C. (2005). The handbook of public affairs. London and Thousand Oaks, Calif. ISBN 9780761943938
- Gregory, A. (2010). Planning and managing public relations campaigns: a strategic approach. 3d ed. London: Kogan Page. ISBN 978-0749451080
- Coen, D., Grant, W. & Wilson, G. (2012). The Oxford handbook of business and government. Oxford: Oxford University Press. ISBN 978-0199693740

## International Accounting II

<b>Module:</b> International Accounting II	
<b>Degree programme:</b> Europäisches Management	<b>Degree:</b> Master
<b>Responsible for the module:</b> Prof. Dr. rer. pol. Christian Lendewig	

<b>Semester:</b> 3	<b>Duration:</b> 1	
<b>Hours per week per semester:</b> 4	<b>Of which L/S/LW/P:</b> 2/2/0/0	<b>CP according to ECTS:</b> 5.0
<b>Form of course:</b> Elective	<b>Language:</b> English	<b>As of:</b> 2015-11-11
<b>Compulsory prior knowledge:</b> International Accounting I		
<b>Recommended prior knowledge:</b> German accounting principles (HGB)		
<b>Recognition of external relevant qualification/experience:</b>		
<b>Special regulations:</b>		

<b>Workload distribution</b>	<b>Hours:</b>
In class:	60.0
Pre- and post-course work:	88.0
Project:	0.0
Examinations:	2.0
Total:	150

## International Accounting II

Lerning objectives	Anteil
Subject specific competences	
Knowledge <ul style="list-style-type: none"> <li>Students will gain a thorough understanding of similarities and distinctions between Group Financial Statements and individual Financial Statements unter IFRS</li> </ul>	50%
Skills <ul style="list-style-type: none"> <li>Students will be able to understand and to analyze group reports in IFRS</li> </ul>	30%
Personal competences	
Social competence <ul style="list-style-type: none"> <li>Students will be able to develop solutions in dialog with other team members and the lecturer and to present the solutions.</li> </ul>	20%
Autonomy <ul style="list-style-type: none"> <li>Students will be able to solve accounting questions and to analyze solutions.</li> </ul>	

Content:
<ol style="list-style-type: none"> <li>Introduction</li> <li>IFRS 10 – Control concept and basics of consolidation</li> <li>IFRS 3 – Business combinations</li> <li>Regular Balance Sheet Adjustments</li> <li>IFRS 10 – Consolidation Procedures</li> <li>Case Studies I - Adjustments in individual balance sheets</li> <li>Case Studies II – Consolidation Steps</li> <li>De-Consolidation</li> <li>Case Studies III - De-Consolidation</li> </ol>

Examination format:
Written exam

## International Accounting II

### Compulsory reading:

**Mackenzie, B. & Coetsee, D. & Njikizana, T. & Chamboko, R. & Colyvas, B. & Hanekom, B.** (2012). *Wiley IFRS 2012: Interpretation and Application of International Financial Reporting Standards*. Wiley.

**Krimpmann, A.** (2015). *Principles of Group Accounting under IFRS*. John Wiley & Sons.  
*International Financial Reporting Standards (IFRS) 2014: Deutsch-Englische Textausgabe der von der EU gebilligten Standards*.

course material for download from moodle system [elearning.th-wildau.de](http://elearning.th-wildau.de)

### Recommended reading:

## International Business Law

<b>Module:</b> International Business Law	
<b>Degree programme:</b> Europäisches Management	<b>Degree:</b> Master
<b>Responsible for the module:</b> Prof. Dr. Dietmar Baetge	

<b>Semester:</b> 3	<b>Duration:</b> 1	
<b>Hours per week per semester:</b> 4	<b>Of which L/S/LW/P:</b> 2/2/0/0	<b>CP according to ECTS:</b> 5.0
<b>Form of course:</b> Elective	<b>Language:</b> English	<b>As of:</b> 2017-04-20
<b>Recommended prior knowledge:</b>		
<b>Recognition of external relevant qualification/experience:</b>		
<b>Special regulations:</b>		

<b>Workload distribution</b>	<b>Hours:</b>
In class:	60.0
Pre- and post-course work:	88.0
Project:	0.0
Examinations:	2.0
Total:	150

## International Business Law

Lerning objectives	Anteil
Subject specific competences	
Knowledge <ul style="list-style-type: none"> <li>• Students will be able to differentiate between the various sources of International Business Law.</li> <li>• They will be competent to assess the workings of documentary credits and other forms of payment.</li> </ul>	30%
Skills <ul style="list-style-type: none"> <li>• Students will be able to assess the legal risks involved in conducting international sale of goods transactions.</li> <li>• They will be capable of evaluating the differences between legal regimes that exist for the international transportation of goods.</li> <li>• Students will be able to appraise the significance and the functioning of arbitration for transnational business relations.</li> </ul>	45%
Personal competences	
Social competence <ul style="list-style-type: none"> <li>• Students will familiarize themselves with the terminology and legal concepts peculiar to international business law, thus enabling them to communicate in the same language with legal practitioners working in this area.</li> </ul>	25%
Autonomy <ul style="list-style-type: none"> <li>• Students will be able to identify legal problems arising in crossborder business transactions. After entering into employment they will, thus, be competent to make an informed decision whether to seek advice from legal experts.</li> </ul>	

## International Business Law

### Content:

1. Sources of International Business Law
  - 1.1. Statutory law and case law; National, international and European legal sources; Treaty law, customary law and general principles of law
  - 1.2. Binding and non - binding (“soft law”) sources; Non - state law, usage and the lex mercatoria.
2. International Sales Transactions
  - 2.1. Basic form of an international sales transaction: the documentary sale
  - 2.2. Uniform rules for international sales contracts; Contract formation; Seller’s obligations and buyer’s obligations; Remedies for seller’s breach; Remedies for buyer’s breach; Risk of loss
  - 2.3. International and national trade terms; ICC Incoterms 2010
3. International Payments
  - 3.1. International trade payment methods
  - 3.2. Cash and open account sales
  - 3.3. The commercial letter of credit ; Stages of a letter of credit transaction; Fundamental principles pertaining to letters of credit: autonomy of the credit and doctrine of strict compliance
  - 3.4. Uniform Customs and Practice for Documentary Credits (UCP 600); The fraud exception to letters of credit
4. Transportation of Exports
  - 4.1. The significance of international transportation in a global economy
  - 4.2. Transport industry parties
  - 4.3. Modes of transport and the corresponding legal rules: carriage of goods by sea, by land, by air, and multimodal transport; traditional methods of transport and container transport
  - 4.4. Special focus on carriage of goods by sea; Bills of lading and related carriage documents; Carrier’s liability under the Hague - Visby Rules
5. International Commercial Arbitration
  - 5.1. Nature of international commercial arbitration and its distinguishing features; Advantages and disadvantages of arbitration compared to other forms of dispute settlement
  - 5.2. Uniform law and other rules of law pertaining to international arbitration
  - 5.3. Role of the arbitrator and role of the parties

## International Business Law

<b>Examination format:</b>
Paper

<b>Compulsory reading:</b>
<b>Recommended reading:</b>
<p><b>Folsom, R. &amp; Gordon, M. &amp; Spanogle, J.</b> (2009). <i>International business transactions in a nutshell</i>. St. Paul, Minn.: West.</p> <p><b>Goode, R.</b> (2007). <i>Transnational commercial law</i>. Oxford [u.a.]: Oxford Univ. Press.</p> <p><b>August, R.</b> (2004). <i>International business law</i>. Upper Saddle River, N.J.: Prentice Hall.</p> <p><b>International Chamber of Commerce</b> (2010). <i>Incoterms 2010</i>. Paris: ICC.</p> <p><b>Schmitthoff, C.</b> (2007). <i>Schmitthoff's export trade</i>. London: Sweet &amp; Maxwell.</p> <p><b>Taylor, D.</b> (2008). <i>The Complete UCP: Uniform Customs und Practice for Documentary Credits Text, Rules and History 1920-2007</i>. International Chamber of Commerce (ICC).</p> <p><b>Bugg, S.</b> (2010). <i>Contracts in English</i>. München: Beck [u.a.].</p> <p><b>Folsom, R. &amp; Gordon, M. &amp; Van Alstine, M. &amp; Ramsey, M.</b> (2015). <i>International Business Transactions: A Problem-Oriented Coursebook</i>. West Academic.</p>



## International Business Project II

<b>Module:</b> International Business Project II	
<b>Degree programme:</b> Europäisches Management	<b>Degree:</b> Master
<b>Responsible for the module:</b> Prof. Dr. rer. nat. Rainer Stollhoff	

<b>Semester:</b> 3	<b>Duration:</b> 1	
<b>Hours per week per semester:</b> 4	<b>Of which L/S/LW/P:</b> 0/0/0/4	<b>CP according to ECTS:</b> 5.0
<b>Form of course:</b> Elective	<b>Language:</b> English	<b>As of:</b> 2017-04-20
<b>Compulsory prior knowledge:</b> Information about the project including the topic/title, the semester(s) and the confirmation from the supervisor		
<b>Recommended prior knowledge:</b> Knowledge and Skills necessary for the topic		
<b>Recognition of external relevant qualification/experience:</b>		
<b>Special regulations:</b> Recognition of external relevant qualifications/experience: Erfolgreiche zeitnahe Projektleitung, sowie Projektbericht mit theoretischer Fundierung als Prüfungsvorleistung		

<b>Workload distribution</b>	<b>Hours:</b>
In class:	60.0
Pre- and post-course work:	29.0
Project:	60.0
Examinations:	1.0
Total:	150

## International Business Project II

Lerning objectives	Anteil
Subject specific competences	
Knowledge <ul style="list-style-type: none"> <li>Students deepen and enrich their knowledge in one of the international business management areas.</li> </ul>	20%
Skills <ul style="list-style-type: none"> <li>Students are able to setup a project, develop new concepts and implement them with a view to strategic management.</li> <li>Students can assess existing organizational structures and processes.</li> <li>Students can apply a broad range of scientific methods and present their findings.</li> <li>Students can discuss possible consequences of their project for related management areas.</li> </ul>	30%
Personal competences	
Social competence <ul style="list-style-type: none"> <li>Students can integrate in internal or external teams and actively participate in successfully undertaking an international business project.</li> </ul>	50%
Autonomy <ul style="list-style-type: none"> <li>Students can independently structure project related tasks and develop goals taking into account the economic, cultural and social impact.</li> <li>Students can independently conduct scientific investigations.</li> <li>Students can independently establish the theoretical concepts underlying their specific project topic.</li> <li>Students can independently conduct empirical studies on a scientific level and present their results including novel solutions.</li> </ul>	

Content:
<ol style="list-style-type: none"> <li>Definition of the project (topic, contents, goals) and relation to business processes within a given business unit</li> <li>Discussion of stakeholder interests</li> <li>Influence of the external environment</li> <li>Application of empirical methods (based on project topic)</li> <li>Theoretical framework</li> <li>Scientific discussion of the results</li> <li>Potential consequences for related management areas</li> </ol>

## International Business Project II

### Examination format:

Project (60%)  
Oral exam (40%)

#### Additional rules:

Written Report (min. 20 pages, end of semester); Oral examination (englisch, 20 - 30 minutes, during the semester)

### Compulsory reading:

### Recommended reading:

**Wallwork, A.** (2011). *English for Writing Research Papers 2011 edition by Wallwork, Adrian (2011) Paperback*. The Johns Hopkins University Press.

**Atteslander, P.** (2010). *Methoden der empirischen Sozialforschung*. Berlin: Schmidt.

**Bui, Y.** (2014). *How to write a master's thesis*. Los Angeles, Calif. [u.a.]: Sage.

**Franck, N.** (2011). *Die Technik wissenschaftlichen Arbeitens*. Paderborn [u.a.]: Schöningh.

**Saunders, M. & Lewis, P. & Thornhill, A.** (1600). *Research Methods for Business Students by Mark Saunders (2-Apr-2009) Paperback*. Pearson Education.

**Murray, R.** (2011). *[(How to Write a Thesis)] [Author: Rowena Murray] published on (March, 2011)*. McGraw-Hill Education (UK).

**Bryman, A. & Bell, E.** (2015). *Business Research Methods by Alan Bryman (26-Mar-2015) Paperback*. Oxford University Press.

**Köster, K.** (2009). *International Project Management*. SAGE.

**Moosmüller, G.** (2008). *Methoden der empirischen Wirtschaftsforschung*. Pearson Deutschland GmbH.

Vertiefende Fachliteratur zu den Teildisziplinen International Business

## International Commercial Mediation

<b>Module:</b> International Commercial Mediation	
<b>Degree programme:</b> Europäisches Management	<b>Degree:</b> Master
<b>Responsible for the module:</b> Dr. Gregory Bond	

<b>Semester:</b> 3	<b>Duration:</b> 1	
<b>Hours per week per semester:</b> 4	<b>Of which L/S/LW/P:</b> 2/2/0/0	<b>CP according to ECTS:</b> 5.0
<b>Form of course:</b> Elective	<b>Language:</b> English	<b>As of:</b> 2017-03-14
<b>Recommended prior knowledge:</b> At least one course in Negotiations and / or Mediation. Knowledge of English at high B2, preferably C1.		
<b>Recognition of external relevant qualification/experience:</b>		
<b>Special regulations:</b>		

<b>Workload distribution</b>	<b>Hours:</b>
In class:	60.0
Pre- and post-course work:	71.0
Project:	0.0
Examinations:	4.0
Total:	135

## International Commercial Mediation

Lerning objectives	Anteil
Subject specific competences	
Knowledge <ul style="list-style-type: none"> <li>• Specific knowledge as to when and how mediation can be used in international commercial disputes. Specific knowledge of various forms of international commercial disputes and mediation cultures.</li> </ul>	0%
Skills <ul style="list-style-type: none"> <li>• Negotiation and mediation skills, both in the role of party to a dispute and of mediator / third-party neutral.</li> </ul>	0%
Personal competences	
Social competence <ul style="list-style-type: none"> <li>• Conflict competence, mediation competence</li> </ul>	0%
Autonomy <ul style="list-style-type: none"> <li>• Ability to independently prepare for and conduct mediation and negotiation in both the role of party and mediator</li> </ul>	

Content:
<ol style="list-style-type: none"> <li>1. The course is based on simulation of complex international commercial disputes from the fields of contract law in international sales (terms, quality), intellectual property law, construction disputes, and also disputes of a more personal nature between business partners.</li> <li>2. Students address the process of commercial mediation and the mediation principles underlying it. They will distinguish mediation from other dispute resolution procedures (litigation, arbitration).</li> <li>3. Students gain practical mediation skills, both as parties with business interests and in mediation advocacy and as third-party mediators.</li> <li>4. Students will prepare scenarios in the roles of requesting and responding party and mediator. Preparation will include the writing of strategy papers (mediation plans) and opening statements.</li> <li>5. Training focuses on simulation of mediation sessions and communication skills and includes a joint feedback culture.</li> <li>6. Case analysis focuses on understanding business interests and legal frameworks and on addressing parties' process interests in mediation. Students analyse cases in writing.</li> <li>7. The course includes an overview of international commercial mediation practice in various parts of the world and jurisdictions.</li> </ol>

## International Commercial Mediation

### Examination format:

Paper  
Oral exam

### Compulsory reading:

**Bond, G.** (2015). *International commercial mediation training role-plays*. Paris: ICC Publ..

### Recommended reading:

**Blake, S. & Browne, J. & Sime, S.** (2013). *The Jackson ADR handbook*. Oxford: Oxford University Press.

**Busch, D.** (2010). *International and regional perspectives on cross-cultural mediation*. Frankfurt am Main [u.a.]: Lang.

**Holbrook, J.** (2010). *Handbook on mediation*. Huntington, N.Y.: JurisNet.

**Berger, K.** (2006). *Handbook [Private dispute resolution in international business/2.]*. The Hague [u.a.]: Kluwer.

**Lee, J.** (2009). *An Asian perspective on mediation*. Singapore: Academy Pub..

**Abramson, H.** (2011). *Mediation representation*. New York: Oxford Univ. Press.  
Kluwer mediation blog, [kluwermediationblog.com](http://kluwermediationblog.com)

## International Financial Management III

<b>Modul:</b> International Financial Management III	
<b>Studiengang:</b> Europäisches Management	<b>Abschluss:</b> Master
<b>Modulverantwortliche/r:</b> Prof. Dr. Katrin Dziergwa	

<b>Semester:</b> 3	<b>Dauer:</b> 1	
<b>SWS:</b> 4	<b>davon V/Ü/L/P:</b> 2/2/0/0	<b>CP nach ECTS:</b> 5.0
<b>Art der Lehrveranstaltung:</b> Wahlpflicht	<b>Sprache:</b> Deutsch	<b>Stand vom:</b> 2015-11-09
<b>Empfohlene Voraussetzungen:</b> Financial and managerial accounting, corporate budgeting		
<b>Pauschale Anrechnung von:</b>		
<b>Besondere Regelungen:</b>		

<b>Aufschlüsselung des Workload</b>	<b>Stunden:</b>
Präsenz:	60.0
Vor- und Nachbereitung:	88.0
Projektarbeit:	0.0
Prüfung:	2.0
Gesamt:	150

## International Financial Management III

Lernziele	Anteil
Fachkompetenzen	
Kenntnisse/Wissen <ul style="list-style-type: none"> <li>• Students know the steps of the M&amp;A process and can use theories and models to formulate a business strategy.</li> <li>• They can apply theories to explain M&amp;A behavior and know tests of these theories and can interpret the results.</li> <li>• Students know the players in the M&amp;A market and understand their objectives.</li> <li>• Students can use the fundamental valuation techniques and evaluate their results.</li> </ul>	45%
Fertigkeiten <ul style="list-style-type: none"> <li>• Students can analyze a business in terms of possible growth strategies and formulate a growth strategy.</li> <li>• Students can value a company using different valuation techniques.</li> <li>• Students can evaluate a given integration strategy and suggest alternatives.</li> </ul>	35%
Personale Kompetenzen	
Soziale Kompetenz <ul style="list-style-type: none"> <li>• Students can present complex calculations in a written document and in a presentation.</li> <li>• They can discuss and defend the assumptions that the analysis is based on.</li> <li>• Student take the audience into consideration when presenting their work.</li> </ul>	20%
Selbstständigkeit <ul style="list-style-type: none"> <li>• Students:</li> <li>• analyze a business case, gather all relevant information and estimate the value of the business.</li> <li>• present their work in class and in a written report</li> </ul>	

Inhalt:
<ol style="list-style-type: none"> <li>1. History of M&amp;A activity</li> <li>2. Theories explaining M&amp;A activity</li> <li>3. The M&amp;A process (including e.g. strategic analysis, valuation, and integration)</li> <li>4. Current M&amp;A cases</li> </ol>



## International Financial Management III

### Prüfungsform:

Klausur (50%)  
Schriftliche Arbeit (50%)

#### Zusätzliche Regelungen:

To be eligible for the exam, students have to present one current case before the exam period. Further, they have to present and defend their paper to the class.

### Pflichtliteratur:

**DePamphilis, D.** (2011). *Mergers, Acquisitions, and Other Restructuring Activities: An Integrated Approach to Process, Tools, Cases, and Solutions*. Academic Press.

### Empfohlene Literatur:

**Picot, G.** (2012). *Handbuch Mergers & Acquisitions*. Stuttgart: Schäffer-Poeschel.

**DePamphilis, D.** (2011). *Mergers and acquisitions basics*. Amsterdam ; Heidelbe: Elsevier [u.a.].

**Jansen, S.** (2008). *Mergers & Acquisitions*. Wiesbaden: Gabler.

**H. Maynard, T.** (2013). *Mergers and Acquisitions: Cases, Materials, and Problems (Aspen Casebooks)*. Wolters Kluwer Law & Business.

**E. Copeland, T. & Fr. Weston, J. & Shastri, K.** (2013). *Financial Theory and Corporate Policy*. Addison-Wesley Longman, Amsterdam.

## International Human Resources Management III

<b>Module:</b> International Human Resources Management III	
<b>Degree programme:</b> Europäisches Management	<b>Degree:</b> Master
<b>Responsible for the module:</b> Prof. Dr. Hagen Ringshausen	

<b>Semester:</b> 3	<b>Duration:</b> 1	
<b>Hours per week per semester:</b> 4	<b>Of which L/S/LW/P:</b> 2/2/0/0	<b>CP according to ECTS:</b> 5.0
<b>Form of course:</b> Elective	<b>Language:</b> English	<b>As of:</b> 2015-12-21
<b>Recommended prior knowledge:</b> Basics of HR Management and Organizational Design, Leadership Theories, English		
<b>Recognition of external relevant qualification/experience:</b>		
<b>Special regulations:</b>		

<b>Workload distribution</b>	<b>Hours:</b>
In class:	60.0
Pre- and post-course work:	80.0
Project:	8.0
Examinations:	2.0
Total:	150

## International Human Resources Management III

Lerning objectives	Anteil
Subject specific competences	
Knowledge <ul style="list-style-type: none"> <li>Students will be able to understand and perform personnel management for service providers. Students will be enabled to understand and design behavioural trainings and assert themselves in executive coaching. Students understand the importance of Emotional Intelligence (EI).</li> </ul>	30%
Skills <ul style="list-style-type: none"> <li>lead and influence others more effectively at executive level. Students utilize an essential people management skill-set to enhance internal and external business relationships.</li> </ul>	20%
Personal competences	
Social competence <ul style="list-style-type: none"> <li>Students will be able to manage intra-personal and inter-personal relationships more effectively in a professional context. Students acquire the competence to manage themselves more effectively in respect to self-awareness, time management, personal organization skills, stress management, dimensions of personality and individual differences, professional and ethical approaches to self-management.</li> </ul>	50%
Autonomy <ul style="list-style-type: none"> <li>Students will enhance competence in postgraduate study skills to contribute to personal and professional development. Students will be assisted to make the most of their formal programs of study with the inclusion of key post-graduate study skills, including critical reflection on theory and practice from an ethical and professional standpoint.</li> </ul>	

Content:
<ol style="list-style-type: none"> <li>Personnel management for service providers.</li> <li>Behavioural training for managers and employees.</li> <li>Developing good people skills and emotional intelligence.</li> <li>Diversity Management as adding value to companies.</li> <li>Challenges of executive coaching in today's business.</li> <li>New ways of conflict resolution by mediation.</li> </ol>

## International Human Resources Management III

<b>Examination format:</b>
Project Oral exam

<b>Compulsory reading:</b>
Watson, G. and Reissner, S.C. (2010): Developing Skills for Business Leadership. London: CIPD
<b>Recommended reading:</b>
Cottrell, S. (2003): Skills for Success – The Personal Development Planning Handbook. Basingstoke: Palgrave Macmillan Goleman, D. (1995): Emotional Intelligence – Why It Can Matter More Than IQ. London: Bloomsbury Publishing Journals: Harvard Business

## International Marketing Management III

<b>Module:</b> International Marketing Management III	
<b>Degree programme:</b> Europäisches Management	<b>Degree:</b> Master
<b>Responsible for the module:</b> Prof. Dr. rer. pol. Sandra Haas	

<b>Semester:</b> 3	<b>Duration:</b> 1	
<b>Hours per week per semester:</b> 4	<b>Of which L/S/LW/P:</b> 2/2/0/0	<b>CP according to ECTS:</b> 5.0
<b>Form of course:</b> Elective	<b>Language:</b> English	<b>As of:</b> 2017-02-01
<b>Recommended prior knowledge:</b> Basic knowledge on marketing and academic writing/empirical studies is recommended but not mandatory for completing this module. Lecturer will advise on preparation needed.		
<b>Recognition of external relevant qualification/experience:</b>		
<b>Special regulations:</b>		

<b>Workload distribution</b>	<b>Hours:</b>
In class:	60.0
Pre- and post-course work:	88.0
Project:	0.0
Examinations:	2.0
Total:	150

## International Marketing Management III

Lerning objectives	Anteil
Subject specific competences	
<p>Knowledge</p> <ul style="list-style-type: none"> <li>The student acquires the theoretical, methodical and factual marketing knowledge that enables him or her to operate effectively in the cross-cultural world.</li> <li>Students are able to distinguish major dimensions which define cultural differences among societies/groups.</li> <li>Students are competent in marketing strategies for adaptation to cultural differences.</li> </ul>	25%
<p>Skills</p> <ul style="list-style-type: none"> <li>Students can plan and carry out research projects on intercultural issues and can adapt marketing programs to local conditions.</li> <li>This course will improve students' analytical and interpersonal skills in negotiation and conflict- management so as to enable them to deal efficiently with tensions, differences, and conflicts.</li> </ul>	25%
Personal competences	
<p>Social competence</p> <ul style="list-style-type: none"> <li>Students reflect on their own culture and its impact on intercultural interactions.</li> <li>Students act interculturally competent in everyday practice.</li> <li>By presenting their research results in class, students will pass on their knowledge to their fellow students and improve the ability to assert themselves.</li> </ul>	50%
<p>Autonomy</p> <ul style="list-style-type: none"> <li>Students will develop a critical, analytical, flexible and creative state of mind while practicing questioning, challenging and innovative thinking.</li> <li>Through comprehensive research work, students develop their ability to plan and control learning processes independently.</li> </ul>	

## International Marketing Management III

### Content:

1. "With the rapid expansion of global markets, managers are struggling to balance the paradoxical demand to think globally and act locally. That imperative requires them to move people, ideas, products, and information around the world to meet local needs" (Ulrich, 1998). Thereby, cultural intelligence proves to be - next to a deep understanding of intercultural marketing - a critical skill for nowadays marketers. This 3rd semester course aims to strengthen students' abilities in both skills by adding a truly (cross)- cultural perspective to their marketing understanding and expertise. Therefore, students will carry out supervised research on cross- cultural marketing aspects. They will be requested to write a paper and present it in class.
2. Cultural Foundations: In this section the powerful environmental factor of culture will be explored. From a research perspective we will focus on questions such as: What is culture in the context of marketing? What is the role of culture as a factor influencing individual decisions? A selection of cultural concepts, cultural dimensions and classifications of culture will be discussed and evaluated with regard to their practical relevance.
3. Interculturality: Aspects of interculturality in a national and international context will be addressed in the 2nd section. We will look at key areas for action in Ethno - Marketing, International Marketing and Intercultural Marketing and will explore similarities and distinctions in the mode of action.
4. Intercultural Marketing: The 3rd section focuses on Intercultural Marketing. Students get insights in to aspects such as cross - cultural buying behaviour, developing country profiles, cross - cultural market segmentation, paradigm of standardization/ adaptation, strategy of adapted standardization and cultural aspects in marketing - mix decisions.
5. Intercultural Communication/ Culture and Negotiations: Due to the fact, that marketers are one of the biggest practitioners of intercultural communications, this section prepares students to communicate with culturally diverse customers, business partners as well as to cooperate in, and to run successfully multi- cultural working groups.

### Examination format:

Paper  
Project

## International Marketing Management III

**Compulsory reading:**

**Recommended reading:**

**Emrich, C.** (2007). *Interkulturelles Marketing-Management*. Wiesbaden: Dt. Univ.-Verl..

**Usunier, J. & Lee, J.** (2009). *Marketing across cultures*. Harlow [u.a.]: Prentice Hall.

**de Mooij, M.** (2010). *Consumer Behavior and Culture: Consequences for Global Marketing and Advertising by Marieke de Mooij (16-Nov-2010) Paperback*. SAGE Publications, Inc.

Updated article outcomes such as of Journal of International Business Studies, Journal of International Entrepreneurship, International Business Review etc.



## International Taxation

<b>Modul:</b> International Taxation	
<b>Studiengang:</b> Europäisches Management	<b>Abschluss:</b> Master
<b>Modulverantwortliche/r:</b> Prof. Dr. rer. pol. Christian Lendewig	

<b>Semester:</b> 3	<b>Dauer:</b> 1	
<b>SWS:</b> 4	<b>davon V/Ü/L/P:</b> 2/2/0/0	<b>CP nach ECTS:</b> 5.0
<b>Art der Lehrveranstaltung:</b> Wahlpflicht	<b>Sprache:</b> Deutsch	<b>Stand vom:</b> 2015-11-11
<b>Pflicht Voraussetzungen:</b> International Accounting I		
<b>Empfohlene Voraussetzungen:</b> International Accounting II		
<b>Pauschale Anrechnung von:</b>		
<b>Besondere Regelungen:</b>		

Aufschlüsselung des Workload	Stunden:
Präsenz:	60.0
Vor- und Nachbereitung:	88.0
Projektarbeit:	0.0
Prüfung:	2.0
Gesamt:	150

## International Taxation

Lernziele	Anteil
Fachkompetenzen	
Kenntnisse/Wissen <ul style="list-style-type: none"> <li>• Sie kennen die Grundprinzipien und –strukturen des Internationalen Steuerrechts und haben ein Verständnis für die steuerlichen Grundfragen, die es in internationalen Steuersachverhalten gibt.</li> <li>• Sie kennen die steuerrechtlichen Rahmenbedingungen der grenzüberschreitenden Unternehmenstätigkeit (nationales Außensteuerrecht, europäischer Bezugsrahmen, Abkommensebene).</li> <li>• Sie kennen die Anknüpfungsmerkmale für die Besteuerung von natürlichen und juristischen Personen und das Problem der Doppelbesteuerung.</li> <li>• Sie kennen die internationalen Methoden zur Vermeidung der Doppelbesteuerung und deren wirtschaftliche Auswirkungen.</li> <li>• Sie wissen, was Doppelbesteuerungsabkommen sind und wie diese zur Falllösung internationaler Sachverhalte anzuwenden sind.</li> <li>• Sie kennen die steuerlichen Regelungen der Europäischen Union und können die steuerlichen Folgen innereuropäischer Transaktionen einordnen.</li> </ul>	70%
Fertigkeiten <ul style="list-style-type: none"> <li>• Sie können die Steuereffekte bei internationaler Unternehmenstätigkeit berechnen (Freistellung, Anrechnung, Abzug) und die Steuerbelastung internationaler Unternehmenstätigkeit beurteilen.</li> </ul>	20%
Personale Kompetenzen	
Soziale Kompetenz <ul style="list-style-type: none"> <li>• Die Fallstudien werden überwiegend in Gruppen bearbeitet. Hierbei werden soziale Kompetenz und Teamfähigkeit geschult.</li> </ul>	10%
Selbstständigkeit <ul style="list-style-type: none"> <li>• Sie können die Fallaufgaben selbständig anhand des Erlernten erarbeiten und sich Neues selbständig aneignen.</li> </ul>	

## International Taxation

### Inhalt:

1. Introduction to International Taxation
2. National Tax Law in comparison
3. Issues in International Taxation
4. Group Taxation Schemes
5. EU-legislation
6. OECD Model Tax Treaty
7. Tax avoidance
8. Tax Planning of Multinationals

### Prüfungsform:

Klausur

### Pflichtliteratur:

**Schreiber, U.** (2013). *International Company Taxation: An Introduction to the Legal and Economic Principles*. Springer Science & Business Media.

### Empfohlene Literatur:

**Lang, M.** (2008). *Introduction to European tax law on direct taxation*. Wien: Linde.

**Miller, A. & Oats, L.** (2009). *Principles of international taxation*. Haywards Heath: Tottel Publ..

Lang, M. , *Introduction to the Law of Double Taxation Conventions*, 2010

## Risk Management

<b>Module:</b> Risk Management	
<b>Degree programme:</b> Europäisches Management	<b>Degree:</b> Master
<b>Responsible for the module:</b> Prof. Dr. rer. nat. Rainer Stollhoff	

<b>Semester:</b> 3	<b>Duration:</b> 1	
<b>Hours per week per semester:</b> 4	<b>Of which L/S/LW/P:</b> 2/2/0/0	<b>CP according to ECTS:</b> 5.0
<b>Form of course:</b> Elective	<b>Language:</b> English	<b>As of:</b> 2017-04-20
<b>Recommended prior knowledge:</b> Structure of financial market and banking system in Europe and other international regions, elementary mathematical calculations and statistics		
<b>Recognition of external relevant qualification/experience:</b>		
<b>Special regulations:</b> Recognition of external relevant qualifications/experience: To be decided individually.		

<b>Workload distribution</b>	<b>Hours:</b>
In class:	60.0
Pre- and post-course work:	78.0
Project:	10.0
Examinations:	2.0
Total:	150

## Risk Management

Lerning objectives	Anteil
Subject specific competences	
Knowledge <ul style="list-style-type: none"> <li>• systematic of risk management</li> <li>• risk factors, mapping and different measures</li> <li>• procedures for determining the impact of different risks</li> <li>• the connections to other business relevant and critical processes</li> </ul>	60%
Skills <ul style="list-style-type: none"> <li>• explain and use the most important procedures to identify and to measure risks in business</li> <li>• explain the widely used methods, analyse practical examples and can adapt the procedures for other different scenarios</li> <li>• analyze and simulate financial risks using time series analysis</li> </ul>	30%
Personal competences	
Social competence <ul style="list-style-type: none"> <li>• Ability to criticize: Students can discuss problems with respect to the opinion of other students.</li> <li>• Conflict management: Students can deal with the different opinions of other people and can bring them together, so a solution for the challenges can be created.</li> <li>• Teamwork: Students can work in teams and analyse and solve different and as well as difficult situations.</li> </ul>	10%
Autonomy <ul style="list-style-type: none"> <li>• Students are able to organize the work on difficult examples and structure their work for themselves.</li> </ul>	

## Risk Management

### Content:

1. Introduction to Risk Management
  - 1.1. Objectives of Risk Management
  - 1.2. Risk Management in relation to Governance and Compliance
  - 1.3. Types of business risks
  - 1.4. Reviewing/examining the factors of financial crises
2. Strategic Risk Management
  - 2.1. Risk Management and Controlling
  - 2.2. Instruments for Strategic Risk Management
3. Operational Risk Management
  - 3.1. Analyzing inadequate or failed internal processes, people and systems
  - 3.2. Modeling and controlling
4. Financial Risk Management
  - 4.1. Review of statistical measures and methods for time series analysis
  - 4.2. Value-at-Risk and Expected Shortfall
  - 4.3. Advanced risk measures
  - 4.4. Asset-Liability management
  - 4.5. Banking Regulation and Supervision

### Examination format:

Written exam  
Presentation

Additional rules:

„Abweichungen vom Prüfungsplan werden bis spätestens vier Wochen nach Semesterbeginn bekannt gegeben“

## Risk Management

### Compulsory reading:

**Hubbert, S.** (2012). *Essential mathematics for market risk management*. Chichester: Wiley.  
**Crouhy, M. & Galai, D. & Mark, R.** (2000). *The Essentials of Risk Management, Second Edition* by Crouhy, Michel, Galai, Dan, Mark, Robert (2014) Hardcover. Cambridge University Press.  
**Madura, J.** (2014). [(Financial Markets and Institutions)] [Author: Jeff Madura] published on (January, 2014). Cengage Learning.

### Recommended reading:

**Sydsaeter, K. & Hammond, P.** (2008). *Essential Mathematics for Economic Analysis (4th Edition)* 4th (fourth) Edition by Sydsaeter, Knut, Hammond, Peter, Strom, Arne published by Prentice Hall (2012). Pearson Education.  
**(author) Carol Alexander, B.** (2009). *Market Risk Analysis: Value at Risk Models (Market Risk Analysis) (Hardback)* - Common. John Wiley & Sons Ltd.  
Current scientific papers supplied by the lecturer.

## Master's Thesis

<b>Modul:</b> Master's Thesis	
<b>Studiengang:</b> Europäisches Management	<b>Abschluss:</b> Master
<b>Modulverantwortliche/r:</b> Prof. Dr. rer. nat. Rainer Stollhoff & Prof. Dr. Katrin Dziergwa	

<b>Semester:</b> 4	<b>Dauer:</b> 0	
<b>SWS:</b> 0	<b>davon V/Ü/L/P:</b> 0/0/0/0	<b>CP nach ECTS:</b> 30.0
<b>Art der Lehrveranstaltung:</b> Pflicht	<b>Sprache:</b> Deutsch, Englisch	<b>Stand vom:</b> 2017-04-20
<b>Empfohlene Voraussetzungen:</b>		
<b>Pauschale Anrechnung von:</b>		
<b>Besondere Regelungen:</b>		

Aufschlüsselung des Workload	Stunden:
Präsenz:	0.0
Vor- und Nachbereitung:	0.0
Projektarbeit:	900.0
Prüfung:	0.0
Gesamt:	900

Lernziele	Anteil
Fachkompetenzen	
Kenntnisse/Wissen	20%
Fertigkeiten • Students can conduct scientific work in accordance with established scientific standards.	60%



## Master's Thesis

Personale Kompetenzen	
<b>Soziale Kompetenz</b> <ul style="list-style-type: none"> <li>Students are empowered to independently work on a concrete problem, which as far as possible corresponds to their personal interest, and develop their own solutions. Student can work together in teams. The offered and chosen topics should reflect on current problems and focus on practical applications.</li> </ul>	20%
<b>Selbstständigkeit</b> <ul style="list-style-type: none"> <li>Students will work on their master thesis for a restricted time period of four months during their fourth semester. The master thesis is part of the academic record. Students demonstrate their ability to independently work on a specific problem within their fields of study according to established scientific standards.</li> </ul>	

<b>Inhalt:</b>
1. Masters Thesis

<b>Prüfungsform:</b>
Schriftliche Arbeit (100%)

<b>Pflichtliteratur:</b>
<b>Empfohlene Literatur:</b>