



**Studiengang**  
**"European Business Management 2021"**  
**Bachelor of Arts**

**Modulkatalog**



# Inhaltsverzeichnis

<b>Modulmatrix</b>	4
<b>1. Semester</b>	6
Academic Methods	6
Business English Communication Skills	9
Financial Accounting	13
Introduction to Business Administration	16
Introduction to Information Management	19
Introduction to Law	22
Marketing	25
Mathematics	29
<b>2. Semester</b>	32
Financial Statements	32
Human Resources and Organisational Design	35
Introduction to Economics I	38
Personal and Professional Skills	41
Production and Logistics	45
Statistics I	49
Business French I	53
Business German I	56
Business Spanish I	59
<b>3. Semester</b>	62
Business Communication and Project Management	62
Costs and Management Accounting	66
Introduction to Economics II	70
Investments and Asset Pricing	73
Management Information Systems	76
Statistics II	78
Business French II	81
Business German II	84
Business Spanish II	87
<b>4. Semester</b>	90
Interdisciplinary Module	90
International and Institutional Economics I	93
International Strategies in Theory and Practice I	96
Team Development and Coaching I + II	102
Data Mining and Analytics (Marketing & Human Resource Analytics)	106

## Inhaltsverzeichnis

Financial Statement Analysis & Valuation (FACT International) . . . . .	109
International Trade: Economics, Politics, Law I (International Trade and Investment) . . . . .	112
Management Accounting (FACT International) . . . . .	116
The Law of International Business Transactions I (International Trade and Investment) . . . . .	120
Webanalytics and eHRM I (Marketing & Human Resource Analytics) . . . . .	124
<b>5. Semester</b> . . . . .	128
European Law . . . . .	128
International and Institutional Economics II . . . . .	131
International Strategies in Theory and Practice II . . . . .	134
Corporate Finance (FACT International) . . . . .	140
FACT-Project (FACT International) . . . . .	143
International Trade: Economics, Politics, Law II (International Trade and Investment) . . . . .	146
Projektmodul - Webanalytics and eHRM (Marketing & Human Resource Analytics) . . . . .	149
The Law of International Business Transactions II (International Trade and Investment) . . . . .	153
Webanalytics and eHRM II (Marketing & Human Resource Analytics) . . . . .	156
<b>6. Semester</b> . . . . .	161
Internship (Option II) . . . . .	161
<b>7. Semester</b> . . . . .	163
Empirical Research Methods . . . . .	163
EU Taxation . . . . .	166
European Identities - French . . . . .	169
European Identities - German . . . . .	173
European Identities - Spanish . . . . .	176
European Identities- English . . . . .	179
Internship (Option I) . . . . .	182
Operational Interface Management . . . . .	184

## Modulmatrix

Module	Sem.	Art	V	Ü	L	P	ges.	PF	CP
Academic Methods	1	PM	0.0	2.0	0.0	0.0	2.0	SMP	2.0
Business English Communication Skills (*)	1	PM	0.0	2.0	0.0	0.0	2.0	SMP	5.0
Financial Accounting	1	PM	2.0	2.0	0.0	0.0	4.0	FMP	5.0
Introduction to Business Administration	1	PM	1.0	1.0	0.0	0.0	2.0	SMP	2.0
Introduction to Information Management	1	PM	2.0	2.0	0.0	0.0	4.0	FMP	5.0
Introduction to Law	1	PM	2.0	2.0	0.0	0.0	4.0	FMP	5.0
Marketing	1	PM	1.0	1.0	0.0	0.0	2.0	SMP	3.0
Mathematics	1	PM	2.0	2.0	0.0	0.0	4.0	FMP	5.0
Business French I	2	WPM	0.0	4.0	0.0	0.0	4.0	SMP	5.0
Business German I	2	WPM	0.0	4.0	0.0	0.0	4.0	SMP	5.0
Business Spanish I	2	WPM	0.0	4.0	0.0	0.0	4.0	SMP	5.0
Financial Statements	2	PM	1.0	1.0	0.0	0.0	2.0	FMP	2.0
Human Resources and Organisational Design	2	PM	2.0	2.0	0.0	0.0	4.0	FMP	5.0
Introduction to Economics I	2	PM	2.0	2.0	0.0	0.0	4.0	FMP	5.0
Personal and Professional Skills (*)	2	PM	0.0	2.0	0.0	0.0	2.0	SMP	5.0
Production and Logistics	2	PM	2.0	2.0	0.0	0.0	4.0	FMP	5.0
Statistics I	2	PM	1.0	1.0	0.0	0.0	2.0	SMP	3.0
Business Communication and Project Management	3	PM	0.0	4.0	0.0	0.0	4.0	SMP	5.0
Business French II	3	WPM	0.0	2.0	0.0	0.0	2.0	SMP	3.0
Business German II	3	WPM	0.0	2.0	0.0	0.0	2.0	SMP	3.0
Business Spanish II	3	WPM	0.0	2.0	0.0	0.0	2.0	SMP	3.0
Costs and Management Accounting	3	PM	2.0	2.0	0.0	0.0	4.0	FMP	5.0
Introduction to Economics II	3	PM	0.0	2.0	0.0	0.0	2.0	FMP	2.0
Investments and Asset Pricing	3	PM	2.0	2.0	0.0	0.0	4.0	FMP	5.0
Management Information Systems	3	PM	2.0	2.0	0.0	0.0	4.0	FMP	5.0
Statistics II	3	PM	1.0	1.0	0.0	0.0	2.0	SMP	3.0
Data Mining and Analytics (Marketing & Human Resource Analytics)	4	WPM	0.0	4.0	0.0	0.0	4.0	SMP	5.0
Financial Statement Analysis & Valuation (FACT International)	4	WPM	0.0	4.0	0.0	0.0	4.0	SMP	5.0
Interdisciplinary Module	4	PM	0.0	0.0	0.0	4.0	4.0	SMP	5.0
International Trade: Economics, Politics, Law I (International Trade and Investment)	4	WPM	0.0	4.0	0.0	0.0	4.0	FMP	5.0
International Strategies in Theory and Practice I	4	PM	0.0	4.0	0.0	0.0	4.0	FMP	5.0
International and Institutional Economics I	4	PM	2.0	2.0	0.0	0.0	4.0	SMP	5.0
Management Accounting (FACT International)	4	WPM	0.0	4.0	0.0	0.0	4.0	SMP	5.0
Team Development and Coaching I + II (*)	4	PM	0.0	2.0	0.0	0.0	2.0	SMP	5.0
The Law of International Business Transactions I (International Trade and Investment)	4	WPM	0.0	4.0	0.0	0.0	4.0	FMP	5.0
Webanalytics and eHRM I (Marketing & Human Resource Analytics)	4	WPM	0.0	4.0	0.0	0.0	4.0	KMP	5.0
Corporate Finance (FACT International)	5	WPM	0.0	4.0	0.0	0.0	4.0	SMP	5.0
European Law	5	PM	2.0	2.0	0.0	0.0	4.0	SMP	5.0

## Modulmatrix

Module	Sem.	Art	V	Ü	L	P	ges.	PF	CP
FACT-Project (FACT International)	5	WPM	0.0	0.0	0.0	4.0	4.0	SMP	5.0
International Strategies in Theory and Practice II	5	PM	0.0	4.0	0.0	0.0	4.0	SMP	5.0
International Trade: Economics, Politics, Law II (International Trade and Investment)	5	WPM	0.0	4.0	0.0	0.0	4.0	SMP	5.0
International and Institutional Economics II	5	PM	0.0	4.0	0.0	0.0	4.0	SMP	5.0
Projektmodul - Webanalytics and eHRM (Marketing & Human Resource Analytics)	5	WPM	0.0	0.0	0.0	4.0	4.0	SMP	5.0
The Law of International Business Transactions II (International Trade and Investment)	5	WPM	0.0	4.0	0.0	0.0	4.0	SMP	5.0
Webanalytics and eHRM II (Marketing & Human Resource Analytics)	5	WPM	0.0	4.0	0.0	0.0	4.0	SMP	5.0
Internship (Option II)	6	PM	0.0	0.0	0.0	36.0	36.0	SMP	30.0
EU Taxation	7	PM	0.0	4.0	0.0	0.0	4.0	SMP	5.0
Empirical Research Methods	7	PM	0.0	2.0	0.0	0.0	2.0	SMP	3.0
European Identities - French	7	PM	2.0	2.0	0.0	0.0	4.0	SMP	5.0
European Identities - German	7	PM	2.0	2.0	0.0	0.0	4.0	SMP	5.0
European Identities - Spanish	7	PM	0.0	4.0	0.0	0.0	4.0	SMP	5.0
European Identities- English	7	PM	0.0	4.0	0.0	0.0	4.0	SMP	5.0
Internship (Option I)	7	PM	0.0	0.0	0.0	36.0	36.0	SMP	15.0
Operational Interface Management	7	PM	0.0	4.0	0.0	0.0	4.0	SMP	5.0
<b>Summe der Semesterwochenstunden</b>			33	135	0	84	252		
<b>Summe der zu erreichende CP aus WPM</b>									0
<b>Summe der CP aus PM</b>									195
<b>Gesamtsumme CP</b>									195

V - Vorlesung

Ü - Übung

L - Labor

P - Projekt

\* Modul erstreckt sich über mehrere Semester

PF - Prüfungsform

CP - Credit Points

PM - Pflichtmodul

WPM - Wahlpflichtmodul

FMP - Feste Modulprüfung

SMP - Studienbegleitende Modulprüfung

KMP - Kombinierte Modulprüfung

## Academic Methods

<b>Module:</b> Academic Methods	
<b>Degree programme:</b> European Business Management 2021	<b>Degree:</b> Bachelor of Arts
<b>Responsible for the module:</b> Mag. rer. soc. oec. Reinhard Hanneschläger & MBA Martin Bradbeer	

<b>Semester:</b> 1	<b>Semester part time:</b> 1	<b>Duration:</b> 1
<b>Hours per week per semester:</b> 2.0	<b>Of which L/S/LW/P:</b> 0.0/2.0/0.0/0.0	<b>CP according to ECTS:</b> 2.0
<b>Form of course:</b> Compulsory	<b>Language:</b> English	<b>As of:</b> 2021-08-25
<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:	30.0
Pre- and post-course work:	5.0
Project:	0.0
Examinations:	25.0
Total:	60

## Academic Methods

Learning objectives	Anteil
Subject specific competences	
<b>Knowledge</b> <ul style="list-style-type: none"> <li>The students can explain the process of scientific research and they can refer the steps, basic rules, and tools in academic writing.</li> <li>The students can refer and explain the most important qualitative and quantitative methods of social scientific research.</li> </ul>	40%
<b>Skills</b> <ul style="list-style-type: none"> <li>For a given subject area, students can develop research questions, connect them to hypotheses, develop a fitting research design that is based on quantitative or qualitative research methods, propose ways of analysing and of visualizing results and can critically assess the results of their work.</li> <li>Students can research, distinguish, as well as analyse scientific texts and can integrate them in their own scientific paper, in compliance with the rules for the use of intellectual property and citation.</li> </ul>	40%
Personal competences	
<b>Social competence</b> <ul style="list-style-type: none"> <li>The students can cooperate in teams in drafting a scientific paper.</li> <li>The students can critically assess their own points of view in the light of scientific knowledge.</li> <li>The students can react to statements that are challenging scientific research and its results.</li> </ul>	20%
<b>Autonomy</b> <ul style="list-style-type: none"> <li>The students can plan, structure, and organize the compilation of a scientific paper.</li> </ul>	

Content:
<ol style="list-style-type: none"> <li>The students learn about the phenomenology of science and scientific research.</li> <li>The students learn about the characteristics of academic papers and the process of academic writing.</li> <li>The students familiarize themselves with empirical research methods applied in social sciences.</li> <li>In drafting an academic paper, the students apply techniques for determining a research issue, formulating hypotheses, developing a research design, and for preparing the evaluation and presentation of potential results.</li> </ol>

## Academic Methods

<b>Examination format:</b>
Paper (80%) Presentation (20%)

<b>Compulsory reading:</b>
<b>Recommended reading:</b>



## Business English Communication Skills

<b>Module:</b> Business English Communication Skills	
<b>Degree programme:</b> European Business Management 2021	<b>Degree:</b> Bachelor of Arts
<b>Responsible for the module:</b> MBA Martin Bradbeer & M.A. John Paul O Donoghue	

<b>Semester:</b> 1	<b>Semester part time:</b> 1	<b>Duration:</b> 2
<b>Hours per week per semester:</b> 2.0	<b>Of which L/S/LW/P:</b> 0.0/2.0/0.0/0.0	<b>CP according to ECTS:</b> 5.0
<b>Form of course:</b> Compulsory	<b>Language:</b> English	<b>As of:</b> 2021-01-15
<b>Compulsory prior knowledge:</b> B2.2 level of English according to the Common European Framework of References		
<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:	30.0
Pre- and post-course work:	63.0
Project:	0.0
Examinations:	2.0
Total:	95

## Business English Communication Skills

Learning objectives	Anteil
Subject specific competences	
<p>Knowledge</p> <ul style="list-style-type: none"><li>• Specific vocabulary for the degree programme</li><li>• Key vocabulary on company forms, profiles and organization and general business language</li><li>• Additional English vocabulary in the areas of law, finance, marketing, human resources, production and logistics</li><li>• Intercultural communication theories</li><li>• Consolidation of English grammar</li><li>• Students know and understand how to write academic papers and develop their skills in writing academic texts</li></ul>	40%
<p>Skills</p> <ul style="list-style-type: none"><li>• Presentation skills in English</li><li>• Present themselves in formal and informal situations and engage in suitable small talk</li><li>• To read and write texts in English with an academic and business focus</li><li>• Students are able to take part in meetings, negotiations and carry out telephone conversations in English</li><li>• Students have skills to communicate effectively across cultures</li></ul>	40%

## Business English Communication Skills

Personal competences	
<p>Social competence</p> <ul style="list-style-type: none"><li>• To be able to communicate comfortably in English in a European and global environment</li><li>• Ability to work in teams and identify roles within teams</li><li>• Students adhere to rules &amp; agreements that they have agreed with others. Others can rely on their own statements that tasks are completed to the promised quality.</li><li>• Students know how to communicate criticism to others so that it is beneficial to the person. They can reflect on criticism of themselves and adopt different points of view.</li><li>• Students are able to communicate both orally and in writing in a constructive, effective and conscious manner (e.g. establish contacts; hold a conversation with several partners, listen attentively, maintain a dialogue; express themselves in a manner appropriate to the addressee, write understandably, convince others through strong identification with their own arguments).</li><li>• Students complete work assignments conscientiously, thoroughly, completely and reliably. In doing so, they maintain an overview, paying particular attention to well-ordered documents and to the documentation of processes and important details.</li><li>• Students are eager to experiment and willing to break new ground. They can develop unconventional, unusual new ideas and implement them accordingly. They are imaginative and enjoy trying out new things.</li></ul>	20%
<p>Autonomy</p> <ul style="list-style-type: none"><li>• Students can critically question both their own decisions and the views and decisions of others</li><li>• To take the initiative in order to improve language level through self-study and external engagements</li><li>• Students know and understand the differences of cultures and meet them with respect and tolerance. They know and understand that different political, economic and social views influence thinking. They respect different values and opinions.</li></ul>	

## Business English Communication Skills

### Content:

1. The university, the degree programme and SWOT on studying in Wildau
2. Social English/Small talk in both formal and informal situations with a focus on European cultures
3. Companies: structures, organization and profiles and general business vocabulary
4. Basic Legal English
5. English for Accounting and Financial Statements
6. English for Marketing
7. English for Human Resources
8. English for Production and Logistics
9. Introduction to Intercultural Communication including intercultural theories, presenting to culturally diverse audiences, communication theories
10. Presenting in English
11. The language of meetings and negotiations
12. English for telephoning
13. Academic Writing

### Examination format:

Written exam (50%)  
Presentation (50%)

### Compulsory reading:

### Recommended reading:

Erin, M. (2015). The culture map : decoding how people think, lead, and get things done across cultures. New York NY.

• Oxford Advanced Learner's Dictionary 8: ISBN 978-3068014929 • Das große Oxford Wörterbuch - Second Edition: ISBN 978-3068013045 • Oxford Business English Dictionary for Learners of English: 978-0194316170 • Business Spotlight magazine, Econo

## Financial Accounting

<b>Module:</b> Financial Accounting	
<b>Degree programme:</b> European Business Management 2021	<b>Degree:</b> Bachelor of Arts
<b>Responsible for the module:</b> Prof. Dr. rer. pol. Verena Klapschus	

<b>Semester:</b> 1	<b>Semester part time:</b> 3	<b>Duration:</b> 1
<b>Hours per week per semester:</b> 4.0	<b>Of which L/S/LW/P:</b> 2.0/2.0/0.0/0.0	<b>CP according to ECTS:</b> 5.0
<b>Form of course:</b> Compulsory	<b>Language:</b> English	<b>As of:</b> 2021-04-06
<b>Compulsory prior knowledge:</b> None required		
<b>Recommended prior knowledge:</b> None required		
<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

## Financial Accounting

Learning objectives	Anteil
Subject specific competences	
Knowledge <ul style="list-style-type: none"> <li>The course aims to provide an introduction to financial accounting based on German Generally Accepted Accounting Principles (GAAP).</li> <li>Students will first be given a brief introduction to financial accounting in general.</li> <li>Students then will be provided with a general approach to German GAAP, while the focus lies on basic principles and methods used in the regulations.</li> <li>Students understand the system of double-entry bookkeeping.</li> </ul>	50%
Skills <ul style="list-style-type: none"> <li>Students will accomplish to transfer business transactions into bookkeeping.</li> </ul>	30%
Personal competences	
Social competence	20%
Autonomy	

Content:
<ol style="list-style-type: none"> <li>1. Introduction to accounting in general               <ol style="list-style-type: none"> <li>1.1. Purpose of accounting</li> <li>1.2. Elements of financial statements</li> <li>1.3. Accounting procedures</li> </ol> </li> <li>2. Introduction to German accounting               <ol style="list-style-type: none"> <li>2.1. Legal framework</li> <li>2.2. Reporting conception</li> <li>2.3. Generally Accepted Accounting Principles</li> </ol> </li> </ol>

Examination format:
Written exam

## Financial Accounting

<b>Compulsory reading:</b>
German Commercial Code Book 1
<b>Recommended reading:</b>
The course is based on Nothhelfer, R. (2017): Financial Accounting - Introduction to German GAAP with exercises

## Introduction to Business Administration

<b>Module:</b> Introduction to Business Administration	
<b>Degree programme:</b> European Business Management 2021	<b>Degree:</b> Bachelor of Arts
<b>Responsible for the module:</b> Prof. Dr. rer. pol. Mike Steglich & Prof. Dr. rer. pol. Markus Karp	

<b>Semester:</b> 1	<b>Semester part time:</b> 1	<b>Duration:</b> 1
<b>Hours per week per semester:</b> 2.0	<b>Of which L/S/LW/P:</b> 1.0/1.0/0.0/0.0	<b>CP according to ECTS:</b> 2.0
<b>Form of course:</b> Compulsory	<b>Language:</b> English	<b>As of:</b> 2021-04-13
<b>Compulsory prior knowledge:</b> n/a		
<b>Recommended prior knowledge:</b> n/a		
<b>Recognition of external relevant qualification/experience:</b>		
<b>Special regulations:</b>		

<b>Workload distribution</b>	<b>Hours:</b>
In class:	30.0
Pre- and post-course work:	28.0
Project:	0.0
Examinations:	2.0
Total:	60



## Introduction to Business Administration

Learning objectives	Anteil
Subject specific competences	
Knowledge <ul style="list-style-type: none"><li>• Students can identify and present the theoretical foundations and application of management.</li></ul>	60%
Skills	20%
Personal competences	
Social competence <ul style="list-style-type: none"><li>• The students are able to develop their own solutions for decision problems in dialogue with other students and to present the results adequately.</li></ul>	20%
Autonomy <ul style="list-style-type: none"><li>• The students are able to independently define goals, independently choose methods for analysing and solving a problem and interpret their own solutions.</li></ul>	

Content:
<ol style="list-style-type: none"><li>1. Introduction<ol style="list-style-type: none"><li>1.1. Fundamentals of Business Administration</li><li>1.2. Constitutive Decisions of Companies</li><li>1.3. Business Management Concepts</li></ol></li><li>2. Value Chain<ol style="list-style-type: none"><li>2.1. Procurement of Production Factors</li><li>2.2. Production of Goods and Services</li><li>2.3. Sale of goods and services</li></ol></li><li>3. Management Functions<ol style="list-style-type: none"><li>3.1. Planning and Control</li><li>3.2. Human Ressource management and Organisation</li><li>3.3. Information System and Accounting</li><li>3.4. Finance</li><li>3.5. Marketing</li></ol></li></ol>

## Introduction to Business Administration

<b>Examination format:</b>
Written exam (100%)

<b>Compulsory reading:</b>
<b>Thuis, P. &amp; Stufe, R.</b> (2012). <i>Business Administration</i> . Groningen: Routledge.
<b>Fuhrmann, B.</b> (2019). <i>Introduction to Business and Economics</i> . Wien: Verlag Jugend & Volk.
<b>Combe, C.</b> (2014). <i>Introduction to Management</i> . Oxford: Oxford University Press.
<b>Recommended reading:</b>

## Introduction to Information Management

<b>Module:</b> Introduction to Information Management	
<b>Degree programme:</b> European Business Management 2021	<b>Degree:</b> Bachelor of Arts
<b>Responsible for the module:</b> Dipl.-Wirtsch.infor. (FH) Peter Bernhardt	

<b>Semester:</b> 1	<b>Semester part time:</b> 1	<b>Duration:</b> 1
<b>Hours per week per semester:</b> 4.0	<b>Of which L/S/LW/P:</b> 2.0/2.0/0.0/0.0	<b>CP according to ECTS:</b> 5.0
<b>Form of course:</b> Compulsory	<b>Language:</b> English	<b>As of:</b> 2021-04-21
<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:	60.0
Project:	0.0
Examinations:	30.0
Total:	150

## Introduction to Information Management

Learning objectives	Anteil
Subject specific competences	
<p>Knowledge</p> <ul style="list-style-type: none"> <li>• Having grown up with computers, today's students already know how to use Information Technology (IT) in their daily lives-but use is not understanding. The students are able to conceptualize where and how computation can be used effectively.</li> <li>• Students know and can explain the terms and methods of computer science that are important for their work.</li> <li>• Students can distinguish different, even more complex, enterprise software systems from each other.</li> <li>• Students are able to classify hardware and software in the context of business management.</li> </ul>	40%
<p>Skills</p> <ul style="list-style-type: none"> <li>• Students can safely handle common PC-based Office applications.</li> <li>• Students can identify and formulate simpler economic requirements for hardware and software in the business administration environment.</li> <li>• Students can independently deepen their knowledge in sub-areas on the basis of the basic knowledge taught</li> </ul>	40%
Personal competences	
<p>Social competence</p> <ul style="list-style-type: none"> <li>• Students are able to actively participate in a group and to communicate the contents of the basic concepts of computer science adequately in the discussion of the lessons. They can discuss and solve tasks in a team. They can present your own results to the group and respond appropriately to requests.</li> </ul>	20%
<p>Autonomy</p> <ul style="list-style-type: none"> <li>• Students are able to set themselves learning and work goals and to realize them. They can compare their knowledge with their learning goals and seek help if necessary.</li> </ul>	

## Introduction to Information Management

<b>Content:</b>
-----------------

- |  |
|--|
| <ol style="list-style-type: none"><li>1. Defining Information Technology</li><li>2. Exploring the Human-Computer Interface</li><li>3. Representing Information Digitally</li><li>4. The Basics of Networking</li><li>5. Introduction to HTML</li><li>6. Locating Information on the World Wide Web</li><li>7. An Introduction to Debugging or Problem Handling</li><li>8. Social Implications of IT</li><li>9. Privacy and Digital Security</li><li>10. The Basics of Spreadsheets</li><li>11. Introduction to Database Concepts</li><li>12. Limits to Computation</li></ol> |
|--|

<b>Examination format:</b>
----------------------------

Written exam
--------------

<b>Compulsory reading:</b>
----------------------------

<b>Recommended reading:</b>
-----------------------------

<p><b>Geoghan, D.</b> (2019). <i>Visualizing Technology</i>. Pearson.</p> <p><b>Snyder, L.</b> (2018). <i>Fluency With Information Technology</i>. Pearson.</p>
---

## Introduction to Law

<b>Module:</b> Introduction to Law	
<b>Degree programme:</b> European Business Management 2021	<b>Degree:</b> Bachelor of Arts
<b>Responsible for the module:</b> Prof. Dr. jur. Stefan Strassner	

<b>Semester:</b> 1	<b>Semester part time:</b> 1	<b>Duration:</b> 1
<b>Hours per week per semester:</b> 4.0	<b>Of which L/S/LW/P:</b> 2.0/2.0/0.0/0.0	<b>CP according to ECTS:</b> 5.0
<b>Form of course:</b> Compulsory	<b>Language:</b> English	<b>As of:</b> 2020-11-30
<b>Compulsory prior knowledge:</b> no		
<b>Recommended prior knowledge:</b> no		
<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

## Introduction to Law

Learning objectives	Anteil
Subject specific competences	
<p>Knowledge</p> <ul style="list-style-type: none"> <li>The students know and understand:               <ul style="list-style-type: none"> <li>the basics (legal system, basic legal terms, legal way of thinking)</li> <li>Freedom of contract and typical contractual problems and their solutions according to the Civil Code</li> <li>the most important obligations</li> <li>basic concepts of property law</li> <li>the relationship between Civil Code and Commercial Code</li> <li>the legal definition of merchant</li> <li>the business of the merchant and his assistants</li> <li>basic concepts of company law</li> <li>Partnerships and corporations</li> <li>the management liability</li> </ul> </li> </ul>	40%
<p>Skills</p> <ul style="list-style-type: none"> <li>The students are able - to apply regulations in particular from the Civil Code and Commercial Code, - to solve cases • to know in which legal organizational forms entrepreneurial activity can take place, • to assess which risks that are associated with the choice of a particular organizational form.</li> </ul>	40%
Personal competences	
<p>Social competence</p> <ul style="list-style-type: none"> <li>The students see the law as an instrument for the solution of social conflicts and recognize behind the legal provisions the result of a weighing up of conflicting interests of the contractual parties.</li> </ul>	20%
<p>Autonomy</p> <ul style="list-style-type: none"> <li>The students are independently able to analyze a given situation (case) and find out the aspects that are important from a legal point of view.</li> </ul>	

## Introduction to Law

<b>Content:</b>
-----------------

- |   |
|---|
| <ol style="list-style-type: none"><li>1. Basics</li><li>2. Declaration of intent and contract</li><li>3. Typical contractual problems</li><li>4. Main and secondary contractual obligations</li><li>5. Obligations based on a contract</li><li>6. Obligations based on the law</li><li>7. Basics of property law</li><li>8. Civil Code and Commercial Code</li><li>9. The legal definition of Merchant</li><li>10. The business of the merchant</li><li>11. The assistants of the merchant</li><li>12. Basics of company law</li><li>13. Partnerships</li><li>14. Corporations</li><li>15. Management liability</li></ol> |
|---|

<b>Examination format:</b>
----------------------------

Written exam
--------------

<b>Compulsory reading:</b>
----------------------------

<b>Recommended reading:</b>
-----------------------------



## Marketing

<b>Module:</b> Marketing	
<b>Degree programme:</b> European Business Management 2021	<b>Degree:</b> Bachelor of Arts
<b>Responsible for the module:</b> Prof. Dr. rer. pol. Sandra Haas	

<b>Semester:</b> 1	<b>Semester part time:</b> 1	<b>Duration:</b> 1
<b>Hours per week per semester:</b> 2.0	<b>Of which L/S/LW/P:</b> 1.0/1.0/0.0/0.0	<b>CP according to ECTS:</b> 3.0
<b>Form of course:</b> Compulsory	<b>Language:</b> English	<b>As of:</b> 2021-02-21
<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:	30.0
Pre- and post-course work:	44.0
Project:	0.0
Examinations:	1.0
Total:	75

## Marketing

Learning objectives	Anteil
Subject specific competences	
<p>Knowledge</p> <ul style="list-style-type: none"> <li>• Know central terminology, meaning &amp; application areas of marketing as well as different basic marketing approaches &amp; lines of development.</li> <li>• Know the definition of market research and understand its importance within the marketing decision-making process.</li> <li>• Know the basic procedure of the market research process incl. basic methods of data collection</li> <li>• Know tools, such as databases, decision support systems, internet and understand the influence on market research//Interpret market segmentation as a tool for market development;</li> <li>• Know types of consumer behavior &amp; understand differences in buying processes, internal &amp; external factors</li> <li>• Understand the increasing importance of consumer-to-consumer communication, social media digital environments incl. consequences for buying processes</li> <li>• Define &amp; describe the relevance of marketing ethics &amp; know possibilities to consider ethical, sustainable aspects in marketing decisions and understand the importance of ethical actions in the marketing context.</li> </ul>	40%
<p>Skills</p> <ul style="list-style-type: none"> <li>• know/understand marketing mix instruments and are able to explain decisions on the design of the marketing mix instruments and evaluate them with regard to their coherence. (=Specialized skills)</li> </ul>	40%

## Marketing

Personal competences	
<p>Social competence</p> <ul style="list-style-type: none"> <li>• Students expand their social skills by being able to work together in a goal-oriented, successful manner over an extended period of time in a small group format. (=cooperation skills)</li> <li>• Students can critically evaluate marketing-related issues, their own decisions as well as the views and decisions of others, and present their opinions in a fact-based manner. (= development of critical thinking)</li> </ul>	20%
<p>Autonomy</p> <ul style="list-style-type: none"> <li>• Students possess the ability &amp; willingness to contribute in a self-directed manner to the design of processes, taking into account possible consequences. (= sense of responsibility)</li> <li>• Students are able to independently plan and process technical tasks (=independence &amp; personal responsibility).</li> <li>• Student are able to take a position on ethical and sustainability issues. They are sensitized in terms of sustainability, ethics and environmental protection. (=ethical attitude, sustainable thinking, environmental awareness).</li> </ul>	

<b>Content:</b>
<ol style="list-style-type: none"> <li>1. The module introduces the subject area of "Marketing Management" and aims to instruct students in basic competencies in the subject (= marketing-related competencies that graduates should possess regardless of their further specialization). An expansion of these competencies oriented towards central practical professional requirements continues in the marketing-related specializations during the course of study.</li> <li>2. Foundations • Meaning &amp; application areas of marketing • Central marketing concepts • Formative fundamental trends in marketing • The new marketing reality (digital marketing)</li> <li>3. Identifying market opportunities, winning &amp; retaining customers • Customer value, satisfaction and retention, purchase decision process, customer lifetime value • Market segmentation and target market identification • Market research</li> <li>4. Marketing Mix • Product and program policy decisions • Pricing policy decisions • Distribution policy decisions • Communication policy decisions • Alternative marketing mix approaches and integrated marketing</li> <li>5. Sustainable Marketing, Marketing Ethics &amp; Responsible Marketing</li> </ol>

## Marketing

<b>Examination format:</b>
SMP (100%)
Additional rules: Semester-long examination: E-Assessment

<b>Compulsory reading:</b>
<b>Recommended reading:</b>
Dibb, S. et al: Marketing; Concepts and Strategies. Cengage Learning Lamb, C.W., Hair, J.F., and McDaniel, C.: MKTG: Principles of Marketing. Cengage Learning Kotler, P., Armstrong, G., Harris, L.C. & Piercy, N. : Principles of Marketing. Additional current literature will be named as needed or can be taken from the course materials.

## Mathematics

<b>Module:</b> Mathematics	
<b>Degree programme:</b> European Business Management 2021	<b>Degree:</b> Bachelor of Arts
<b>Responsible for the module:</b> Prof. Dr. rer. nat. Rainer Stollhoff	

<b>Semester:</b> 1	<b>Semester part time:</b> 3	<b>Duration:</b> 1
<b>Hours per week per semester:</b> 4.0	<b>Of which L/S/LW/P:</b> 2.0/2.0/0.0/0.0	<b>CP according to ECTS:</b> 5.0
<b>Form of course:</b> Compulsory	<b>Language:</b> English	<b>As of:</b> 2021-03-22
<b>Recommended prior knowledge:</b> Basic requirement level of educational standards in mathematics (general higher education entrance qualification)		
<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:	88.5
Project:	0.0
Examinations:	1.5
Total:	150

## Mathematics

Learning objectives	Anteil
Subject specific competences	
Knowledge <ul style="list-style-type: none"> <li>Students acquire basic knowledge about mathematical methods commonly used in economics, finance, and business management.</li> <li>Students know the definitions and mathematical notation commonly used for these methods.</li> </ul>	20%
Skills <ul style="list-style-type: none"> <li>Students are able to apply mathematical techniques and tools to formalize and solve economical problems.</li> <li>Students can translate applied questions into mathematical problems.</li> <li>Students can choose the adequate mathematical methods to solve a problem.</li> <li>Students can correctly perform the necessary mathematical calculations.</li> <li>Students can instruct a computer system to solve a mathematical problem or to perform a specific calculation.</li> <li>Students can check the plausibility of obtained results and interpret the results in an applied context.</li> </ul>	60%
Personal competences	
Social competence <ul style="list-style-type: none"> <li>Students can create and edit digital content jointly with others. They can modify, refine, improve and integrate information and content into an existing knowledge base in a social collaboration.</li> </ul>	20%
Autonomy <ul style="list-style-type: none"> <li>Students complete tasks conscientiously, thoroughly, completely and reliably.</li> </ul>	

Content:
<ol style="list-style-type: none"> <li>Univariate Functions: Basic properties (definition, graph, roots, limits) and differential calculus (derivatives, optimum) of elementary functions; Application to cost and profit functions, elasticity of price-demand-functions</li> <li>Multivariate Functions: Basic properties (definition, graph, roots, limits) and differential calculus (partial derivatives, extreme values) of elementary functions</li> <li>Financial calculations: Computation of interest, accumulation and discounting, amortization and annuities, deductions; Application to valuation of real estate investments</li> <li>Linear Algebra: Vectors and matrices, systems of linear equations, linear optimization</li> </ol>

## Mathematics

### Examination format:

The actual examination procedures can be found in the examination plan, which is provided by the lecturer within the first two weeks of lectures.

### Compulsory reading:

### Recommended reading:

**May, M. & Bart, A.** (2021). *Business Calculus with Excel*.

<https://mathstat.slu.edu/~may/ExcelCalculus/>: Saint Louis University.

**Olivier, J.** (2020). *Business Math: A Step-by-Step Handbook*.

<https://lyryx.com/subjects/business/business->: Lyryx Learning.

**Guichard, D.** (2017). *Calculus Early Transcendentals*. <https://lyryx.com/calculus-early-transcendent>: Lyryx Learning.

**Nicholson, K.** (2021). *Linear Algebra with Applications*. <https://lyryx.com/linear-algebra-applications>: Lyryx Learning.

**Haack, B. & Wendler, T. & Stobernack, M. & Tippe, U.** (2017). *Mathematik für Wirtschaftswissenschaftler*. E-Book: Springer Gabler.

**Benker, H.** (2014). *EXCEL in der Wirtschaftsmathematik*. E-Book: Springer Vieweg.

## Financial Statements

<b>Module:</b> Financial Statements	
<b>Degree programme:</b> European Business Management 2021	<b>Degree:</b> Bachelor of Arts
<b>Responsible for the module:</b> Prof. Dr. rer. pol. Verena Klapschus	

<b>Semester:</b> 2	<b>Semester part time:</b> 4	<b>Duration:</b> 1
<b>Hours per week per semester:</b> 2.0	<b>Of which L/S/LW/P:</b> 1.0/1.0/0.0/0.0	<b>CP according to ECTS:</b> 2.0
<b>Form of course:</b> Compulsory	<b>Language:</b> English	<b>As of:</b> 2021-04-13
<b>Compulsory prior knowledge:</b> Financial Accounting		
<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:	30.0
Pre- and post-course work:	24.0
Project:	0.0
Examinations:	2.0
Total:	56



## Financial Statements

Learning objectives	Anteil
Subject specific competences	
Knowledge <ul style="list-style-type: none"> <li>Students will be provided with an overview of individual financial statements, including their various elements, e.g. the balance sheet and income statement, and their contents.</li> </ul>	40%
Skills <ul style="list-style-type: none"> <li>Students will solve exercises related to the above mentioned topics. Exercises will consist of increasing complexity: Category 1: Knowledge, category 2: knowledge and application, category 3: knowledge, application and transfer.</li> </ul>	40%
Personal competences	
Social competence <ul style="list-style-type: none"> <li>Students are trained to discuss ideas and possible solutions with classmates.</li> </ul>	20%
Autonomy <ul style="list-style-type: none"> <li>Students will acquire the competence to transfer their knowledge and solve real accounting world problems on their own.</li> </ul>	

Content:
<ol style="list-style-type: none"> <li>1. Balance Sheet               <ol style="list-style-type: none"> <li>1.1. Assets                   <ol style="list-style-type: none"> <li>1.1.1. Recognition</li> <li>1.1.2. Measurement</li> </ol> </li> <li>1.2. Liabilities                   <ol style="list-style-type: none"> <li>1.2.1. Recognition</li> <li>1.2.2. Measurement</li> </ol> </li> <li>1.3. Equity</li> </ol> </li> <li>2. Income Statement, Cash Flow Statement &amp; Notes</li> </ol>

Examination format:
Written exam

## Financial Statements

<b>Compulsory reading:</b>
tba
<b>Recommended reading:</b>

## Human Resources and Organisational Design

<b>Module:</b> Human Resources and Organisational Design	
<b>Degree programme:</b> European Business Management 2021	<b>Degree:</b> Bachelor of Arts
<b>Responsible for the module:</b> Prof. Dr. Marc Roedenbeck	

<b>Semester:</b> 2	<b>Semester part time:</b> 2	<b>Duration:</b> 1
<b>Hours per week per semester:</b> 4.0	<b>Of which L/S/LW/P:</b> 2.0/2.0/0.0/0.0	<b>CP according to ECTS:</b> 5.0
<b>Form of course:</b> Compulsory	<b>Language:</b> English	<b>As of:</b> 2021-02-26
<b>Compulsory prior knowledge:</b> Keine.		
<b>Recommended prior knowledge:</b> Keine.		
<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

## Human Resources and Organisational Design

Learning objectives	Anteil
Subject specific competences	
Knowledge <ul style="list-style-type: none"> <li>• Students can identify and present the theoretical foundations and fields of application of organization theory (including management, planning, decision-making, organizational elements)</li> <li>• The studying can identify and represent the theoretical bases and application fields of the personnel management (among other things the procurement, - development and - reduction, the motivation, personality characteristics and group dynamics)</li> </ul>	60%
Skills <ul style="list-style-type: none"> <li>• Students can formulate content-related and critical questions on the basic knowledge of organizational theory and human resources management</li> <li>• Students can classify practical case studies of organization theory and personnel management, design solutions and evaluate results.</li> </ul>	20%
Personal competences	
Social competence <ul style="list-style-type: none"> <li>• Students can substantiate their professional opinion to teachers and fellow students</li> <li>• The students can discuss professional opinions in small groups and formulate joint solutions</li> </ul>	20%
Autonomy <ul style="list-style-type: none"> <li>• The students can realize their own learning strategy with the different offers</li> <li>• Students can deal with stress</li> </ul>	

## Human Resources and Organisational Design

<b>Content:</b>
-----------------

- |  |
|--|
| <ol style="list-style-type: none"><li>1. Management</li><li>2. Planning</li><li>3. Decision Making</li><li>4. Classical Organizational Design</li><li>5. Modern Organizational Design</li><li>6. Diversity</li><li>7. Human Resource Management</li><li>8. Motivation</li><li>9. Individuals</li><li>10. Groups</li><li>11. Leadership</li></ol> |
|--|

<b>Examination format:</b>
----------------------------

Written exam
--------------

<b>Compulsory reading:</b>
----------------------------

Robbins, Coulter & Fischer: Management; Pearson Verlag. 12. Auflage 2014
--

<b>Recommended reading:</b>
-----------------------------

Armstrong M & Taylor S (2014): Armstrong's Handbook of Human Resource Management Practice. KoganPage: London.
---

Burton RM, Obel B & Håkonsson DD (2020): Organizational Design: A Step-by-Step Approach. University Printing House: Cambridge.
--

## Introduction to Economics I

<b>Module:</b> Introduction to Economics I	
<b>Degree programme:</b> European Business Management 2021	<b>Degree:</b> Bachelor of Arts
<b>Responsible for the module:</b> Prof. Dr. Christian Hederer & Prof.Dr.rer.pol.habil. Iciar Dominguez Lacasa	

<b>Semester:</b> 2	<b>Semester part time:</b> 2	<b>Duration:</b> 1
<b>Hours per week per semester:</b> 4.0	<b>Of which L/S/LW/P:</b> 2.0/2.0/0.0/0.0	<b>CP according to ECTS:</b> 5.0
<b>Form of course:</b> Compulsory	<b>Language:</b> English	<b>As of:</b> 2021-03-01
<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:	2.0
Examinations:	0.0
Total:	150

## Introduction to Economics I

Learning objectives	Anteil
Subject specific competences	
<p>Knowledge</p> <ul style="list-style-type: none"> <li>• Students know the basic structures and framework conditions of market economies.</li> <li>• Students understand how market-based allocation works under different assumptions and circumstances, including its problems and limits particularly in the context of inequality and environmental protection.</li> <li>• Students know basic features of economic data analysis.</li> </ul>	60%
<p>Skills</p> <ul style="list-style-type: none"> <li>• Students are able to understand current economic issues and take their own theory-based positions.</li> <li>• Students are able to understand and summarize relevant texts on economics and economic policy.</li> <li>• Students acquire the capability to present and interpret economic issues verbally and graphically.</li> <li>• Students are able to retrieve economic analysis and data from standard public sources and to use it adequately.</li> </ul>	25%
Personal competences	
<p>Social competence</p> <ul style="list-style-type: none"> <li>• Students are able to ...</li> <li>• ... organize group discussions effectively;</li> <li>• ... resolve group differences in terms of preferences and students' competences;</li> <li>• ... communicate discussion results effectively before class.</li> </ul>	15%
<p>Autonomy</p> <ul style="list-style-type: none"> <li>• Students are able to ...</li> <li>• ... read and analyse English economic texts in a relatively tight timeframe;</li> <li>• ... provide effective briefings and summaries;</li> <li>• ... develop autonomous positions on key economic policy issues, and defend them against criticism.</li> </ul>	

## Introduction to Economics I

<b>Content:</b>
<ol style="list-style-type: none"><li>1. Economics as a science; economic systems and institutions</li><li>2. Key features of a market economy</li><li>3. Market structures</li><li>4. Labour markets and inequality</li><li>5. Externalities and environmental economics</li></ol>



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

<b>Compulsory reading:</b>
<b>Recommended reading:</b>
<b>Bowles, S. &amp; Carlin, W. &amp; Stevens, M.</b> ([2017]). <i>The economy</i> . Oxford: Oxford University Press.



## Personal and Professional Skills

<b>Module:</b> Personal and Professional Skills	
<b>Degree programme:</b> European Business Management 2021	<b>Degree:</b> Bachelor of Arts
<b>Responsible for the module:</b> Prof. Dr. rer. pol. Sandra Haas	

<b>Semester:</b> 2	<b>Semester part time:</b> 2	<b>Duration:</b> 2
<b>Hours per week per semester:</b> 2.0	<b>Of which L/S/LW/P:</b> 0.0/2.0/0.0/0.0	<b>CP according to ECTS:</b> 5.0
<b>Form of course:</b> Compulsory	<b>Language:</b> English	<b>As of:</b> 2021-01-13
<b>Recommended prior knowledge:</b>		
<b>Recognition of external relevant qualification/experience:</b>		
<b>Special regulations:</b> This module is a two-semester module (2nd +3rd semester).		

<b>Workload distribution</b>	<b>Hours:</b>
In class:	30.0
Pre- and post-course work:	119.0
Project:	0.0
Examinations:	1.0
Total:	150

## Personal and Professional Skills

Learning objectives	Anteil
Subject specific competences	
<p>Knowledge</p> <ul style="list-style-type: none"> <li>The students have knowledge about reflection competences, function, meaning as well as creation of a process-accompanying portfolio. They have digital competences for the design of an individual ePortfolio.</li> <li>Students have an understanding of the practical tasks of operational functional areas and can name key future scenarios of the areas (e.g. digital transformations) (=professional reflection). In addition, they recognize interdisciplinary contexts of their course of study (=interdisciplinary competencies).</li> <li>Students know how to identify their own knowledge gaps and close them independently (= self-learning competencies).</li> </ul>	20%
<p>Skills</p> <ul style="list-style-type: none"> <li>Students show skills in writing down thoughts &amp; experiences etc., (= writing skills). They can handle texts &amp; sources and use spelling &amp; grammar correctly.</li> <li>Students use an ePortfolio (documentation &amp; management of personal documentation) (= digital competencies) and can design content in an appealing way using digital media.</li> </ul>	30%
Personal competences	
<p>Social competence</p> <ul style="list-style-type: none"> <li>Students reflect on their own social skills. Optional further competencies: (1) Intercultural awareness and competencies; (2) Dealing with feedback and criticism.</li> </ul>	50%
<p>Autonomy</p> <ul style="list-style-type: none"> <li>Students observe, document, reflect and discuss situational self- and social competencies and their own decisions regarding their studies (documentation &amp; reflection of non-subject-related as well as subject-related learning and development processes).</li> <li>Students identify current strengths and weaknesses in the area of personal and social skills and derive learning objectives from them. They reflect on personal paths of development in the area of social and personal competencies.</li> <li>Optional additional competencies: (1) Reflect on presentation techniques and skills; (2) Dealing with feedback and criticism, (3) Resourcefulness.</li> </ul>	

## Personal and Professional Skills

### Content:

1. The two-semester module is aimed primarily at improving the students' ability to act with a perspective on their later professional development. Key competencies in relevant focus areas (e.g. reflection competencies, self-learning competencies, methodological competencies, communication and cooperation competencies) are taught in a focused manner.
2. The module comprises 3 central submodules: (2.1) learning-accompanying eLearning portfolio (2nd + 3rd semester); (2.2) obligatory workshop "Self-management & decision-making skills" (2nd semester); (2.3) elective courses within a given competence area (selection of at least one workshop from a given workshop offer. (3rd semester)
  - 2.1. eLernportfolio (2. + 3. Semester): Students record their personal learning and development process in an individual electronic portfolio that is integrated into the curriculum of the program. According to Paulson, Paulson, and Meyer (1991), a portfolio is a purposeful collection of work that demonstrates the learner's individual efforts, progress, and accomplishments in one or more areas. The collection must include the learner's participation in the selection of content, criteria for selection, determination of assessment criteria, and evidence of the learner's self-reflection. The writing helps with examining self-reflection and a sustained acquisition of skills. The ePortfolio provides students with: (a) opportunities to document their individual competency development and existing skills. (b) support in determining individual competencies and interests, in order to be able to meaningfully shape their studies (e.g. choice of subject specializations, elective modules) (d) a tool to actively and self-determinedly control your own learning processes (e) fields of application for the expansion of digital competences. In accordance with the modules & events/workshops attended during the basic studies, tasks are provided which the students have to complete within the given time.
  - 2.2. The mandatory workshop in the 2nd semester "Self-management & decision-making skills" serves to train self-management skills and decision-making skills: Self-management competencies enable students to maintain their own performance (knowledge, skills, health, mental/physical fitness) and willingness to perform (commitment, identification) in the long term and to realize well-being and balance in life. Decision-making competence describes the ability to recognize situations and problems, to assess them, to define alternative solution scenarios and to identify the necessary measures, and to make decisions based on these.
  - 2.3. In the 3rd semester, students choose another workshop from a given competence area (e.g. resource-oriented work, feedback and criticism, presentation skills, intercultural competence, business ethics, time management, etc.) in order to specifically develop their individual skills.

## Personal and Professional Skills

<b>Examination format:</b>
Prüfungsportfolio praktische Arbeit (Bewertung mit bestanden/nicht bestanden) (100%)

<b>Compulsory reading:</b>
<b>Recommended reading:</b>
A manual is provided for the eLearning Portfolio module. Carmine Gallo, Talk Like TED: The 9 Public-Speaking Skills of the World's Top Minds. New York 2014 Erin Meyer, The Culture Map: Decoding How People Think, Lead, and Get Things Done Across Cultures. New York: Public Affairs, 2016 Andy Molinsky, Intercultural communication. Global Dexterity, Harvard Business Review Books, 2013 Kim Scott, Radical Candor: How to Get What You Want by Saying What You Mean. MacMillan 2017

## Production and Logistics

<b>Module:</b> Production and Logistics	
<b>Degree programme:</b> European Business Management 2021	<b>Degree:</b> Bachelor of Arts
<b>Responsible for the module:</b> Prof. Dr. rer. pol. Mike Steglich	

<b>Semester:</b> 2	<b>Semester part time:</b> 6	<b>Duration:</b> 1
<b>Hours per week per semester:</b> 4.0	<b>Of which L/S/LW/P:</b> 2.0/2.0/0.0/0.0	<b>CP according to ECTS:</b> 5.0
<b>Form of course:</b> Compulsory	<b>Language:</b> English	<b>As of:</b> 2021-04-27
<b>Recommended prior knowledge:</b> Introduction to Business Administration		
<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

## Production and Logistics

Learning objectives	Anteil
Subject specific competences	
Knowledge <ul style="list-style-type: none"> <li>• Students will gain a thorough understanding of supply chain and operations management.</li> <li>• Students will gain a thorough understanding of production and cost theory.</li> <li>• Acquisition of theoretical knowledge about production systems, production planning and logistics</li> </ul>	40%
Skills <ul style="list-style-type: none"> <li>• Acquisition of a broad spectrum of methods for modelling planning tasks from supply chain and operations management and logistics</li> </ul>	40%
Personal competences	
Social competence <ul style="list-style-type: none"> <li>• The students are able to develop their own solutions for decision problems in dialogue with other students and to present the results adequately.</li> </ul>	20%
Autonomy <ul style="list-style-type: none"> <li>• The students are able to independently define goals, independently choose methods for solving a problem and analyze and interpret their own solutions.</li> </ul>	

## Production and Logistics

### Content:

1. Principles of supply chain and operations management
  - 1.1. The supply chain
  - 1.2. Selected basic definitions and concepts
    - 1.2.1. Production management terms
    - 1.2.2. Elements of a production process
    - 1.2.3. Forms of production systems
  - 1.3. Logistics and the Supply Chain
2. Fundamentals of production and cost Theory
  - 2.1. Production functions
    - 2.1.1. Substitutional production functions
    - 2.1.2. Limitational production functions
  - 2.2. Cost functions
3. Strategic operations and supply chain management
  - 3.1. Operations and supply chain strategies
  - 3.2. Sourcing strategies
  - 3.3. Production strategies
  - 3.4. Location planning and network design
  - 3.5. Factory and layout planning
4. Tactical and operative operations and supply chain management
  - 4.1. Demand forecasting
  - 4.2. Production and material requirement planning
  - 4.3. Inventory management
  - 4.4. Transport planning, routing and scheduling

### Examination format:

The actual examination procedures can be found in the examination plan, which is provided by the lecturer within the first two weeks of lectures.

## Production and Logistics

<b>Compulsory reading:</b>
<b>Ivanov, D. &amp; Schöneberger, J. &amp; Tsipoulanidis, A. (2019).</b> <i>Global Supply Chain and Operations Management</i> . Cham: Springer.
<b>Russel, R. &amp; Taylor, B. (2018).</b> <i>Operations and Supply Chain Management</i> . Hoboken: Wiley.
<b>Sanders, N. (2018).</b> <i>Supply Chain Management</i> . Hoboken: Wiley.
<b>Slack, N. &amp; Brandon-Jones, A. (2019).</b> <i>Operations Management</i> . Harlow: Pearson.
<b>Recommended reading:</b>



## Statistics I

<b>Module:</b> Statistics I	
<b>Degree programme:</b> European Business Management 2021	<b>Degree:</b> Bachelor of Arts
<b>Responsible for the module:</b> Prof. Dr. rer. nat. Rainer Stollhoff	

<b>Semester:</b> 2	<b>Semester part time:</b> 4	<b>Duration:</b> 1
<b>Hours per week per semester:</b> 2.0	<b>Of which L/S/LW/P:</b> 1.0/1.0/0.0/0.0	<b>CP according to ECTS:</b> 3.0
<b>Form of course:</b> Compulsory	<b>Language:</b> English	<b>As of:</b> 2021-03-11
<b>Compulsory prior knowledge:</b> Basic competences in mathematics i.e. analysis of real-valued functions, linear algebra (as taught in Mathematics I)		
<b>Recommended prior knowledge:</b> Ability to employ spreadsheet calculation software for basic data management e.g. file handling, data type transformation, filtering.		
<b>Recognition of external relevant qualification/experience:</b>		
<b>Special regulations:</b>		

<b>Workload distribution</b>	<b>Hours:</b>
In class:	30.0
Pre- and post-course work:	30.0
Project:	20.0
Examinations:	1.5
Total:	81,5

## Statistics I

Learning objectives	Anteil
Subject specific competences	
<b>Knowledge</b> <ul style="list-style-type: none"><li>• Students know and can access different sources of data and published statistics and understand their different properties (quality, reliability, context).</li><li>• Students know and understand the concepts of basic descriptive statistics for different variable types or measurement scales resp.</li></ul>	30%
<b>Skills</b> <ul style="list-style-type: none"><li>• Students can apply methods of descriptive statistics to summarize data using statistics as well as graphical displays, interpret the results, and abstract meaning.</li><li>• Students are able to utilize spreadsheet calculation software to manage data, compute statistical summaries and generate graphical displays.</li></ul>	50%
Personal competences	
<b>Social competence</b> <ul style="list-style-type: none"><li>• Students can communicate the results of a statistical analysis effectively to others.</li></ul>	20%
<b>Autonomy</b> <ul style="list-style-type: none"><li>• Students can utilize empirical evidence provided by data and statistics to critically reflect on their own views and opinions and those voiced by others.</li></ul>	

# Statistics I

## Content:

1. Data acquisition and data management
  - 1.1. Sources of data and statistics
  - 1.2. Basics of data management
  - 1.3. Data formats, data types, measurement scales
  - 1.4. Population and sample data
2. Descriptive statistics of variables measured on a nominal or ordinal scale
  - 2.1. Absolute, relative and cumulative frequencies
  - 2.2. Graphical display using pie-charts and barcharts
3. Descriptive statistics of variables measured on a metric scale
  - 3.1. Measures of central tendency: Mean, Median
  - 3.2. Measures of dispersion: Standard deviation, Variance, quantile function
  - 3.3. Graphical display using histograms, cumulative distribution functions
  - 3.4. Measures of concentration: Gini index and Lorenz curve
4. Bivariate descriptive statistics
  - 4.1. Pivot-tables for aggregating variables
  - 4.2. Covariance, correlation, and their relation to causation
  - 4.3. Graphical display using boxplots and scatterplots
5. Introduction to statistical modeling in the context of descriptive statistics
  - 5.1. Linear regression models: slope, intercept, R<sup>2</sup>
  - 5.2. Time-series analysis: trendlines, moving average, exponential smoothing

## Examination format:

The actual examination procedures can be found in the examination plan, which is provided by the lecturer within the first two weeks of lectures. (100%)

## Statistics I

Compulsory reading:
Recommended reading:
<p><b>Fogli, J. &amp; Herkenhoff, L.</b> (2013). <i>Applied Statistics for Business and Management using Microsoft Excel</i>. New York, NY: Springer.</p> <p><b>Dean, S. &amp; Holmes, A. &amp; Illowsky, B.</b> (2017). <i>Introductory Business Statistics</i>. <a href="https://openstax.org/details/books/introducto">https://openstax.org/details/books/introducto</a>: OpenStax.</p> <p><b>Haack, B. &amp; Wendler, T. &amp; Stobernack, M. &amp; Tippe, U.</b> (2017). <i>Mathematik für Wirtschaftswissenschaftler: Intuitiv und praxisnah</i>. E-Book: Springer Gabler.</p>

## Business French I

<b>Module:</b> Business French I	
<b>Degree programme:</b> European Business Management 2021	<b>Degree:</b> Bachelor of Arts
<b>Responsible for the module:</b> M.A. Marie-Noelle Demarchi	

<b>Semester:</b> 2	<b>Semester part time:</b> 6	<b>Duration:</b> 1
<b>Hours per week per semester:</b> 4.0	<b>Of which L/S/LW/P:</b> 0.0/4.0/0.0/0.0	<b>CP according to ECTS:</b> 5.0
<b>Form of course:</b> Elective	<b>Language:</b> English	<b>As of:</b> 2021-09-07
<b>Compulsory prior knowledge:</b> from A1 building on the previous level (after placement test, levels according to CEFR)		
<b>Recommended prior knowledge:</b> for A0 level none		
<b>Recognition of external relevant qualification/experience:</b>		
<b>Special regulations:</b> none		

<b>Workload distribution</b>	<b>Hours:</b>
In class:	60.0
Pre- and post-course work:	63.0
Project:	0.0
Examinations:	2.0
Total:	125

## Business French I

Learning objectives	Anteil
Subject specific competences	
<p>Knowledge</p> <ul style="list-style-type: none"> <li>Students have a basic knowledge of French: vocabulary, grammar, reading and communicative competences in the field of business and professional situations. They reach the corresponding level of the European Framework of Reference for Languages GER (A0-B1)</li> </ul>	50%
<p>Skills</p> <ul style="list-style-type: none"> <li>tudents are able to communicate constructively effectively and consciously, both orally and in writing (e.g. making contact; conversing with partners, listening attentively, maintaining a dialogue)</li> <li>They are able to expresses themselves appropriately when speaking, write comprehensibly, persuade others through strong identification with their own arguments according to CEFR levels</li> <li>Students are able to articulate information needs, locate data, information and content in digital environments, access them and navigate between them. Create and update personal search strategies.</li> </ul>	25%
Personal competences	
<p>Social competence</p> <ul style="list-style-type: none"> <li>Students are able to demonstrate their teamwork skills in the context of group work. They are able to argue in the foreign language and to work out and present solutions in teams.</li> <li>Students know and understand the differences between cultures and treat them with respect and tolerance. They know and understand that different political, economic and social views influence thinking. They respect other values and opinions.</li> </ul>	25%
<p>Autonomy</p> <ul style="list-style-type: none"> <li>Students are able to independently acquire and deepen the basics of the of the language (vocabulary, grammar) and to critically evaluate its content.</li> </ul>	

## Business French I

<b>Content:</b>
<ol style="list-style-type: none"><li>1. A0: Pronunciation, introducing oneself, nationality, profession, personal details, age, numbers and times, family</li><li>2. A2: Applying for a job, writing a CV and letters of application, introducing a company (sector, organisation chart, history, key figures), work in the past and today.</li><li>3. A2.2/B1 Describe working environment: Working conditions, motivation, health and illness</li><li>4. A2.2/B1 Researching and evaluating successfully with authentic material. Collecting information: Researching and analysing, taking notes, reproducing content Reproducing press reviews around a current economic topic. Successfully communicate and negotiate, presenting arguments, explaining facts, Questioning and defending points of view. Successfully summarise and present.</li></ol>



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

<b>Compulsory reading:</b>
<b>Recommended reading:</b>

## Business German I

<b>Module:</b> Business German I	
<b>Degree programme:</b> European Business Management 2021	<b>Degree:</b> Bachelor of Arts
<b>Responsible for the module:</b> M.A. Daniela Schultz	

<b>Semester:</b> 2	<b>Semester part time:</b> 6	<b>Duration:</b> 1
<b>Hours per week per semester:</b> 4.0	<b>Of which L/S/LW/P:</b> 0.0/4.0/0.0/0.0	<b>CP according to ECTS:</b> 5.0
<b>Form of course:</b> Elective	<b>Language:</b> English	<b>As of:</b> 2021-06-29
<b>Compulsory prior knowledge:</b> from A1 building on the previous level (placement test according to CEFR)		
<b>Recommended prior knowledge:</b> none for A0 (beginner)		
<b>Recognition of external relevant qualification/experience:</b>		
<b>Special regulations:</b> none		

<b>Workload distribution</b>	<b>Hours:</b>
In class:	60.0
Pre- and post-course work:	63.0
Project:	0.0
Examinations:	2.0
Total:	125



## Business German I

Learning objectives	Anteil
Subject specific competences	
<p>Knowledge</p> <ul style="list-style-type: none"> <li>Students will have basic German: Vocabulary, grammar, reading and communicative skills in the Business and in professional situations. They reach the corresponding level of the European Framework of Reference for Languages (A0 to B2).</li> </ul>	50%
<p>Skills</p> <ul style="list-style-type: none"> <li>Students are able to communicate constructively, effectively, and deliberately, both orally and in writing (e.g., establish rapport; hold a conversation with multiple partners, listen attentively, maintain dialogue. She/he expresses him/herself appropriately to the addressee, writes comprehensibly, convinces others by strongly identifying with his/her own arguments). (according to CEFR levels) - Students are able to articulate information needs, search, access and navigate among data, information and content in digital environments, create and update personal search strategies. - Be able to: analyze, compare, and critically evaluate the credibility and reliability of data and information sources and digital content. Analyze, interpret, and critically evaluate data, information, and digital content.</li> </ul>	25%
Personal competences	
<p>Social competence</p> <ul style="list-style-type: none"> <li>Students are able to demonstrate their ability to work in a team in the context of to demonstrate their ability to work in a team. They are able to argue in the foreign language and to work out and present solutions in teams. and present them. - Students know and understand the differences of cultures and encounter them respectfully and tolerantly. They know and understand that different political, economic and social views influence thinking. They respect other values and opinions.</li> </ul>	25%
<p>Autonomy</p> <ul style="list-style-type: none"> <li>The students are able to independently acquire the basics of the of the language (vocabulary, grammar) independently, to deepen and critically evaluate.</li> </ul>	

## Business German I

<b>Content:</b>
-----------------

- |   |
|---|
| <ol style="list-style-type: none"><li>1. Beginners: pronunciation, introduce yourself, nationality, profession, personal details, age, numbers and time, family</li><li>2. Intermediate: Apply for a job, write a resume and letters of application, introduce a (industry, organization chart, history, key figures), describe work in the past and today and today, describe working environment (working conditions, motivation, illness)</li><li>3. Upper level: collecting information, research and analysis, note-taking, content press review on a current economic topic, communicate and negotiate successfully, present arguments communicate and negotiate, present arguments, challenge viewpoints, successfully summarize and present</li></ol> |
|---|

<b>Examination format:</b>
----------------------------

Written exam (50%) Oral exam (50%)
---------------------------------------

<b>Compulsory reading:</b>
----------------------------

<b>Recommended reading:</b>
-----------------------------

## Business Spanish I

<b>Module:</b> Business Spanish I	
<b>Degree programme:</b> European Business Management 2021	<b>Degree:</b> Bachelor of Arts
<b>Responsible for the module:</b> Veronica Bertinotti de Fiddicke	

<b>Semester:</b> 2	<b>Semester part time:</b> 6	<b>Duration:</b> 1
<b>Hours per week per semester:</b> 4.0	<b>Of which L/S/LW/P:</b> 0.0/4.0/0.0/0.0	<b>CP according to ECTS:</b> 5.0
<b>Form of course:</b> Elective	<b>Language:</b> English	<b>As of:</b> 2021-06-29
<b>Compulsory prior knowledge:</b> From A1 building on the previous level (placement test according to CEFR)		
<b>Recommended prior knowledge:</b> For A0 none from A1 next level		
<b>Recognition of external relevant qualification/experience:</b>		
<b>Special regulations:</b> None		

<b>Workload distribution</b>	<b>Hours:</b>
In class:	60.0
Pre- and post-course work:	63.0
Project:	0.0
Examinations:	2.0
Total:	125

## Business Spanish I

Learning objectives	Anteil
Subject specific competences	
<p>Knowledge</p> <ul style="list-style-type: none"> <li>Students have a basic knowledge of Spanish: vocabulary, grammar, reading and communicative competences in the field of business and professional situations. They reach the corresponding level of the European Framework of Reference for Languages GER (A0-B1).</li> </ul>	50%
<p>Skills</p> <ul style="list-style-type: none"> <li>Students are able to communicate constructively effectively and consciously, both orally and in writing (e.g. making contact; conversing with partners, listening attentively, maintaining a dialogue).</li> <li>They are able to express themselves appropriately when speaking, write comprehensibly, persuade others through strong identification with their own arguments according to CEFR levels.</li> <li>Students are able to articulate information needs, locate data, information and content in digital environments, access them and navigate between them. Create and update personal search strategies.</li> <li>Students are able to analyse, compare and critically evaluate the credibility and reliability of data and information sources and digital content. They can also analyse the data, information and digital content, they are able to interpret and critically evaluate this data.</li> </ul>	25%
Personal competences	
<p>Social competence</p> <ul style="list-style-type: none"> <li>Students are able to demonstrate their teamwork skills in the context of group work. They are able to argue in the foreign language and to work out and present solutions in teams.</li> <li>Students know and understand the differences between cultures and treat them with respect and tolerance. They know and understand that different political, economic and social views influence thinking. They respect other values and opinions.</li> </ul>	25%
<p>Autonomy</p> <ul style="list-style-type: none"> <li>Students are able to independently acquire and deepen the basics of the language (vocabulary, grammar) and to critically evaluate its content.</li> </ul>	

## Business Spanish I

<b>Content:</b>
<ol style="list-style-type: none"><li>1. A0: Pronunciation, introducing oneself, nationality, profession, personal details, age, numbers and times, family.</li><li>2. A2: Applying for a job, writing a CV and letters of application, introducing a company (sector, organisation chart, history, key figures), work in the past and today</li><li>3. A2.2/B1 Describe working environment: Working conditions, motivation, health and illness</li><li>4. A2.2/B1 Researching and evaluating successfully with authentic material. Collecting information: Researching and analysing, taking notes, reproducing content. Reproducing press reviews around a current economic topic. Successfully communicate and negotiate, presenting arguments, explaining facts, Questioning and defending points of view. Successfully summarise and present</li></ol>



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

<b>Compulsory reading:</b>
<b>Recommended reading:</b>

## Business Communication and Project Management

<b>Module:</b> Business Communication and Project Management	
<b>Degree programme:</b> European Business Management 2021	<b>Degree:</b> Bachelor of Arts
<b>Responsible for the module:</b> MBA Martin Bradbeer & M.A. John Paul O Donoghue	

<b>Semester:</b> 3	<b>Semester part time:</b> 7	<b>Duration:</b> 1
<b>Hours per week per semester:</b> 4.0	<b>Of which L/S/LW/P:</b> 0.0/4.0/0.0/0.0	<b>CP according to ECTS:</b> 5.0
<b>Form of course:</b> Compulsory	<b>Language:</b> English	<b>As of:</b> 2021-01-15
<b>Compulsory prior knowledge:</b> C1 level of English according to the Common European Framework of References		
<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:	63.0
Project:	0.0
Examinations:	2.0
Total:	125

## Business Communication and Project Management

Learning objectives	Anteil
Subject specific competences	
<p>Knowledge</p> <ul style="list-style-type: none"><li>• Basic methods and tools for project management</li><li>• Additional English vocabulary in the areas of economics, investment and asset-pricing, costs and management accounting</li><li>• Intercultural communication theories</li><li>• Consolidation of English grammar</li><li>• Students know and understand how to write academic papers and develop their skills in writing academic texts</li></ul>	40%
<p>Skills</p> <ul style="list-style-type: none"><li>• Presentation skills in English</li><li>• Deal independently project management methods and tools in given project areas (e.g. sustainability) and present and justify their reflections and results</li><li>• To read and write texts in English with an academic and business focus</li><li>• Students are able to take part in meetings and negotiations in English</li><li>• Students have skills to communicate effectively across cultures</li></ul>	40%

## Business Communication and Project Management

Personal competences	
<p>Social competence</p> <ul style="list-style-type: none"><li>• To be able to communicate comfortably in English in a European and global environment</li><li>• Ability to work in teams and identify roles within teams</li><li>• Students adhere to rules &amp; agreements that they have agreed with others. Others can rely on their own statements that tasks are completed to the promised quality.</li><li>• Students know how to communicate criticism to others so that it is beneficial to the person. They can reflect on criticism of themselves and adopt different points of view.</li><li>• Students are able to communicate both orally and in writing in a constructive, effective and conscious manner (e.g. establish contacts; hold a conversation with several partners, listen attentively, maintain a dialogue; express themselves in a manner appropriate to the addressee, write understandably, convince others through strong identification with their own arguments).</li><li>• Students complete work assignments conscientiously, thoroughly, completely and reliably. In doing so, they maintain an overview, paying particular attention to well-ordered documents and to the documentation of processes and important details.</li><li>• Students are eager to experiment and willing to break new ground. They can develop unconventional, unusual new ideas and implement them accordingly. They are imaginative and enjoy trying out new things.</li><li>• Students can create and edit digital content together with others. They can modify, refine, improve and integrate information and content into an existing knowledge base in cooperation with others.</li></ul>	20%
<p>Autonomy</p> <ul style="list-style-type: none"><li>• Students can critically question both their own decisions and the views and decisions of others</li><li>• To take the initiative in order to improve language level through self-study and external engagements</li><li>• Students know and understand the differences of cultures and meet them with respect and tolerance. They know and understand that different political, economic and social views influence thinking. They respect different values and opinions.</li><li>• Students are able to analyze their learning and working processes in order to evaluate and to design and optimize them</li></ul>	



## Business Communication and Project Management

### Content:

1. Language of Economics
2. English for Investment and Asset-Pricing
3. English for Costs and Management Accounting
4. Intercultural Communication including intercultural theories, presenting to culturally diverse audiences, communication theories
5. Presenting in English
6. The language of meetings and negotiations
7. Academic Writing
8. Project Management, including the fundamentals (work packages, GANNT, milestones etc), roles and responsibilities, working culture in project teams including motivation, communication, team development and conflict management, selected methods and tools of project management (as needed based on the specific project work) such as SMART, Time Management, Chairing Meetings

### Examination format:

- Oral exam (50%)
- Presentation (50%)

### Compulsory reading:

### Recommended reading:

- Oxford Advanced Learner's Dictionary 8: ISBN 978-3068014929 • Das große Oxford Wörterbuch - Second Edition: ISBN 978-3068013045 • Oxford Business English Dictionary for Learners of English: 978-0194316170 • Business Spotlight magazine
- Erin, M.** (2015). *The culture map : decoding how people think, lead, and get things done across cultures*. New York NY.
- (2013). *A Guide to the Project Management Body of Knowledge (PMBOK Guide)*. Project Management Institute.

## Costs and Management Accounting

<b>Module:</b> Costs and Management Accounting	
<b>Degree programme:</b> European Business Management 2021	<b>Degree:</b> Bachelor of Arts
<b>Responsible for the module:</b> Prof. Dr. rer. pol. Mike Steglich	

<b>Semester:</b> 3	<b>Semester part time:</b> 3	<b>Duration:</b> 1
<b>Hours per week per semester:</b> 4.0	<b>Of which L/S/LW/P:</b> 2.0/2.0/0.0/0.0	<b>CP according to ECTS:</b> 5.0
<b>Form of course:</b> Compulsory	<b>Language:</b> English	<b>As of:</b> 2021-04-16
<b>Recommended prior knowledge:</b> Financial Accounting, Production and Logistics		
<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>Learning objectives</b>	<b>Anteil</b>
<b>Subject specific competences</b>	
Knowledge <ul style="list-style-type: none"> <li>Students will gain a thorough understanding of cost, revenue and profit accounting.</li> </ul>	50%

## Costs and Management Accounting

Skills <ul style="list-style-type: none"><li>• Students will be able to allocate and plan and costs, revenues and profits which are relevant for different management tasks.</li></ul>	30%
Personal competences	
Social competence <ul style="list-style-type: none"><li>• The students are able to solve problems in dialogue with other students and to present the results adequately.</li></ul>	20%
Autonomy <ul style="list-style-type: none"><li>• The students are able to independently solve a problem and analyse and interpret their own solutions.</li></ul>	

# Costs and Management Accounting

## Content:

1. Introduction to Cost and Management Accounting
  - 1.1. The business environment and the need of accounting
  - 1.2. Differences between financial accounting and management accounting
  - 1.3. Functions, design and systems of management accounting
2. Cost terms and concepts
  - 2.1. Cost objects
  - 2.2. Variable, fixed and step-fixed costs
  - 2.3. Direct and indirect costs
  - 2.4. Period and product costs
  - 2.5. Relevant costs and revenues
  - 2.6. Avoidable, unavoidable and sunk costs
  - 2.7. Opportunity costs
  - 2.8. Incremental and marginal costs
3. Information for actual costs, revenues and profits
  - 3.1. Overview
  - 3.2. Assignment of direct and indirect costs
    - 3.2.1. Accounting for direct costs
    - 3.2.2. Accounting for indirect costs
  - 3.3. Accounting for sales revenues
  - 3.4. Measuring profits
4. Information for planning, control and performance measurement
  - 4.1. Budgeting and the budgeting process
  - 4.2. Standard costing
  - 4.3. Contribution margin analysis

## Examination format:

The actual examination procedures can be found in the examination plan, which is provided by the lecturer within the first two weeks of lectures.

## Costs and Management Accounting

<b>Compulsory reading:</b>
<b>Drury, C.</b> (2018). <i>Cost and Management Accounting</i> . Andover: Cengage Learning.
<b>Drury, C. &amp; Tayles, M.</b> (2021). <i>Management and Cost Accounting</i> . Andover: Cengage Learning.
<b>Lanen, W. &amp; Maher, M. &amp; Anderson, S.</b> (2020). <i>Fundamentals of Cost Accounting</i> . New York: McGrawHill.
<b>Recommended reading:</b>

## Introduction to Economics II

<b>Module:</b> Introduction to Economics II	
<b>Degree programme:</b> European Business Management 2021	<b>Degree:</b> Bachelor of Arts
<b>Responsible for the module:</b> Prof. Dr. Christian Hederer & Prof.Dr.rer.pol.habil. Iciar Dominguez Lacasa	

<b>Semester:</b> 3	<b>Semester part time:</b> 5	<b>Duration:</b> 1
<b>Hours per week per semester:</b> 2.0	<b>Of which L/S/LW/P:</b> 0.0/2.0/0.0/0.0	<b>CP according to ECTS:</b> 2.0
<b>Form of course:</b> Compulsory	<b>Language:</b> English	<b>As of:</b> 2021-03-01
<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:	30.0
Pre- and post-course work:	29.0
Project:	0.0
Examinations:	1.0
Total:	60

## Introduction to Economics II

Learning objectives	Anteil
Subject specific competences	
<p>Knowledge</p> <ul style="list-style-type: none"> <li>• Students know the basic instruments and data sources to measure and analyze economic activity and the business cycle.</li> <li>• Students understand the workings and basic institutional features of fiscal and monetary policy, with an emphasis on the European Union and the Euro area.</li> </ul>	60%
<p>Skills</p> <ul style="list-style-type: none"> <li>• Students are able to understand and participate in current economic policy debates.</li> <li>• Students are able to analyze and explain the state of the business cycle in a selected economy.</li> <li>• Students are able to analyze current account and exchange rate developments and their economic implications.</li> <li>• Students understand the broader societal implications of economic activity and economic policy and are able to reflect upon it, including on possible consequences for business behavior.</li> <li>• Students are able to retrieve economic analysis and data from international sources and to use it adequately.</li> </ul>	25%
Personal competences	
<p>Social competence</p> <ul style="list-style-type: none"> <li>• Students are able to ...</li> <li>• ... organize group discussions effectively;</li> <li>• ... resolve group differences in terms of preferences and students' competences;</li> <li>• ... communicate discussion results effectively before class.</li> </ul>	15%
<p>Autonomy</p> <ul style="list-style-type: none"> <li>• Students are able to ...</li> <li>• ... read and analyse English economic texts in a relatively tight timeframe;</li> <li>• ... provide effective briefings and summaries;</li> <li>• ... develop autonomous positions on key economic policy issues, and defend them against criticism.</li> </ul>	

## Introduction to Economics II

<b>Content:</b>
<ol style="list-style-type: none"><li>1. Gross National Product and the concept of the business cycle</li><li>2. Basics of fiscal policy</li><li>3. Basics of monetary policy and the financial sector</li><li>4. Exchange rate regimes and currency unions</li></ol>



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

<b>Compulsory reading:</b>
<b>Recommended reading:</b>
<b>Bowles, S. &amp; Carlin, W. &amp; Stevens, M.</b> ([2017]). <i>The economy</i> . Oxford: Oxford University Press.



## Investments and Asset Pricing

<b>Module:</b> Investments and Asset Pricing	
<b>Degree programme:</b> European Business Management 2021	<b>Degree:</b> Bachelor of Arts
<b>Responsible for the module:</b> Prof. Dr. rer. pol. Stefan Trencsik & Prof. Dr. phil. Stefanie Kunze	

<b>Semester:</b> 3	<b>Semester part time:</b> 5	<b>Duration:</b> 1
<b>Hours per week per semester:</b> 4.0	<b>Of which L/S/LW/P:</b> 2.0/2.0/0.0/0.0	<b>CP according to ECTS:</b> 5.0
<b>Form of course:</b> Compulsory	<b>Language:</b> English	<b>As of:</b> 2021-02-25
<b>Recommended prior knowledge:</b> Introductory level accounting and economics will be helpful. Some concepts require the use of MS Excel, but prior experience is not required. All applications will be demonstrated and described in the module.		
<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:	88.5
Project:	0.0
Examinations:	1.5
Total:	150

## Investments and Asset Pricing

Learning objectives	Anteil
Subject specific competences	
<p>Knowledge</p> <ul style="list-style-type: none"> <li>• Students understand the system of corporate governance, specifically who owns, manages and controls the firm</li> <li>• Students are able to describe, illustrate and compare alternative capital project appraisal techniques</li> <li>• Students are able to explain and discuss the relationship between investment risk and return and the effects of diversification</li> <li>• Students are able to identify and search financial data sources such as company reports, web publications, library databases in order to obtain relevant financial data</li> <li>• Students develop an understanding of portfolio theory and basic principles of asset pricing in financial markets</li> <li>• Students are able to describe and explain the Efficient Market Hypothesis and behavioural finance arguments</li> </ul>	30%
<p>Skills</p> <ul style="list-style-type: none"> <li>• Students are able to read, interpret and critically evaluate financial statements of firms</li> <li>• Students are able to evaluate and forecast stock and bond prices and identify the drivers of price changes in markets</li> <li>• Students are able to derive the value of a single project as well as of an entire firm</li> <li>• Students are able to apply the portfolio planning and construction process in a real-world context</li> <li>• Students are able to determine the cost of capital of a company</li> <li>• Students are able to apply corporate finance concepts by implementing them in Excel.</li> </ul>	50%
Personal competences	
<p>Social competence</p> <ul style="list-style-type: none"> <li>• Students develop teamwork and presentation skills in debating discussion topics and producing team solutions to problems</li> <li>• Students will develop awareness of all the interaction of finance and societal issues</li> </ul>	20%
<p>Autonomy</p> <ul style="list-style-type: none"> <li>• The self-preparation of the students for the lecture, facilitates the ability to manage themselves and their time in a more effective and efficient way</li> <li>• Students will be able to solve problems in a structured way by analyzing complex financial problems</li> </ul>	

## Investments and Asset Pricing

<b>Content:</b>
<ol style="list-style-type: none"><li>1. Corporate Governance</li><li>2. Accounting for Finance</li><li>3. Basic Valuation Techniques</li><li>4. Best Practices in Capital Budgeting</li><li>5. Risk and Return Models</li><li>6. Behavioral Finance and Market Efficiency</li></ol>



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

<b>Compulsory reading:</b>
Berk/DeMarzo (2020), Corporate Finance, 5th Global Edition Brealey/Myers/Allen (2019), International Student Edition of Principles of Corporate Finance, 13th Edition Hillier/Ross/Westerfield/Jaffe/Jordan (2021), Corporate Finance , 4th European Edition Damodoran, (2014), Applied Corporate Finance, Fourth Edition
<b>Recommended reading:</b>
Benninga (2014), Financial Modeling, Fourth Edition

## Management Information Systems

<b>Module:</b> Management Information Systems	
<b>Degree programme:</b> European Business Management 2021	<b>Degree:</b> Bachelor of Arts
<b>Responsible for the module:</b> Dipl.-Wirtsch.infor. (FH) Peter Bernhardt	

<b>Semester:</b> 3	<b>Semester part time:</b> 5	<b>Duration:</b> 1
<b>Hours per week per semester:</b> 4.0	<b>Of which L/S/LW/P:</b> 2.0/2.0/0.0/0.0	<b>CP according to ECTS:</b> 5.0
<b>Form of course:</b> Compulsory	<b>Language:</b> English	<b>As of:</b> 2021-01-13
<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:	60.0
Project:	0.0
Examinations:	30.0
Total:	150

<b>Learning objectives</b>	<b>Anteil</b>
Subject specific competences	
Knowledge	40%
Skills	40%

## Management Information Systems

Personal competences	
Social competence	20%
Autonomy	

### Content:

1. Information Systems and Strategy
2. Ethical and Social Issues in Information Systems
3. IT Infrastructure: Hardware and Software
4. Information and Communications Technologies
5. Databases and Information Management
6. Business Intelligence and Analytics
7. Privacy & Securing Information Systems
8. Information Systems for the Enterprise
9. E-commerce: Digital Markets, Digital Goods
10. Decision Making, Knowledge Management and Artificial Intelligence
11. Collaborating with Technology
12. Developing a Digital Presence: Websites, Social Media and Mobile Apps

### Examination format:

Written exam

### Compulsory reading:

### Recommended reading:

## Statistics II

<b>Module:</b> Statistics II	
<b>Degree programme:</b> European Business Management 2021	<b>Degree:</b> Bachelor of Arts
<b>Responsible for the module:</b> Prof. Dr. rer. nat. Rainer Stollhoff	

<b>Semester:</b> 3	<b>Semester part time:</b> 5	<b>Duration:</b> 1
<b>Hours per week per semester:</b> 2.0	<b>Of which L/S/LW/P:</b> 1.0/1.0/0.0/0.0	<b>CP according to ECTS:</b> 3.0
<b>Form of course:</b> Compulsory	<b>Language:</b> English	<b>As of:</b> 2021-02-24
<b>Compulsory prior knowledge:</b> Basic competences in data management and descriptive statistics (as taught in Statistics I)		
<b>Recommended prior knowledge:</b> Basic knowledge and understanding of the role and importance of empirical methods in science		
<b>Recognition of external relevant qualification/experience:</b>		
<b>Special regulations:</b>		

<b>Workload distribution</b>	<b>Hours:</b>
In class:	30.0
Pre- and post-course work:	50.0
Project:	0.0
Examinations:	2.0
Total:	82

## Statistics II

Learning objectives	Anteil
Subject specific competences	
<p>Knowledge</p> <ul style="list-style-type: none"> <li>• Students know and understand the basic concepts of probability calculus.</li> <li>• Students know definitions and properties of commonly used probability distributions, and understand how they can be used in modelling, simulations and hypothesis testing.</li> <li>• Students know commonly used hypothesis tests and understand the basic concepts of hypothesis testing.</li> </ul>	40%
<p>Skills</p> <ul style="list-style-type: none"> <li>• Students can use appropriate statistical techniques to draw empirically founded inferences from quantitative data on a basic level in a spreadsheet calculation software.</li> <li>• Students can use probability and distribution functions of common probability distributions for simple simulation models using spreadsheet software.</li> </ul>	50%
Personal competences	
<p>Social competence</p> <ul style="list-style-type: none"> <li>• Students can create and edit digital content jointly with others. They can modify, refine, improve and integrate information and content into an existing knowledge base in a social collaboration.</li> </ul>	10%
<p>Autonomy</p> <ul style="list-style-type: none"> <li>• Students can utilize empirical evidence provided by data and statistics to critically reflect on their own views and opinions and those voiced by others.</li> </ul>	

## Statistics II

### Content:

1. Probability Distributions and Sampling
  - 1.1. Basic laws of probability calculus: Addition, Multiplication, Bayes theorem
  - 1.2. Binomial distribution
  - 1.3. Normal distribution
  - 1.4. Student's t distribution
  - 1.5. Sampling from a distribution
2. Concepts of hypothesis testing
  - 2.1. Sampling properties, Estimation, Confidence Intervals
  - 2.2. Logic of hypothesis testing, significance levels, error types
  - 2.3. Testing for differences in mean: t-test, z-test
3. Introduction to multivariate linear regression analysis
  - 3.1. Estimating a model, assessing goodness-of-fit
  - 3.2. Interpreting model coefficients

### Examination format:

The actual examination procedures can be found in the examination plan, which is provided by the lecturer within the first two weeks of lectures. (100%)

### Compulsory reading:

**Herkenhoff, L. & Fogli, J.** (2013). *Applied Statistics for Business and Management using Microsoft Excel*. New York, NY: Springer.

**Illowsky, B. & Dean, S. & Holmes, A.** (2017). *Introductory Business Statistics*.  
<https://openstax.org/details/books/introducto>: OpenStax.

**Haack, B. & Wendler, T. & Stobernack, M. & Tippe, U.** (2017). *Mathematik für Wirtschaftswissenschaftler*. E-Book: Springer Gabler.

### Recommended reading:



## Business French II

<b>Module:</b> Business French II	
<b>Degree programme:</b> European Business Management 2021	<b>Degree:</b> Bachelor of Arts
<b>Responsible for the module:</b> M.A. Marie-Noelle Demarchi	

<b>Semester:</b> 3	<b>Semester part time:</b> 7	<b>Duration:</b> 1
<b>Hours per week per semester:</b> 2.0	<b>Of which L/S/LW/P:</b> 0.0/2.0/0.0/0.0	<b>CP according to ECTS:</b> 3.0
<b>Form of course:</b> Elective	<b>Language:</b> English	<b>As of:</b> 2021-09-07
<b>Compulsory prior knowledge:</b> building on the previous level (after placement test, levels according to CEFR)		
<b>Recommended prior knowledge:</b>		
<b>Recognition of external relevant qualification/experience:</b>		
<b>Special regulations:</b> none		

<b>Workload distribution</b>	<b>Hours:</b>
In class:	30.0
Pre- and post-course work:	58.0
Project:	0.0
Examinations:	2.0
Total:	90

## Business French II

Learning objectives	Anteil
Subject specific competences	
<p>Knowledge</p> <ul style="list-style-type: none"> <li>Students will have a basic knowledge of French: vocabulary, grammar, reading and communicative skills in business and professional situations. They reach the appropriate level of the European Framework of Reference for Languages (A1 to B2).</li> </ul>	50%
<p>Skills</p> <ul style="list-style-type: none"> <li>Students are able to communicate constructively, effectively, and intentionally, both orally and in writing (e.g., establish rapport; carry on a conversation with multiple partners, listen attentively, maintain dialogue. Expresses self appropriately to addressees, writes comprehensibly, Persuades others through strong identification with own arguments) according to CEFR levels.</li> <li>Articulate information needs, locate data, information and content in digital environments, access to them and navigate between them. Create and update personal search strategies.</li> <li>Analyse, compare and critically evaluate the credibility and reliability of data and information sources and digital content.</li> </ul>	25%
Personal competences	
<p>Social competence</p> <ul style="list-style-type: none"> <li>Students are able to demonstrate their teamwork skills in the context of group work. They are able to argue in the foreign language and to work out and present solutions in teams.</li> <li>Students know and understand the differences between cultures and treat them with respect and tolerance. They know and understand that different political, economic and social views influence thinking. They respect other values and opinions</li> </ul>	25%
<p>Autonomy</p> <ul style="list-style-type: none"> <li>Students are able to independently acquire and deepen the basics of the of the language (vocabulary, grammar), and to evaluate it critically.</li> </ul>	

## Business French II

<b>Content:</b>
<ol style="list-style-type: none"><li>1. A1: making appointments: telephoning, writing e-mails, organising trips, describing daily routines and organising an agenda, ordering in a restaurant</li><li>2. A2.2/B1: collecting information, researching and analysing, taking notes, reproducing content, successfully communicate and negotiate, present arguments. Communicate and negotiate, present arguments, question points of view. Successfully summarise and present</li><li>3. B2: business, human resources, production, marketing, buying and selling, finance</li></ol>



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

<b>Compulsory reading:</b>
<b>Recommended reading:</b>

## Business German II

<b>Module:</b> Business German II	
<b>Degree programme:</b> European Business Management 2021	<b>Degree:</b> Bachelor of Arts
<b>Responsible for the module:</b> M.A. Daniela Schultz	

<b>Semester:</b> 3	<b>Semester part time:</b> 7	<b>Duration:</b> 1
<b>Hours per week per semester:</b> 2.0	<b>Of which L/S/LW/P:</b> 0.0/2.0/0.0/0.0	<b>CP according to ECTS:</b> 3.0
<b>Form of course:</b> Elective	<b>Language:</b> English	<b>As of:</b> 2021-06-29
<b>Compulsory prior knowledge:</b> aufbauend auf der vorherigen Stufe (Einstufungstest nach GER)		
<b>Recommended prior knowledge:</b>		
<b>Recognition of external relevant qualification/experience:</b>		
<b>Special regulations:</b> none		

<b>Workload distribution</b>	<b>Hours:</b>
In class:	30.0
Pre- and post-course work:	58.0
Project:	0.0
Examinations:	2.0
Total:	90

## Business German II

Learning objectives	Anteil
Subject specific competences	
Knowledge <ul style="list-style-type: none"> <li>Students will have basic German: Vocabulary, grammar, reading and communicative skills in the Business and in professional situations. They reach the corresponding level of the European Framework of Reference for Languages (A1 to B2).</li> </ul>	50%
Skills <ul style="list-style-type: none"> <li>Students are able to communicate constructively, effectively, and deliberately, both orally and in writing (e.g., establish rapport; hold a conversation with multiple partners, listen attentively, maintain dialogue. She/he expresses him/herself appropriately to the addressee, writes comprehensibly, convinces others by strongly identifying with his/her own arguments). (according to CEFR levels) - Students are able to articulate information needs, search, access and navigate among data, information and content in digital environments, create and update personal search strategies. - Be able to: analyze, compare, and critically evaluate the credibility and reliability of data and information sources and digital content. Analyze, interpret, and critically evaluate data, information, and digital content.</li> </ul>	25%
Personal competences	
Social competence <ul style="list-style-type: none"> <li>Students are able to demonstrate their ability to work in a team in the context of to demonstrate their ability to work in a team. They are able to argue in the foreign language and to work out and present solutions in teams. and present them. - Students know and understand the differences of cultures and encounter them respectfully and tolerantly. They know and understand that different political, economic and social views influence thinking. They respect other values and opinions.</li> </ul>	25%
Autonomy <ul style="list-style-type: none"> <li>The students are able to independently acquire the basics of the of the language (vocabulary, grammar) independently, to deepen and critically evaluate.</li> </ul>	

## Business German II

<b>Content:</b>
<ol style="list-style-type: none"><li>1. Beginners: pronunciation, introduce yourself, nationality, profession, personal details, age, numbers and time, family</li><li>2. Intermediate: Apply for a job, write a resume and letters of application, introduce a (industry, organization chart, history, key figures), describe work in the past and today and today, describe working environment (working conditions, motivation, illness)</li><li>3. Upper level: collecting information, research and analysis, note-taking, content press review on a current economic topic, communicate and negotiate successfully, present arguments communicate and negotiate, present arguments, challenge viewpoints, successfully summarize and present</li></ol>



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

<b>Compulsory reading:</b>
<b>Recommended reading:</b>

## Business Spanish II

<b>Module:</b> Business Spanish II	
<b>Degree programme:</b> European Business Management 2021	<b>Degree:</b> Bachelor of Arts
<b>Responsible for the module:</b> Veronica Bertinotti de Fiddicke	

<b>Semester:</b> 3	<b>Semester part time:</b> 7	<b>Duration:</b> 1
<b>Hours per week per semester:</b> 2.0	<b>Of which L/S/LW/P:</b> 0.0/2.0/0.0/0.0	<b>CP according to ECTS:</b> 3.0
<b>Form of course:</b> Elective	<b>Language:</b> English	<b>As of:</b> 2021-06-29
<b>Compulsory prior knowledge:</b> From A1 building on the previous level (placement test according to CEFR)		
<b>Recommended prior knowledge:</b>		
<b>Recognition of external relevant qualification/experience:</b>		
<b>Special regulations:</b> None		

<b>Workload distribution</b>	<b>Hours:</b>
In class:	30.0
Pre- and post-course work:	58.0
Project:	0.0
Examinations:	2.0
Total:	90

## Business Spanish II

Learning objectives	Anteil
Subject specific competences	
<p>Knowledge</p> <ul style="list-style-type: none"> <li>Students have a basic knowledge of Spanish: vocabulary, grammar, reading and communicative competences in the field of business and professional situations. They reach the corresponding level of the European Framework of Reference for Languages GER (A0-B1).</li> </ul>	50%
<p>Skills</p> <ul style="list-style-type: none"> <li>Students are able to communicate constructively effectively and consciously, both orally and in writing (e.g. making contact; conversing with partners, listening attentively, maintaining a dialogue).</li> <li>They are able to express themselves appropriately when speaking, write comprehensibly, persuade others through strong identification with their own arguments according to CEFR levels.</li> <li>Students are able to articulate information needs, locate data, information and content in digital environments, access them and navigate between them. Create and update personal search strategies.</li> <li>Students are able to analyse, compare and critically evaluate the credibility and reliability of data and information sources and digital content. They can also analyse the data, information and digital content, they are able to interpret and critically evaluate this data.</li> </ul>	25%
Personal competences	
<p>Social competence</p> <ul style="list-style-type: none"> <li>Students are able to demonstrate their teamwork skills in the context of group work. They are able to argue in the foreign language and to work out and present solutions in teams.</li> <li>Students know and understand the differences between cultures and treat them with respect and tolerance. They know and understand that different political, economic and social views influence thinking. They respect other values and opinions.</li> </ul>	25%
<p>Autonomy</p> <ul style="list-style-type: none"> <li>Students are able to independently acquire and deepen the basics of the language (vocabulary, grammar) and to critically evaluate its contents.</li> </ul>	



## Business Spanish II

<b>Content:</b>
<ol style="list-style-type: none"><li>1. A2: Applying for a job, writing a CV and letters of application, introducing a company (sector, organisation chart, history, key figures), work in the past and today.</li><li>2. A2.2/B1 Describe working environment: Working conditions, motivation, health and illness.</li><li>3. A2.2/B1 Researching and evaluating successfully with authentic material. Collecting information: Researching and analysing, taking notes, reproducing content. Reproducing press reviews around a current economic topic. Successfully communicate and negotiate, presenting arguments, explaining facts, questioning and defending points of view. Successfully summarise and present.</li></ol>

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

<b>Compulsory reading:</b>
<b>Recommended reading:</b>

## Interdisciplinary Module

<b>Module:</b> Interdisciplinary Module	
<b>Degree programme:</b> European Business Management 2021	<b>Degree:</b> Bachelor of Arts
<b>Responsible for the module:</b> Prof. Dr.-Ing. Stefan Kubica	

<b>Semester:</b> 4	<b>Semester part time:</b> 10	<b>Duration:</b> 1
<b>Hours per week per semester:</b> 4.0	<b>Of which L/S/LW/P:</b> 0.0/0.0/0.0/4.0	<b>CP according to ECTS:</b> 5.0
<b>Form of course:</b> Compulsory	<b>Language:</b> English	<b>As of:</b> 2021-06-22
<b>Compulsory prior knowledge:</b> Core competencies of the respective degree program have been successfully acquired.		
<b>Recommended prior knowledge:</b>		
<b>Recognition of external relevant qualification/experience:</b>		
<b>Special regulations:</b> The respective project topics are offered and assigned in the preceding semester via the installed instruments (e.g. project marketplace, criteria evaluation for interdisciplinary projects, selection decision and assignment) across all study programs. Special focus is placed on the cooperation of students from different study programs in order to test and implement the interdisciplinary value creation.		

<b>Workload distribution</b>	<b>Hours:</b>
In class:	60.0
Pre- and post-course work:	10.0
Project:	80.0
Examinations:	0.0
Total:	150

## Interdisciplinary Module

Learning objectives	Anteil
Subject specific competences	
<p>Knowledge</p> <ul style="list-style-type: none"> <li>• Students provide detailed knowledge from the content already taught in their respective course of study, especially about the special features and challenges of practical and interdisciplinary application in specific projects.</li> <li>• Students can assess the practical relevance of subject-specific theories and models.</li> <li>• Students have basic knowledge of project management (phases, methods and criteria of use).</li> </ul>	20%
<p>Skills</p> <ul style="list-style-type: none"> <li>• Students can apply, deepen and further develop knowledge from their field of specialization in an interdisciplinary practical context.</li> <li>• Students will be able to present subject-specific theories, models, and concepts in an interdisciplinary context as well as to introduce, contrast, and mutually examine them in interdisciplinary problem solving.</li> <li>• Students can document, structure and prepare project results according to scientific criteria and present them to specific target groups.</li> <li>• Students can reflect on value-related aspects in an interdisciplinary perspective (e.g. sustainability, social justice).</li> <li>• Students can classify and apply basic knowledge of project management (e.g., structuring work in phases, planning resource deployment).</li> </ul>	20%
Personal competences	
<p>Social competence</p> <ul style="list-style-type: none"> <li>• Students work successfully together in interdisciplinary teams, outside of the usual seminar group environment.</li> <li>• Due to the different knowledge and skills in the heterogeneous groups of students, they guide and support each other.</li> <li>• Students reflect on their respective work products within the project.</li> <li>• Students will be able to distinguish, contrast, and lead different subject perspectives to one another.</li> <li>• Students can communicate orally and in writing in an interdisciplinary context in an appropriate and professional manner.</li> </ul>	60%
<p>Autonomy</p> <ul style="list-style-type: none"> <li>• Students set and realize their own work goals.</li> <li>• Students plan and review their projects independently and responsibly.</li> <li>• In this way, you cultivate your willingness to take on board advice from others and to critically engage with different - sometimes opposing - perspectives on your work.</li> <li>• Students are motivated to consciously adopt other subject perspectives.</li> </ul>	

## Interdisciplinary Module

<b>Content:</b>
-----------------

- |   |
|---|
| <ol style="list-style-type: none"><li>1. The contents are variable depending on the task. Furthermore, in addition to the project-based formats, interdisciplinary events, such as lecture series, can also be included in the offer, because of which the project character is not necessarily in the foreground.</li><li>2. The following overarching guidelines apply to the design of the interdisciplinary projects:<ul style="list-style-type: none"><li>- Complete student mastery of a practical, preferably authentic project task with clear reference to a later professional activity</li><li>- Promotion of communication and cooperation skills through teamwork</li><li>- Encouraging a change of perspective from a subject-specific and interdisciplinary point of view in order to recognize the added value and synergy effects of interdisciplinary work.</li><li>- Support in applying project management skills (only for project-related topics)</li></ul></li></ol> |
|---|

<b>Examination format:</b>
----------------------------

The actual examination procedures can be found in the examination plan, which is provided by the lecturer within the first two weeks of lectures. (0%)
--

<b>Compulsory reading:</b>
----------------------------

<b>Recommended reading:</b>
-----------------------------

## International and Institutional Economics I

<b>Module:</b> International and Institutional Economics I	
<b>Degree programme:</b> European Business Management 2021	<b>Degree:</b> Bachelor of Arts
<b>Responsible for the module:</b> Prof. Dr. Christian Hederer & Prof. Dr. rer. pol. Sandra Haas	

<b>Semester:</b> 4	<b>Semester part time:</b> 6	<b>Duration:</b> 1
<b>Hours per week per semester:</b> 4.0	<b>Of which L/S/LW/P:</b> 2.0/2.0/0.0/0.0	<b>CP according to ECTS:</b> 5.0
<b>Form of course:</b> Compulsory	<b>Language:</b> English	<b>As of:</b> 2021-03-01
<b>Compulsory prior knowledge:</b> Basics of economics		
<b>Recommended prior knowledge:</b>		
<b>Recognition of external relevant qualification/experience:</b>		
<b>Special regulations:</b> The module is held in joint co-operation with "International Strategy in Theory and Practice I".		

<b>Workload distribution</b>	<b>Hours:</b>
In class:	60.0
Pre- and post-course work:	49.0
Project:	40.0
Examinations:	1.0
Total:	150

## International and Institutional Economics I

Learning objectives	Anteil
Subject specific competences	
Knowledge <ul style="list-style-type: none"> <li>• Students have a comparative overview of key country characteristics relevant for developing an international business strategy.</li> <li>• Students know the basic rules of the EU Internal Market and their application to intra-EU trade, investment, and labour mobility from a business perspective.</li> </ul>	50%
Skills <ul style="list-style-type: none"> <li>• Students are able to develop comprehensive country analyses, with a focus on aptitude / strengths / weaknesses as a target market.</li> <li>• Students are able to assess key country risks, particularly in developing and emerging economies.</li> <li>• Students are able to use the legal framework of the EU Internal Market for business purposes.</li> </ul>	25%
Personal competences	
Social competence <ul style="list-style-type: none"> <li>• See "International Strategy in Theory and Practice I"</li> </ul>	25%
Autonomy <ul style="list-style-type: none"> <li>• See "International Strategy in Theory and Practice I"</li> </ul>	

## International and Institutional Economics I

### Content:

1. The specialization International Management in European Context prepares students for tasks in an international environment by developing appropriate general skills. The two-semester interdisciplinary module "International and Institutional Economics" provides students with a broad understanding of the key framework conditions of international business strategies, including institutional analysis on both country and international level, comprehensive country comparisons, and the regulatory framework of international trade, investment, and financial flows. The second part of "International and Institutional Economics I" is devoted to the law and economics of the EU internal market and will be co-taught by two teachers with an economic and legal background, respectively.
2. Comparative country analysis. What are the key areas to assess a country's aptitude, strengths and weaknesses as a target market for business activity? What are the comparative categories and information sources with which such an assessment can be conducted?
  - 2.1. Institutions, culture, economic system
  - 2.2. Infrastructure, industrial structure, competition, international trade relations
  - 2.3. Demographics and workforce, labour markets, social welfare systems
  - 2.4. Taxation, financial system and corporate governance
  - 2.5. Macro balances and business cycle; fiscal, monetary, and exchange rate policies
3. The European Internal Market: Economics and Law of the "Four Freedoms". What are the main regulations of the EU Internal Market and how can they be assessed and applied from a business point of view?

### Examination format:

The actual examination procedures can be found in the examination plan, which is provided by the lecturer within the first two weeks of lectures. (100%)

### Compulsory reading:

tba

### Recommended reading:

## International Strategies in Theory and Practice I

<b>Module:</b> International Strategies in Theory and Practice I	
<b>Degree programme:</b> European Business Management 2021	<b>Degree:</b> Bachelor of Arts
<b>Responsible for the module:</b> Prof. Dr. rer. pol. Sandra Haas, Prof. Dr. Christian Hederer & MBA Martin Bradbeer	

<b>Semester:</b> 4	<b>Semester part time:</b> 8	<b>Duration:</b> 1
<b>Hours per week per semester:</b> 4.0	<b>Of which L/S/LW/P:</b> 0.0/4.0/0.0/0.0	<b>CP according to ECTS:</b> 5.0
<b>Form of course:</b> Compulsory	<b>Language:</b> English	<b>As of:</b> 2021-02-27
<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:	49.5
Project:	40.0
Examinations:	0.5
Total:	150



## International Strategies in Theory and Practice I

Learning objectives	Anteil
Subject specific competences	
<p>Knowledge</p> <ul style="list-style-type: none"> <li>• Students possess knowledge in the following fields: 1. basic problem areas of going &amp; being international in general and in different functional units of the company (in combination with a professional specialization) 2. planning and planning processes of internationalization activities.</li> <li>• Students possess advanced English language skills in all relevant areas of international companies .</li> </ul>	30%
<p>Skills</p> <ul style="list-style-type: none"> <li>• Based on country analyses, realistic questions/&amp;problems corresponding to the level of study are solved for the management of international markets within the framework of a project team. In combination with a subject-specific specialization, fundamental, subject-specific proposals for action can be developed. (=Subject-related competencies)</li> <li>• Students are equipped with a scientific and systematic way of working. This is characterized by the use of partly interdisciplinary approaches, models and systematic knowledge. (= scientific approach)</li> <li>• Students can search for and evaluate data, information and digital content, assess the relevance of the source and its content. They possess skills to store, manage and organize digital data, information and content. (=Digital competencies)</li> </ul>	30%

## International Strategies in Theory and Practice I

Personal competences	
<p>Social competence</p> <ul style="list-style-type: none"><li>• Students communicate (orally &amp; in writing) with other subject representatives as well as non-subject internal /external contacts to responsibly solve a task. You apply English skills very well in word &amp; writing// Level: C1 (final level) (=communication skills).</li><li>• Students use digital technologies to interact, communicate, and collaborate with an awareness of cultural and generational diversity (=digital competencies).</li><li>• Students demonstrate a high level of teamwork skills and strong intercultural competencies in the context of team-based project work. (=team ability)</li><li>• Students adhere to rules and agreements they have made with others. Others can rely on their own statements that tasks will be completed in the promised quality. (=reliability)</li><li>• Students know and understand the differences of cultures and approach them with respect and tolerance. They know and understand that different political, economic and social views influence thinking. They respect other values and opinions. (=openness to the world/tolerance)</li></ul>	40%
<p>Autonomy</p> <ul style="list-style-type: none"><li>• Students can adapt habitual thinking and actions to new changing situations, as well as accept new tasks &amp; challenges. (=flexibility)</li><li>• Students complete work assignments conscientiously, thoroughly, completely and reliably. In doing so, they maintain an overview, pay particular attention to orderly documents and to the documentation of processes and important details. (=carefulness)</li><li>• Students critically reflect on their professional actions in relation to societal/global expectations and consequences.</li></ul>	

# International Strategies in Theory and Practice I

## Content:

1. The specialization International Management in European Context prepares students for work in an international environment by developing appropriate general skills. The two-semester interdisciplinary module International Strategies in Theory & Practice is designed to prepare students to understand international business situations in the context of existing local, European & international contexts, to plan internationalization strategies and to apply theoretical knowledge to solve practical problems. The module International Strategies in Theory & Practice I (4th sem.) focuses on teaching basic application-related knowledge & skills for internationalizing business activities. The module "International Strategies in Theory & Practice II" (5th sem.) characterizes an interdisciplinary project module. In both modules, Content & Language Integrated Learning is applied and takes place in the team teaching format (specialist lecturer in management & specialist lecturer in English)
2. International Strategies in Theory & Practice I (management-related content)
  - 2.1. Globalizing Business: Why do companies engage in international business? - Students will outline factors for success/ failure of doing business abroad on a basic level. Besides, concepts of International Business and Global Business will be explained.
  - 2.2. Leveraging Resources & Capabilities: From the resourced-based perspective students will learn how to identify and use value-adding resources.
  - 2.3. Strategic Planning Process: In this section, we will look at the planning and control process as a method for companies to define how they will achieve their current and future strategic objectives. By doing so, students will be able to carry out assigned project work.
  - 2.4. Entering foreign markets: Here challenges of going international will be elaborated. Having characterized specific problem areas of companies going abroad, students learn how to identify location-specific advantages and will be introduced to various market entry strategies.
  - 2.5. Growing & Internationalizing the Entrepreneurial firm: The chapter outlines international strategies for small & medium sized enterprises.
  - 2.6. Managing around the World: This session characterizes a multifaceted unit covering topics on "Being an International organization".
3. International Strategies in Theory & Practice I (language-related content) General Focus within International Strategies: Students will work on a wide range of demanding, long texts to identify not only explicit but also implicit meaning. Regarding oral skills, there will be work on fluency and spontaneity and the ability to use language flexibly and effectively for both academic and professional purposes. Students will work on producing clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices. This will all be centred

## International Strategies in Theory and Practice I

on the topics outlined in Points 1 and 3.

- 3.1. Reading: Reading skills, strategies and lexical work to enable students to read longer texts. This will include scanning quickly through long and complex texts to locate relevant details and to identify if the text is worth closer study.
  - 3.2. Speaking: Focus on fluency and spontaneity. Special focus on the language and cultural aspects of:
    - o Meetings - chairing and participating in meetings, arguing a formal position convincingly, responding to questions and comments and answering complex lines of counter argument fluently, spontaneously and appropriately
    - o Presentations: Giving clear, well-structured presentations of a complex subject, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples. Handling interjections well, responding spontaneously and almost effortlessly.
  - 3.3. Listening: Listening strategies to understand a range of different accents and Englishes
  - 3.4. Writing: Writing clear, well-structured texts of complex subjects, underlining the relevant salient issues, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples and concluding appropriately.
4. International Strategies in Theory & Practice II: At its core of the module is a foreign market entry strategy for one firm in one region. This will include management and intercultural dimensions, and include research, analysis, and an actual plan ready for implementation. The project will be developed continuously with feedback by your instructors and group feedback. Depending on the project task, your instructors will give project-related input-sessions. All project work will also be monitored regarding language use and feedback given by the language instructors.

### Examination format:

The actual examination procedures can be found in the examination plan, which is provided by the lecturer within the first two weeks of lectures.

#### Additional rules:

Students will be assessed every semester individually (4th + 5th). According to the module structure, all examinations base on each other. The 4th semester includes examination performances related to (a) the theoretical input & language development taught and (b) the project to be worked on.

## International Strategies in Theory and Practice I

<b>Compulsory reading:</b>
Mike W. Peng: Global, Global Business, Cengage, latest edition.
<b>Recommended reading:</b>
Please refer also to the reference list presented in the learning materials & learning platform. Michael R. Czinkota et al: International Business, WILEY, latest edition. John Daniels, Lee Radebaugh, Daniel Sullivan: International Business, Pearson, latest edition. Svend Hollensen: Global Marketing, Pearson, latest edition.

## Team Development and Coaching I + II

<b>Module:</b> Team Development and Coaching I + II	
<b>Degree programme:</b> European Business Management 2021	<b>Degree:</b> Bachelor of Arts
<b>Responsible for the module:</b> Prof. Dr. rer. pol. Markus Karp & M. Sc. Marcel Herold	

<b>Semester:</b> 4	<b>Semester part time:</b> 8	<b>Duration:</b> 2
<b>Hours per week per semester:</b> 2.0	<b>Of which L/S/LW/P:</b> 0.0/2.0/0.0/0.0	<b>CP according to ECTS:</b> 5.0
<b>Form of course:</b> Compulsory	<b>Language:</b> English	<b>As of:</b> 2021-06-21
<b>Recommended prior knowledge:</b> keine		
<b>Recognition of external relevant qualification/experience:</b>		
<b>Special regulations:</b>		

<b>Workload distribution</b>	<b>Hours:</b>
In class:	30.0
Pre- and post-course work:	35.0
Project:	55.0
Examinations:	0.0
Total:	120

## Team Development and Coaching I + II

Learning objectives	Anteil
Subject specific competences	
Knowledge <ul style="list-style-type: none"> <li>• Students learn about team development as an important motivational tool and important building block of organisational development.</li> <li>• They know typical situations in which teams are used (e.g. product, process and organisational developments with a particularly high demand for complexity and innovation).</li> <li>• Students are aware of the advantages and benefits as well as the disadvantages and limitations of teamwork.</li> </ul>	35%
Skills <ul style="list-style-type: none"> <li>• Students work out concrete techniques of team development in practical exercises.</li> </ul>	35%
Personal competences	
Social competence <ul style="list-style-type: none"> <li>• Acquire various components of social and self-competence necessary for building and leading teams.</li> </ul>	30%
Autonomy <ul style="list-style-type: none"> <li>• The students' independence is further developed through independent practice.</li> </ul>	

## Team Development and Coaching I + II

### Content:

1. Introduction
  - 1.1. Definition: group vs team?
  - 1.2. Team forms in corporate practice
  - 1.3. Advantages and limitations of teams
2. Team composition
  - 2.1. Optimal size
  - 2.2. Staff audit - selection of team members
  - 2.3. Role clarification and assignment in the team
3. Team development and communication
  - 3.1. Phase models of team development
  - 3.2. Design of qualification offers
  - 3.3. Team sociogram
4. Team leadership
  - 4.1. Function of the team leader
  - 4.2. Teamdesign
  - 4.3. Leadership substitutes
5. Case studies on team development techniques
  - 5.1. Creativity in the team
  - 5.2. Team-communication
  - 5.3. Team development and decision-making through workshops
  - 5.4. Conflict resolution in the team
6. Coaching
  - 6.1. Clarification of terms: coaching and counselling
  - 6.2. Coaching methods
  - 6.3. Coaching formats
  - 6.4. Practical exercises



## Team Development and Coaching I + II

<b>Examination format:</b>
Presentation (40%) Belegarbeit (60%)

<b>Compulsory reading:</b>
<b>Huber, J. &amp; Hamann, A.</b> (2015). <i>Coaching - Die Führungskraft als Trainer</i> . Wiesbaden: Springer.
<b>Recommended reading:</b>
<b>Herrmann, D. &amp; Hüneke, K. &amp; Rohrberg, A.</b> (2006). <i>Führung auf Distanz</i> . Wiesbaden: Gabler. <b>Kauffeld, S.</b> (2001). <i>Teamdiagnose</i> . Göttingen: Verl. für Angewandte Psychologie. <b>Staehe, W.</b> (1999). <i>Management</i> . München: Vahlen. <b>Stahl, E.</b> (2012). <i>Dynamik in Gruppen: Handbuch der Gruppenleitung</i> . Beltz. <b>van Dick, R. &amp; A. West, M.</b> (2013). <i>Teamwork, Teamdiagnose, Teamentwicklung (Praxis der Personalpsychologie, Band 8)</i> . Hogrefe Verlag.

## Data Mining and Analytics (Marketing & Human Resource Analytics)

<b>Module:</b> Data Mining and Analytics (Marketing & Human Resource Analytics)	
<b>Degree programme:</b> European Business Management 2021	<b>Degree:</b> Bachelor of Arts
<b>Responsible for the module:</b> Prof. Dr. rer. nat. Rainer Stollhoff & Prof. Dr. Marc Roedenbeck	

<b>Semester:</b> 4	<b>Semester part time:</b> 8	<b>Duration:</b> 1
<b>Hours per week per semester:</b> 4.0	<b>Of which L/S/LW/P:</b> 0.0/4.0/0.0/0.0	<b>CP according to ECTS:</b> 5.0
<b>Form of course:</b> Elective	<b>Language:</b> English	<b>As of:</b> 2021-02-24
<b>Compulsory prior knowledge:</b> Basics of information management and statistics		
<b>Recommended prior knowledge:</b>		
<b>Recognition of external relevant qualification/experience:</b>		
<b>Special regulations:</b> The module is part of the specialisation Marketing & HR Analytics.		

<b>Workload distribution</b>	<b>Hours:</b>
In class:	60.0
Pre- and post-course work:	60.0
Project:	15.0
Examinations:	0.0
<b>Total:</b>	<b>135</b>

## Data Mining and Analytics (Marketing & Human Resource Analytics)

Learning objectives	Anteil
Subject specific competences	
<p>Knowledge</p> <ul style="list-style-type: none"> <li>Students are familiar with basic dataflows and data management processes, analytical techniques as well as visualization methods commonly used in HR and Marketing analytics. They know the corresponding definitions, properties and notation.</li> </ul>	20%
<p>Skills</p> <ul style="list-style-type: none"> <li>Students can handle data. Students can import and merge data from different data sources, transform variables and/or construct new variables, aggregate data and export results.</li> <li>Students can explore data. Students can group and filter data, calculate descriptive statistics to aggregate information, and generate visualizations to graphically analyse and display properties and relationships of data.</li> <li>Students can analyse data. Students can carry out basic hypothesis tests regarding group differences on a professional level, they can fit and assess multivariate regression models to investigate for relationships between variables and generate forecasts.</li> <li>Students can report data. Students can interpret the results and know about shortcomings and limitations of different analytical procedures, they can select appropriate statistics and visualizations to display and communicate data and results constructively, effectively and consciously both orally and in writing.</li> </ul>	60%
Personal competences	
<p>Social competence</p> <ul style="list-style-type: none"> <li>Students are able to critically question and review the work of their peers. They can formulate and communicate their feedback in a structured and constructive manner.</li> </ul>	20%
<p>Autonomy</p> <ul style="list-style-type: none"> <li>Students can carry out analysis, develop novel ideas and organize work processes independently.</li> </ul>	

## Data Mining and Analytics (Marketing & Human Resource Analytics)

### Content:

1. Data Mining and Analytics Software
2. Data management (data import / export, selecting and merging data, variable transformations)
3. Descriptive summary statistics (frequency tables, summary statistics)
4. Data visualisations (pie and bar charts, line diagrams, histograms, boxplots, scatterplots)
5. Statistical hypothesis tests (test for differences between groups, tests for association)
6. Cluster analysis and data projection methods (k-means clustering, hierarchical clustering, principal component analysis, t-SNE)
7. Multivariate regression models (linear regression models, classification and regression trees)

### Examination format:

The actual examination procedures can be found in the examination plan, which is provided by the lecturer within the first two weeks of lectures. (100%)

### Compulsory reading:

### Recommended reading:

Orange Data Mining channel on YouTube

**Runkler, T.** *Data analytics : models and algorithms for intelligent data analysis*. E-Book: Springer.

**James, G. & Tibshirani, R. & Hastie, T. & Witten, D.** (2013). *An Introduction to Statistical Learning*. New York, NY: Springer.

## Financial Statement Analysis & Valuation (FACT International)

<b>Module:</b> Financial Statement Analysis & Valuation (FACT International)	
<b>Degree programme:</b> European Business Management 2021	<b>Degree:</b> Bachelor of Arts
<b>Responsible for the module:</b> Prof. Dr. rer. pol. Verena Klapschus	

<b>Semester:</b> 4	<b>Semester part time:</b> 8	<b>Duration:</b> 1
<b>Hours per week per semester:</b> 4.0	<b>Of which L/S/LW/P:</b> 0.0/4.0/0.0/0.0	<b>CP according to ECTS:</b> 5.0
<b>Form of course:</b> Elective	<b>Language:</b> English	<b>As of:</b> 2021-04-13
<b>Compulsory prior knowledge:</b> Financial Accounting & Financial Statements		
<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:	44.5
Project:	44.0
Examinations:	1.5
Total:	150

## Financial Statement Analysis & Valuation (FACT International)

Learning objectives	Anteil
Subject specific competences	
<p>Knowledge</p> <ul style="list-style-type: none"> <li>The course focuses on exploring financial reporting from the perspective of financial statement users (stakeholders).</li> <li>The course provides students with a thorough understanding of fundamental concepts for financial statements analysis and company valuation.</li> <li>Students will learn to compare companies financially, understand cash flow, interpret and analyze financial statements.</li> </ul>	50%
<p>Skills</p> <ul style="list-style-type: none"> <li>Students will be acquire the competence to analyze a company's financial statements for decision-making purposes</li> <li>Students will be able to evaluate a company's financial performance and business value.</li> <li>Students will develop basic modeling skills.</li> </ul>	30%
Personal competences	
<p>Social competence</p> <ul style="list-style-type: none"> <li>Students will work in teams. They will develop the skills to organize themselves in within the team, to carry responsibility for the team result. Students will learn to encourage and to push one another to receive the best result possible.</li> </ul>	20%
<p>Autonomy</p> <ul style="list-style-type: none"> <li>Students will learn how to manage their time, as the course requires a lot of self-study, prep and wrap-up time.</li> </ul>	

# Financial Statement Analysis & Valuation (FACT International)

**Content:**

1. Introduction to international accounting/IFRS
2. Financial Statement Analysis
  - 2.1. Income Statement Analysis
  - 2.2. Balance sheet and leverage ratios
  - 2.3. Cash flow statement analysis
  - 2.4. Rates of return and profitability analysis
3. Company valuation
  - 3.1. Intrinsic valuation/discounted cashflow valuation
  - 3.2. Comparable valuation/multiples

**Examination format:**

The actual examination procedures can be found in the examination plan, which is provided by the lecturer within the first two weeks of lectures. (100%)

**Compulsory reading:**

tba

**Recommended reading:**

## International Trade: Economics, Politics, Law I (International Trade and Investment)

<b>Module:</b> International Trade: Economics, Politics, Law I (International Trade and Investment)	
<b>Degree programme:</b> European Business Management 2021	<b>Degree:</b> Bachelor of Arts
<b>Responsible for the module:</b> Prof. Dr. Christian Hederer & Prof. Dr. Dietmar Baetge	

<b>Semester:</b> 4	<b>Semester part time:</b> 8	<b>Duration:</b> 1
<b>Hours per week per semester:</b> 4.0	<b>Of which L/S/LW/P:</b> 0.0/4.0/0.0/0.0	<b>CP according to ECTS:</b> 5.0
<b>Form of course:</b> Elective	<b>Language:</b> English	<b>As of:</b> 2021-03-01
<b>Compulsory prior knowledge:</b> Basics of private and public law; basics of economics		
<b>Recommended prior knowledge:</b>		
<b>Recognition of external relevant qualification/experience:</b>		
<b>Special regulations:</b> The module is part of the curriculum for the specialization "International Trade and Investment". The modules "International Trade: Economics, Politics, Law I" and "The Law of International Business Transactions I" will be co-taught in an integrated interdisciplinary fashion. Therefore, their descriptions correspond.		

<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 Trade: Economics, Politics, Law I (International Trade and Invest

Learning objectives	Anteil
Subject specific competences	
<p>Knowledge</p> <ul style="list-style-type: none"> <li>• Students know ...</li> <li>• ... the basic meaning and content of globalisation;</li> <li>• ... theoretical approaches to globalisation and trade from an economic and political perspective;</li> <li>• ... the scope and character of different legal sources relating to international business transactions;</li> <li>• ... the contribution of international trade to growth and sustainable development and its economic and legal-operational implications for international corporations;</li> <li>• ... the structure of the global financial and exchange rate system and its implications for finance, banking, and economic stability.</li> </ul>	60%
<p>Skills</p> <ul style="list-style-type: none"> <li>• Students are able to ...</li> <li>• ... participate, and take theory-based positions, in critical discussions on globalisation;</li> <li>• ... apply and assess the importance of rules related to Corporate Social Responsibility in international trade, and to recognize the broader social and environmental consequences of business decisions in an international context;</li> <li>• ... apply and assess the importance of different standards related to international trade in various fields;</li> <li>• ... assess the role of different finance and exchange rate regimes for international business;</li> <li>• ... retrieve, organise, and assess relevant data from different sources;</li> <li>• ... read and assess primary economic and legal sources on international trade and investment.</li> </ul>	25%

## International Trade: Economics, Politics, Law I (International Trade and Inves

Personal competences	
<p>Social competence</p> <ul style="list-style-type: none"><li>• Students are able to ...</li><li>• ... resolve differences and organize teamwork effectively, and taking into account intercultural differences;</li><li>• ... communicate complex legal and economic issues in international trade to a broader audience (business, stakeholders).</li></ul>	15%
<p>Autonomy</p> <ul style="list-style-type: none"><li>• Students are able to ...</li><li>• ... familiarize themselves quickly with complex economic and legal issues in international trade, including relevant research;</li><li>• ... work out smaller case studies on international business taking into account legal as well as economic perspectives.</li></ul>	

## International Trade: Economics, Politics, Law I (International Trade and Invest

### Content:

1. Globalization and World Trade
  - 1.1. Globalization - concept and background
  - 1.2. History of the world trade order in a nutshell
  - 1.3. Traditional and new trade theories in economics: from comparative advantage to new trade paradigms
  - 1.4. The political economy of international trade relations
  - 1.5. International competition policy and trade policy: two sides of the same coin?
2. Growth and Sustainable Development
  - 2.1. The role of international trade and investment for growth and sustainable development
  - 2.2. UN Global Compact, OECD Guidelines for Multinational Enterprises and the social responsibility of international corporations
  - 2.3. Corporate accountability in supply chains
  - 2.4. International standards, with a focus on labor, environment, and intellectual property rights
3. Basics of international finance and exchange rate regimes
  - 3.1. History in a nutshell: Bretton Woods and beyond
  - 3.2. Global Financial Institutions: International Monetary Fund, World Bank, Bank for International Settlements
  - 3.3. The Basle Framework and the regulation of the international banking system
  - 3.4. Exchange rate regimes and currency crises

### Examination format:

The actual examination procedures can be found in the examination plan, which is provided by the lecturer within the first two weeks of lectures.

### Compulsory reading:

tba

### Recommended reading:

## Management Accounting (FACT International)

<b>Module:</b> Management Accounting (FACT International)	
<b>Degree programme:</b> European Business Management 2021	<b>Degree:</b> Bachelor of Arts
<b>Responsible for the module:</b> Prof. Dr. rer. pol. Mike Steglich	

<b>Semester:</b> 4	<b>Semester part time:</b> 4	<b>Duration:</b> 1
<b>Hours per week per semester:</b> 4.0	<b>Of which L/S/LW/P:</b> 0.0/4.0/0.0/0.0	<b>CP according to ECTS:</b> 5.0
<b>Form of course:</b> Elective	<b>Language:</b> English	<b>As of:</b> 2021-04-16
<b>Recommended prior knowledge:</b> Management and Cost Accounting, Financial Accounting, Production and Logistics, Mathematics		
<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

## Management Accounting (FACT International)

Learning objectives	Anteil
Subject specific competences	
Knowledge <ul style="list-style-type: none"> <li>Students will gain a thorough understanding of Management Accounting, operative planning and control tools and cost management systems</li> </ul>	50%
Skills <ul style="list-style-type: none"> <li>Students will be able to plan and to evaluate short-term oriented projects, products, programmes, etc. and to analyse the variances of planned and actual key figures (especially sales, costs) to coordinate departments, companies or subsidiary. Students will be able to create and use cost management tools like target costing, life cycle costing, process-based costing to plan, direct and control the long-term oriented cost situation of a company.</li> </ul>	30%
Personal competences	
Social competence <ul style="list-style-type: none"> <li>The students are able to develop their own solutions for decision problems in dialogue with other students and to present the results adequately.</li> </ul>	20%
Autonomy <ul style="list-style-type: none"> <li>The students are able to independently define goals, independently choose methods for solving a problem and analyse and interpret their own solutions.</li> </ul>	

## Management Accounting (FACT International)

### Content:

1. Introduction to Management Accounting
  - 1.1. Introduction to Accounting
  - 1.2. Definition and characteristics of Management Accounting
2. Management Accounting for planning and control of operations
  - 2.1. Operational Planning and Budgeting
    - 2.1.1. Introduction to Planning and Budgeting
    - 2.1.2. Master Budget
    - 2.1.3. Flexible Budgets
  - 2.2. Decision-making
    - 2.2.1. Introduction to decision theory
    - 2.2.2. Decisions under uncertainty
    - 2.2.3. Relevant costs and sales revenues for decision-making
    - 2.2.4. Selected decisions for operational processes
  - 2.3. Operational Control
    - 2.3.1. Characteristics of Operational Control
    - 2.3.2. Variance analysis for sales revenues and costs
  - 2.4. Performance Measurement
3. Management Accounting and Cost Management
  - 3.1. Introduction to Cost Management
  - 3.2. Selected Cost Management tools
    - 3.2.1. Contribution Margin Analysis
    - 3.2.2. Life cycle costing
    - 3.2.3. Target costing
    - 3.2.4. Process-based costing

### Examination format:

The actual examination procedures can be found in the examination plan, which is provided by the lecturer within the first two weeks of lectures. (0%)

## Management Accounting (FACT International)

### Compulsory reading:

- Drury, C., 2019. Management Accounting for Business, 7th ed., Â Cengage.
- Hillier, F.S., Lieberman, G.J., 2015. Introduction to Operations Research, 10th ed., McGraw-Hill.
- Drury, C., 2018. Management and Cost Accounting, 10th ed., Â Cengage.
- Datar, S.M., Rajan, M.V., 2018. Horngren's Cost Accounting - A Managerial Emphasis, 16th ed., Pearson.
- Charifzadeh, M., Taschner, A., 2017. Management Accounting and Control - Tools and Concepts in a Central European Context, Wiley.
- Bermúdez, J.L., 2009. Decision Theory and Rationality, Oxford University Press.
- Brewer, P.V., Garrison, R.H., Noreen, E.W., 2019. Introduction to Managerial Accounting, 8th ed., McGraw-Hill Education.
- Zimmerman, J.L., 2017. Accounting for Decision Making and Control, 9th ed., McGraw-Hill Education.
- Seal, W., Rohde, C., Garrison, R.H., Noreen, E.W., 2019, Management Accounting, 6th ed., McGraw-Hill Education.
- Robert S. Kaplan and David P. Norton, 1996. Using the Balanced Scorecard as a Strategic Management System, Harvard Business Review.

### Recommended reading:

## The Law of International Business Transactions I (International Trade and Investment)

<b>Module:</b> The Law of International Business Transactions I (International Trade and Investment)	
<b>Degree programme:</b> European Business Management 2021	<b>Degree:</b> Bachelor of Arts
<b>Responsible for the module:</b> Prof. Dr. Christian Hederer & Prof. Dr. Dietmar Baetge	

<b>Semester:</b> 4	<b>Semester part time:</b> 8	<b>Duration:</b> 1
<b>Hours per week per semester:</b> 4.0	<b>Of which L/S/LW/P:</b> 0.0/4.0/0.0/0.0	<b>CP according to ECTS:</b> 5.0
<b>Form of course:</b> Elective	<b>Language:</b> English	<b>As of:</b> 2021-03-01
<b>Compulsory prior knowledge:</b> Basics of private and public law; basics of economics		
<b>Recommended prior knowledge:</b>		
<b>Recognition of external relevant qualification/experience:</b>		
<b>Special regulations:</b> The module is part of the curriculum for the specialization "International Trade and Investment". The modules "International Trade: Economics, Politics, Law I" and "The Law of International Business Transactions I" will be co-taught in an integrated interdisciplinary fashion. Therefore, their descriptions correspond.		

<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



## The Law of International Business Transactions I (International Trade and Investment)

Learning objectives	Anteil
Subject specific competences	
<p>Knowledge</p> <ul style="list-style-type: none"> <li>• Students know ...</li> <li>• ... the basic meaning and content of globalisation;</li> <li>• ... theoretical approaches to globalisation and trade from an economic and political perspective;</li> <li>• ... the scope and character of different legal sources relating to international business transactions;</li> <li>• ... the contribution of international trade to growth and sustainable development and its economic and legal-operational implications for international corporations;</li> <li>• ... the structure of the global financial and exchange rate system and its implications for finance, banking, and economic stability.</li> </ul>	60%
<p>Skills</p> <ul style="list-style-type: none"> <li>• Students are able to ...</li> <li>• ... participate, and take theory-based positions, in critical discussions on globalisation;</li> <li>• ... apply and assess the importance of rules related to Corporate Social Responsibility in international trade, and to recognize the broader social and environmental consequences of business decisions in an international context;</li> <li>• ... apply and assess the importance of different standards related to international trade in various fields;</li> <li>• ... assess the role of different finance and exchange rate regimes for international business;</li> <li>• ... retrieve, organise, and assess relevant data from different sources;</li> <li>• ... read and assess primary economic and legal sources on international trade and investment.</li> </ul>	25%

## The Law of International Business Transactions I (International Trade and Inv

Personal competences	
<p>Social competence</p> <ul style="list-style-type: none"><li>• Students are able to ...</li><li>• ... resolve differences and organize teamwork effectively, and taking into account intercultural differences;</li><li>• ... communicate complex legal and economic issues in international trade to a broader audience (business, stakeholders).</li></ul>	15%
<p>Autonomy</p> <ul style="list-style-type: none"><li>• Students are able to ...</li><li>• ... familiarize themselves quickly with complex economic and legal issues in international trade, including relevant research;</li><li>• ... work out smaller case studies on international business taking into account legal as well as economic perspectives.</li></ul>	

# The Law of International Business Transactions I (International Trade and Investment)

## Content:

1. Globalization and World Trade
  - 1.1. Globalization - concept and background
  - 1.2. History of the world trade order in a nutshell
  - 1.3. Traditional and new trade theories in economics: from comparative advantage to new trade paradigms
  - 1.4. The political economy of international trade relations
  - 1.5. International competition policy and trade policy: two sides of the same coin?
2. Growth and Sustainable Development
  - 2.1. The role of international trade and investment for growth and sustainable development
  - 2.2. UN Global Compact, OECD Guidelines for Multinational Enterprises and the social responsibility of international corporations
  - 2.3. Corporate accountability in supply chains
  - 2.4. International standards, with a focus on labor, environment, and intellectual property rights
3. Basics of international finance and exchange rate regimes
  - 3.1. History in a nutshell: Bretton Woods and beyond
  - 3.2. Global Financial Institutions: International Monetary Fund, World Bank, Bank for International Settlements
  - 3.3. The Basle Framework and the regulation of the international banking system
  - 3.4. Exchange rate regimes and currency crises

## Examination format:

The actual examination procedures can be found in the examination plan, which is provided by the lecturer within the first two weeks of lectures.

## Compulsory reading:

tba

## Recommended reading:

## Webanalytics and eHRM I (Marketing & Human Resource Analytics)

<b>Module:</b> Webanalytics and eHRM I (Marketing & Human Resource Analytics)	
<b>Degree programme:</b> European Business Management 2021	<b>Degree:</b> Bachelor of Arts
<b>Responsible for the module:</b> Prof. Dr. rer. pol. Sandra Haas & Prof. Dr. Marc Roedenbeck	

<b>Semester:</b> 4	<b>Semester part time:</b> 8	<b>Duration:</b> 1
<b>Hours per week per semester:</b> 4.0	<b>Of which L/S/LW/P:</b> 0.0/4.0/0.0/0.0	<b>CP according to ECTS:</b> 5.0
<b>Form of course:</b> Elective	<b>Language:</b> English	<b>As of:</b> 2021-02-26
<b>Recommended prior knowledge:</b> Human Resources and Organisational Design, Introduction to Marketing		
<b>Recognition of external relevant qualification/experience:</b>		
<b>Special regulations:</b> If the graduate profile "Junior Digital Marketing Manager" is aimed for, participation in the specialization "Digital Marketing & Design" is recommended. The module is part of the specialisation Marketing & HR Analytics.		

<b>Workload distribution</b>	<b>Hours:</b>
In class:	60.0
Pre- and post-course work:	59.0
Project:	24.5
Examinations:	1.5
Total:	145

## Webanalytics and eHRM I (Marketing & Human Resource Analytics)

Learning objectives	Anteil
Subject specific competences	
<p>Knowledge</p> <ul style="list-style-type: none"> <li>• WEB ANALYTICS: Students know how to collect, store and measure usage-relevant Internet data. They also learn how to better understand and respond to user and visitor behavior through deductive-experimental approaches, among other things.</li> <li>• WEB ANALYTICS: Students know how to use conversions in web controlling.</li> <li>• eHRM: Students are able to define digital HRM and to describe the impact of digitalization on HRM in general</li> <li>• eHRM: Students are able to describe current key directions in and applications of e-HRM</li> </ul>	40%
<p>Skills</p> <ul style="list-style-type: none"> <li>• WEB ANALYTICS: Based on an understanding of relevant technical backgrounds of the functioning of search engines, web analytics systems as well as of key performance indicators, students will be able to apply web analytics systems correctly.</li> <li>• WEB ANALYTICS: Students can select and interpret metrics for optimizing website (usage) in a context-related manner and derive recommendations for action.</li> <li>• WEB ANALYTICS: Students know steps for search engine optimization and can define suitable metrics under consideration of superordinate objectives of website design.</li> <li>• eHRM: Students are able to explain and exemplify the leveraging effect of technology, of different tools and social media on e-HRM</li> <li>• eHRM: Students are able to construct typical datasets used in e-Recruitment, e-Performance Management, e-Learning &amp; Development as well as e-Talent Management based upon case data and employee surveys</li> </ul>	40%

## Webanalytics and eHRM I (Marketing & Human Resource Analytics)

Personal competences	
Social competence <ul style="list-style-type: none"> <li>eHRM: Group Work: Students are able to communicate constructive, effective and conscious in an oral and written manner within a work group</li> </ul>	20%
Autonomy <ul style="list-style-type: none"> <li>Flexibility: Students can adapt habitual thinking and actions to new changing situations, as well as take on new tasks &amp; challenges.</li> <li>Analytical skills: Students develop their critical-relational, contextual analytical skills (such as in the use of multiple metrics, data collection and storage, and data analysis and presentation).</li> <li>Diligence: Students complete work assignments conscientiously, thoroughly, completely, and reliably. In doing so, they maintain an overview, paying particular attention to orderly records and documentation of procedures and important details.</li> <li>Students develop autodidactic competencies (learning to learn, independent use of new educational media, responsibility for their own educational process, education for education ).</li> </ul>	

### Content:

- The specialization Marketing & HR Analytics is an interdisciplinary specialization that combines the disciplines of Marketing, HRM, IT, Quantitative Methods and Law and thus prepares students for current labor market requirements. The module "Webanalytics & eHRM I" lays the necessary foundations in the area of web analytics and eHRM, which are built upon in a very practice-oriented manner in the 5th semester.
- PART I: WEB ANALYTICS
  - INTRODUCTION TO DIGITAL ANALYTICS: Definition of terms web analytics, digital analytics & classification in marketing controlling// Relevance of search engines//Fields of application (examples of application & advantages of web analytics)
  - TECHNICAL FUNDAMENTALS: Technical principles website design// How analytics systems work (server-side data collection (logfile), client-side data collection (page tagging), alternative mechanisms)// Data storage (internal versus cloud-based solutions)
  - STRUCTURE AND FUNCTIONALITY OF SEARCH ENGINES & RESULTS PAGES
  - SELECTION OF ANALYTIC SYSTEMS
  - ANALYZE METRICS: Definition & benefits of metrics/characterization of hits, page

## Webanalytics and eHRM I (Marketing & Human Resource Analytics)

views, website visits, visitors, etc.//Traffic sources//Visitor characteristics//Visitor behavior//Content usage

2.6. USE METRICS: Selection of metrics & Usage of reports//Create internal benchmarks/comparison with competitors// How to use analytics knowledge to derive recommendations for action?// Accuracy of web analytics data (Inaccurate visitor data, misinterpretations, etc.) and how to improve it.

2.7. INCREASING SUCCESS SUSTAINABLY: DIGITAL GOALS, SEO PROCESS, GOAL ACHIEVEMENT AND CONVERSIONS

### 3. PART II: eHRM

3.1. Electronic HRM & Strategic HRM and Technology

3.2. HR Metrics and analytics & Social Media and e-HRM

3.3. e-Recruitment and Selection

3.4. e-Performance and Reward Management

3.5. e-Learning and Development

3.6. e-Talent Management

3.7. Information Security and privacy in e-HRM

### Examination format:

The actual examination procedures can be found in the examination plan, which is provided by the lecturer within the first two weeks of lectures. (100%)

Additional rules:

Several parts of examinations must be taken in the module, with some taking place during the examination period and some taking place outside the examination period.

### Compulsory reading:

Thite M (2019): eHRM - Digital Approaches, Directions & Applications. Routledge: New York.

### Recommended reading:

Recommended literature on Web Analytics will be provided on the learning platform.

Google Analytics YouTube Channel

Official Blog Google Marketing Platform:

<https://www.blog.google/products/marketingplatform/360/>

Edwards MR & Edwards K (2019): Predictive HR Analytics - Mastering the HR Metric.

KoganPage: London.

## European Law

<b>Module:</b> European Law	
<b>Degree programme:</b> European Business Management 2021	<b>Degree:</b> Bachelor of Arts
<b>Responsible for the module:</b> Prof. Dr. jur. Stefan Strassner	

<b>Semester:</b> 5	<b>Semester part time:</b> 7	<b>Duration:</b> 1
<b>Hours per week per semester:</b> 4.0	<b>Of which L/S/LW/P:</b> 2.0/2.0/0.0/0.0	<b>CP according to ECTS:</b> 5.0
<b>Form of course:</b> Compulsory	<b>Language:</b> English	<b>As of:</b> 2020-11-30
<b>Compulsory prior knowledge:</b> no		
<b>Recommended prior knowledge:</b> no		
<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



## European Law

Learning objectives	Anteil
Subject specific competences	
Knowledge <ul style="list-style-type: none"><li>The aim of this course is to familiarize with the rules coming from the primary and secondary EU law which are of fundamental importance for the economic and legal system in Germany.</li></ul>	0%
Skills <ul style="list-style-type: none"><li>The students know the possibilities and freedoms that EU law gives its citizens and companies in the context of economic activities.</li></ul>	0%
Personal competences	
Social competence <ul style="list-style-type: none"><li>The students learn which rights and obligations are coming from the EU Law. For example, they know about the employers' obligation to protect the employees against discrimination.</li></ul>	0%
Autonomy <ul style="list-style-type: none"><li>Students are independently able to understand basic legal issues and to solve legal cases in the field of European business law by using the appropriate provisions of the primary and secondary EU Law.</li></ul>	

## European Law

<b>Content:</b>
-----------------

- |   |
|---|
| <ol style="list-style-type: none"><li>1. Introduction</li><li>2. European law in a narrow and broad sense</li><li>3. Origin and Development of the European Communities</li><li>4. Entry into and exit from the Communities (EAEC and EU)</li><li>5. The enlargement</li><li>6. The reform treaties</li><li>7. The institutional frame of EU Law</li><li>8. The legal sources of EU Law</li><li>9. Primary law</li><li>10. Secondary law</li><li>11. The legislative procedure</li><li>12. Legal protection by the courts</li><li>13. The fundamental freedoms of the TFEU</li><li>14. Free movement of goods</li><li>15. Free movement of workers</li><li>16. Freedom of establishment</li><li>17. Freedom of establishment</li><li>18. The EU competition rules</li></ol> |
|---|

<b>Examination format:</b>
----------------------------

Written exam (0%)
-------------------

<b>Compulsory reading:</b>
----------------------------

<b>Recommended reading:</b>
-----------------------------

## International and Institutional Economics II

<b>Module:</b> International and Institutional Economics II	
<b>Degree programme:</b> European Business Management 2021	<b>Degree:</b> Bachelor of Arts
<b>Responsible for the module:</b> Prof. Dr. Christian Hederer, Prof. Dr. rer. pol. Sandra Haas & MBA Martin Bradbeer	

<b>Semester:</b> 5	<b>Semester part time:</b> 7	<b>Duration:</b> 1
<b>Hours per week per semester:</b> 4.0	<b>Of which L/S/LW/P:</b> 0.0/4.0/0.0/0.0	<b>CP according to ECTS:</b> 5.0
<b>Form of course:</b> Compulsory	<b>Language:</b> English	<b>As of:</b> 2021-03-01
<b>Compulsory prior knowledge:</b> International and Institutional Economics I; International Strategy in Theory and Practice I		
<b>Recommended prior knowledge:</b>		
<b>Recognition of external relevant qualification/experience:</b>		
<b>Special regulations:</b> The module is held in joint co-operation with "International Strategy in Theory and Practice II".		

<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 and Institutional Economics II

Learning objectives	Anteil
Subject specific competences	
Knowledge <ul style="list-style-type: none"> <li>• Students have an overview knowledge of economic, political and legal determinants of international trade and investment flows, and their implications on international business..</li> <li>• Students know the basics of exchange rate economics and the corresponding business strategies addressing exchange rate risk.</li> <li>• Students know basic theories of economic growth and development, including their implications for global business strategies.</li> </ul>	60%
Skills <ul style="list-style-type: none"> <li>• Students are able to develop theory-based assessments of target countries / locations for exports and Foreign Direct Investment,</li> <li>• Students are able to develop basic hedging strategies against foreign exchange risk.</li> <li>• Students are able to assess countries with respect to their prospects for economic growth.</li> <li>• Students can apply basic rules of Corporate Social Responsibility to business strategy.</li> </ul>	25%
Personal competences	
Social competence <ul style="list-style-type: none"> <li>• See "International Strategy in Theory and Practice I"</li> </ul>	15%
Autonomy <ul style="list-style-type: none"> <li>• See "International Strategy in Theory and Practice I"</li> </ul>	

## International and Institutional Economics II

<b>Content:</b>
-----------------

- |  |
|--|
| <ol style="list-style-type: none"><li>1. The specialization International Management in European Context prepares students for tasks in an international environment by developing appropriate general skills. The two-semester interdisciplinary module "International and Institutional Economics" provides students with a broad understanding of the key framework conditions of international business strategies, including institutional analysis on both country and international level, comprehensive country comparisons, and a business-oriented analysis of international trade, investment, and financial flows.</li><li>2. International trade and the export decision<ol style="list-style-type: none"><li>2.1. Economic theories of international trade</li><li>2.2. Domestic politics of international trade</li><li>2.3. Introduction to the WTO and regional trade agreements</li></ol></li><li>3. International investment and the investment decision<ol style="list-style-type: none"><li>3.1. Economic, business and political perspectives on Foreign Direct Investment</li><li>3.2. Introduction to international investment protection</li></ol></li><li>4. Exchange rates, exchange rate fluctuations and hedging strategies</li><li>5. Economic growth: causes, prospects, implications for international business</li><li>6. Introduction to Corporate Social Responsibility</li></ol> |
|--|

<b>Examination format:</b>
----------------------------

Written exam (0%)
-------------------

<b>Compulsory reading:</b>
----------------------------

tba
-----

<b>Recommended reading:</b>
-----------------------------

--

## International Strategies in Theory and Practice II

<b>Module:</b> International Strategies in Theory and Practice II	
<b>Degree programme:</b> European Business Management 2021	<b>Degree:</b> Bachelor of Arts
<b>Responsible for the module:</b> Prof. Dr. rer. pol. Sandra Haas, Prof. Dr. Christian Hederer & MBA Martin Bradbeer	

<b>Semester:</b> 5	<b>Semester part time:</b> 9	<b>Duration:</b> 1
<b>Hours per week per semester:</b> 4.0	<b>Of which L/S/LW/P:</b> 0.0/4.0/0.0/0.0	<b>CP according to ECTS:</b> 5.0
<b>Form of course:</b> Compulsory	<b>Language:</b> English	<b>As of:</b> 2021-02-27
<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:	20.0
Project:	68.0
Examinations:	2.0
Total:	150

## International Strategies in Theory and Practice II

Learning objectives	Anteil
Subject specific competences	
<p>Knowledge</p> <ul style="list-style-type: none"> <li>• Students possess knowledge in the following fields: 1. basic problem areas of going &amp; being international in general and in different functional units of the company (in combination with a professional specialization) 2. planning and planning processes of internationalization activities.</li> <li>• Students possess advanced English language skills in all relevant areas of international companies .</li> </ul>	10%
<p>Skills</p> <ul style="list-style-type: none"> <li>• Based on country analyses, realistic questions/&amp;problems corresponding to the level of study are solved for the management of international markets within the framework of a project team. In combination with a subject-specific specialization, fundamental, subject-specific proposals for action can be developed. (=Subject-related competencies)</li> <li>• Students are equipped with a scientific and systematic way of working. This is characterized by the use of partly interdisciplinary approaches, models and systematic knowledge. (= scientific approach)</li> <li>• Students can search for and evaluate data, information and digital content, assess the relevance of the source and its content. They possess skills to store, manage and organize digital data, information and content. (=Digital competencies)</li> </ul>	60%

## International Strategies in Theory and Practice II

Personal competences	
<p>Social competence</p> <ul style="list-style-type: none"><li>• Students communicate (orally &amp; in writing) with other subject representatives as well as non-subject internal /external contacts to responsibly solve a task. You apply English skills very well in word &amp; writing// Level: C1 (final level) (=communication skills).</li><li>• Students use digital technologies to interact, communicate, and collaborate with an awareness of cultural and generational diversity (=digital competencies).</li><li>• Students demonstrate a high level of teamwork skills and strong intercultural competencies in the context of team-based project work. (=team ability)</li><li>• Students adhere to rules and agreements they have made with others. Others can rely on their own statements that tasks will be completed in the promised quality. (=reliability)</li><li>• Students know and understand the differences of cultures and approach them with respect and tolerance. They know and understand that different political, economic and social views influence thinking. They respect other values and opinions. (=openness to the world/tolerance)</li></ul>	30%
<p>Autonomy</p> <ul style="list-style-type: none"><li>• Students can adapt habitual thinking and actions to new changing situations, as well as accept new tasks &amp; challenges. (=flexibility)</li><li>• Students complete work assignments conscientiously, thoroughly, completely and reliably. In doing so, they maintain an overview, pay particular attention to orderly documents and to the documentation of processes and important details. (=carefulness)</li><li>• Students critically reflect on their professional actions in relation to societal/global expectations and consequences.</li></ul>	



## International Strategies in Theory and Practice II

### Content:

1. The specialization International Management in European Context prepares students for work in an international environment by developing appropriate general skills. The two-semester interdisciplinary module International Strategies in Theory & Practice is designed to prepare students to understand international business situations in the context of existing local, European & international contexts, to plan internationalization strategies and to apply theoretical knowledge to solve practical problems. The module International Strategies in Theory & Practice I (4th sem.) focuses on teaching basic application-related knowledge & skills for internationalizing business activities. The module "International Strategies in Theory & Practice II" (5th sem.) characterizes an interdisciplinary project module. In both modules, Content & Language Integrated Learning is applied and takes place in the team teaching format (specialist lecturer in management & specialist lecturer in English)
2. International Strategies in Theory & Practice I (management-related content)
  - 2.1. Globalizing Business: Why do companies engage in international business? - Students will outline factors for success/ failure of doing business abroad on a basic level. Besides, concepts of International Business and Global Business will be explained.
  - 2.2. Leveraging Resources & Capabilities: From the resourced-based perspective students will learn how to identify and use value-adding resources.
  - 2.3. Strategic Planning Process: In this section, we will look at the planning and control process as a method for companies to define how they will achieve their current and future strategic objectives. By doing so, students will be able to carry out assigned project work.
  - 2.4. Entering foreign markets: Here challenges of going international will be elaborated. Having characterized specific problem areas of companies going abroad, students learn how to identify location-specific advantages and will be introduced to various market entry strategies.
  - 2.5. Growing & Internationalizing the Entrepreneurial firm: The chapter outlines international strategies for small & medium sized enterprises.
  - 2.6. Managing around the World: This session characterizes a multifaceted unit covering topics on "Being an International organization".
3. International Strategies in Theory & Practice I (language-related content) General Focus within International Strategies: Students will work on a wide range of demanding, long texts to identify not only explicit but also implicit meaning. Regarding oral skills, there will be work on fluency and spontaneity and the ability to use language flexibly and effectively for both academic and professional purposes. Students will work on producing clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices. This will all be centred

## International Strategies in Theory and Practice II

on the topics outlined in Points 1 and 3.

- 3.1. Reading: Reading skills, strategies and lexical work to enable students to read longer texts. This will include scanning quickly through long and complex texts to locate relevant details and to identify if the text is worth closer study.
  - 3.2. Speaking: Focus on fluency and spontaneity. Special focus on the language and cultural aspects of:
    - o Meetings - chairing and participating in meetings, arguing a formal position convincingly, responding to questions and comments and answering complex lines of counter argument fluently, spontaneously and appropriately
    - o Presentations: Giving clear, well-structured presentations of a complex subject, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples. Handling interjections well, responding spontaneously and almost effortlessly.
  - 3.3. Listening: Listening strategies to understand a range of different accents and Englishes
  - 3.4. Writing: Writing clear, well-structured texts of complex subjects, underlining the relevant salient issues, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples and concluding appropriately.
4. International Strategies in Theory & Practice II: At its core of the module is a foreign market entry strategy for one firm in one region. This will include management and intercultural dimensions, and include research, analysis, and an actual plan ready for implementation. The project will be developed continuously with feedback by your instructors and group feedback. Depending on the project task, your instructors will give project-related input-sessions. All project work will also be monitored regarding language use and feedback given by the language instructors.

### Examination format:

The actual examination procedures can be found in the examination plan, which is provided by the lecturer within the first two weeks of lectures. (100%)

#### Additional rules:

Students will be assessed every semester individually (4th + 5th). According to the module structure, all examinations base on each other. The 5th semester includes exams related to the project being worked on. The project is based on the principle of performance assessment.

## International Strategies in Theory and Practice II

<b>Compulsory reading:</b>
Mike W. Peng: Global, Global Business, Cengage, latest edition.
<b>Recommended reading:</b>
Please refer also to the reference list presented in the learning materials & learning platform. Michael R. Czinkota et al: International Business, WILEY, latest edition. John Daniels, Lee Radebaugh, Daniel Sullivan: International Business, Pearson, latest edition. Svend Hollensen: Global Marketing, Pearson, latest edition.

## Corporate Finance (FACT International)

<b>Module:</b> Corporate Finance (FACT International)	
<b>Degree programme:</b> European Business Management 2021	<b>Degree:</b> Bachelor of Arts
<b>Responsible for the module:</b> Prof. Dr. rer. pol. Stefan Trencsik	

<b>Semester:</b> 5	<b>Semester part time:</b> 9	<b>Duration:</b> 1
<b>Hours per week per semester:</b> 4.0	<b>Of which L/S/LW/P:</b> 0.0/4.0/0.0/0.0	<b>CP according to ECTS:</b> 5.0
<b>Form of course:</b> Elective	<b>Language:</b> English	<b>As of:</b> 2021-08-27
<b>Compulsory prior knowledge:</b> Some concepts require the use of MS Excel.		
<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:	88.5
Project:	0.0
Examinations:	1.5
Total:	150

## Corporate Finance (FACT International)

Learning objectives	Anteil
Subject specific competences	
Knowledge <ul style="list-style-type: none"> <li>• Students are able to describe and evaluate the different financing alternatives and the associated processes involve</li> <li>• Students are able to critically assess theoretical and empirical developments in capital structure topics and relate their findings to the contemporary business environment</li> <li>• Students are able to critically evaluate theoretical and empirical aspects in dividend policy research, and to communicate findings effectively</li> </ul>	50%
Skills <ul style="list-style-type: none"> <li>• Students are able to critically discuss the main goals of a corporation, the impact of "short-termism" and responsible long-term value maximization.</li> <li>• Students are able to assess an organisations financing needs and advise on an appropriate capital structure</li> <li>• Students are able to examine and discuss the key issues related to dividend policy and their implications for the value of the firm</li> </ul>	30%
Personal competences	
Social competence <ul style="list-style-type: none"> <li>• Students develop teamwork and presentation skills in debating discussion topics and producing team solutions to problems</li> <li>• Students will develop awareness of all the interaction of finance and societal issues</li> </ul>	20%
Autonomy <ul style="list-style-type: none"> <li>• The self-preparation of the students for the lecture, facilitates the ability to manage themselves and their time in a more effective and efficient way</li> <li>• Students will be able to solve problems in a structured way by analyzing complex financial problems</li> </ul>	

Content:
<ol style="list-style-type: none"> <li>1. Introduction</li> <li>2. Optimal Capital Structure</li> <li>3. Long-Term Financing</li> <li>4. Short-Term Financing</li> <li>5. Optimal Payout Policy</li> </ol>

## Corporate Finance (FACT International)

<b>Examination format:</b>
Written exam (100%)

<b>Compulsory reading:</b>
Berk/DeMarzo (2020), Corporate Finance, 5th Global Edition Brealey/Myers/Allen (2019), International Student Edition of Principles of Corporate Finance, 13th Edition Hillier/Ross/Westerfield/Jaffe/Jordan (2021), Corporate Finance , 4th European Edition Damodoran, (2014), Applied Corporate Finance, Fourth Edition
<b>Recommended reading:</b>
Benninga (2014), Financial Modeling, Fourth Edition

## FACT-Project (FACT International)

<b>Module:</b> FACT-Project (FACT International)	
<b>Degree programme:</b> European Business Management 2021	<b>Degree:</b> Bachelor of Arts
<b>Responsible for the module:</b> Prof. Dr. rer. pol. Verena Klapschus, Prof. Dr. rer. pol. Mike Steglich & Prof. Dr. rer. pol. Stefan Trencsik	

<b>Semester:</b> 5	<b>Semester part time:</b> 9	<b>Duration:</b> 1
<b>Hours per week per semester:</b> 4.0	<b>Of which L/S/LW/P:</b> 0.0/0.0/0.0/4.0	<b>CP according to ECTS:</b> 5.0
<b>Form of course:</b> Elective	<b>Language:</b> English	<b>As of:</b> 2021-08-27
<b>Compulsory prior knowledge:</b> Specialization FACT (international)		
<b>Recommended prior knowledge:</b> Good knowledge of quantitative methods		
<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:	60.0
Examinations:	0.0
Total:	150

## FACT-Project (FACT International)

Learning objectives	Anteil
Subject specific competences	
Knowledge <ul style="list-style-type: none"> <li>• Students have an in-depth knowledge in the areas of Finance, Accounting, Controlling &amp; Technology.</li> </ul>	20%
Skills <ul style="list-style-type: none"> <li>• Students are able to apply, link, and extend their knowledge from previous "FACT (international)" modules</li> <li>• Students are able to apply their technical knowledge in practical case study (e.g. excel modelling, programming, data analysis).</li> <li>• Students are able to present their results professionally in presentations and reports.</li> </ul>	40%
Personal competences	
Social competence <ul style="list-style-type: none"> <li>• Students are able to discuss problems and solutions within a team.</li> <li>• Students are able to understand and respect the perception, the way of thinking and acting from persons with different social and cultural backgrounds.</li> </ul>	40%
Autonomy <ul style="list-style-type: none"> <li>• Students are able to develop solutions independently.</li> </ul>	

Content:
<ol style="list-style-type: none"> <li>1. Case studies in finance</li> <li>2. Case studies in financial statements &amp; valuation</li> <li>3. Case studies in controlling</li> </ol>

Examination format:
The actual examination procedures can be found in the examination plan, which is provided by the lecturer within the first two weeks of lectures. (100%)



## FACT-Project (FACT International)

<b>Compulsory reading:</b>
tba
<b>Recommended reading:</b>

## International Trade: Economics, Politics, Law II (International Trade and Investment)

<b>Module:</b> International Trade: Economics, Politics, Law II (International Trade and Investment)	
<b>Degree programme:</b> European Business Management 2021	<b>Degree:</b> Bachelor of Arts
<b>Responsible for the module:</b> Prof. Dr. Christian Hederer & Prof. Dr. Dietmar Baetge	

<b>Semester:</b> 5	<b>Semester part time:</b> 9	<b>Duration:</b> 1
<b>Hours per week per semester:</b> 4.0	<b>Of which L/S/LW/P:</b> 0.0/4.0/0.0/0.0	<b>CP according to ECTS:</b> 5.0
<b>Form of course:</b> Elective	<b>Language:</b> English	<b>As of:</b> 2021-03-01
<b>Recommended prior knowledge:</b>		
<b>Recognition of external relevant qualification/experience:</b>		
<b>Special regulations:</b> The module is part of the curriculum for the specialization "International Trade and Investment". The modules "International Trade: Economics, Politics, Law II" and "The Law of International Business Transactions II" will be co-taught in an integrated interdisciplinary fashion. Therefore, their descriptions correspond.		

<b>Workload distribution</b>	<b>Hours:</b>
In class:	60.0
Pre- and post-course work:	60.0
Project:	30.0
Examinations:	0.0
Total:	150

## International Trade: Economics, Politics, Law II (International Trade and Invest

Learning objectives	Anteil
Subject specific competences	
Knowledge <ul style="list-style-type: none"> <li>• Students know ...</li> <li>• ... the structure and key rules of the WTO, and how to apply and enforce those rules in a business context;</li> <li>• ... key rules of trade compliance and export/import control;</li> <li>• ... the international investment regime and different instruments for a business enterprise to protect its international investments;</li> <li>• ... the main instruments of a business enterprise to protect and enforce its international transactions and contracts.</li> </ul>	60%
Skills <ul style="list-style-type: none"> <li>• Students are able to ...</li> <li>• ... support business enterprises in complying with, and utilizing, international rules on trade and investment;</li> <li>• ... judge the suitability and use of different instruments of protecting international transactions for business enterprises;</li> <li>• ... judge whether internal processes in enterprises or public institutions are in line with trade compliance rules;</li> <li>• ... support the implementation of internal systems of trade compliance management and export control in corporations.</li> </ul>	25%
Personal competences	
Social competence <ul style="list-style-type: none"> <li>• Students are able to ...</li> <li>• ... resolve differences and organize teamwork effectively, and taking into account intercultural differences;</li> <li>• ... communicate complex legal and economic issues in international trade to a broader audience (business, stakeholders).</li> </ul>	15%
Autonomy <ul style="list-style-type: none"> <li>• Students are able to ...</li> <li>• ... familiarize themselves quickly with complex economic and legal issues in international trade, including relevant research;</li> <li>• ... study a larger-scale project in international business taking into account legal as well as economic perspectives.</li> </ul>	

## International Trade: Economics, Politics, Law II (International Trade and Invest

### Content:

1. Law and Economics of World Trade and the World Trade Organization
  - 1.1. Overview of WTO Institutions and Agreements
  - 1.2. Principles of the WTO: Most Favored Nation, National Treatment, and others
  - 1.3. Tariffs, quotas and nontariff barriers under the GATT
  - 1.4. International Trade in Services (GATS) and further selected WTO Agreements
  - 1.5. Regional trade agreements and free trade: threat or boon?
  - 1.6. Export and import control laws and their impact on doing business abroad
  - 1.7. Trade compliance and the mitigation of trade risks
2. Transnational Investment Protection and Cross-Border Enforcement of Private Claims
  - 2.1. International Investment: Economics, politics and law (overview)
  - 2.2. International Investment Agreements and the settlement of investment disputes
  - 2.3. Political Risk Insurance and other instruments to protect international transactions
  - 2.4. International Sales Agreements in a nutshell
  - 2.5. Basics of International Commercial Arbitration
3. International Trade and Investment: Where do we go from here?
  - 3.1. Developing countries in world trade: Do we need a fairer world trade order?
  - 3.2. China's new state capitalism as challenge to the competitive level playing field
  - 3.3. The crisis of the world trading system: is free trade dead?
  - 3.4. Implications for business

### Examination format:

The actual examination procedures can be found in the examination plan, which is provided by the lecturer within the first two weeks of lectures. (100%)

### Compulsory reading:

tba

### Recommended reading:

## Projektmodul - Webanalytics and eHRM (Marketing & Human Resource Analytics)

<b>Module:</b> Projektmodul - Webanalytics and eHRM (Marketing & Human Resource Analytics)	
<b>Degree programme:</b> European Business Management 2021	<b>Degree:</b> Bachelor of Arts
<b>Responsible for the module:</b> Prof. Dr. rer. nat. Rainer Stollhoff, Prof. Dr. Marc Roedenbeck & Prof. Dr. rer. pol. Sandra Haas	

<b>Semester:</b> 5	<b>Semester part time:</b> 9	<b>Duration:</b> 1
<b>Hours per week per semester:</b> 4.0	<b>Of which L/S/LW/P:</b> 0.0/0.0/0.0/4.0	<b>CP according to ECTS:</b> 5.0
<b>Form of course:</b> Elective	<b>Language:</b> English	<b>As of:</b> 2021-02-26
<b>Recommended prior knowledge:</b> Human Resource Management & Organizational Design, Introduction to Marketing		
<b>Recognition of external relevant qualification/experience:</b>		
<b>Special regulations:</b> The module is part of the specialization Marketing and HR Analytics, students should be well versed in the topics covered in the modules Webanalytics and eHRM I, II as well as Data Mining and Analytics.		

<b>Workload distribution</b>	<b>Hours:</b>
In class:	60.0
Pre- and post-course work:	0.0
Project:	90.0
Examinations:	0.0
Total:	150

## Projektmodul - Webanalytics and eHRM (Marketing & Human Resource Analyt

Learning objectives	Anteil
Subject specific competences	
Knowledge	20%
<p>Skills</p> <ul style="list-style-type: none"><li>• Students can formulate requirements for the process of data analysis for a specific project, identify and safely integrate or apply suitable data sources and procedures, as well as interpret the results of the analysis, critically reflect on them and communicate them in a way that is appropriate for the target group.</li><li>• Methodological competencies: Students design and implement project plans, schedules and reports. To work on complex practical problems in the field of Web and/or HR analytics, they apply learned methods, draw back on theories and models discussed, work systematically and make decisions taking different facets into account.</li><li>• Managerial competencies: Students create and conduct their own analysis in the field of Web and/or HR Analytics to develop strategic recommendations for action. Students practice thinking in systems and processes and they demonstrate junior entrepreneurial, solution-oriented and innovative thinking and acting.</li></ul>	40%

## Projektmodul - Webanalytics and eHRM (Marketing & Human Resource Analyt

Personal competences	
<p>Social competence</p> <ul style="list-style-type: none"> <li>• Communication skills: Students formulate subject-specific and factual solutions to problems within their actions and can justify these in discourse with theoretically and methodologically sound argumentation. They can prepare and present analysis results in reports in such a way that they are also comprehensible to people outside the subject area.</li> <li>• Ability to work in teams: Students work successfully in (interdisciplinary) teams and are able to take into account the different views and interests of other interests of others involved.</li> </ul>	40%
<p>Autonomy</p> <ul style="list-style-type: none"> <li>• Flexibility: Students can adapt habitual thinking and actions to new changing situations, as well as take on new tasks &amp; challenges.</li> <li>• Creativity: Students are eager to experiment and willing to break new ground. They can develop unconventional, unusual new ideas and implement them accordingly. They are imaginative and like to try out new things.</li> <li>• Commitment: Students show the personal attitude to act with full commitment (e.g. to work actively, emphatically and with largely unreserved commitment for common goals).</li> <li>• Responsibility: Students possess the ability &amp; willingness to contribute in a self-directed manner to the design of processes involving potential consequences.</li> </ul>	

<b>Content:</b>
<p>1. Students apply the competencies acquired in the in-depth studies and generate "real" professional experience accompanied by a teacher. Within the framework of a defined project goal, the students work in a team to develop an approach coordinated with project participants and clients as well as strategic recommendations for action. Depending on the content of the project, it may be necessary to deepen the teaching content from previous teaching/learning units. The methodological competencies of project management and scientific work acquired in the basic studies are applied to a complex, close to "real-life" task.</p>

<b>Examination format:</b>
<p>The actual examination procedures can be found in the examination plan, which is provided by the lecturer within the first two weeks of lectures. (100%)</p>

## Projektmodul - Webanalytics and eHRM (Marketing & Human Resource Analyt

<b>Compulsory reading:</b>
<b>Recommended reading:</b>
Depending on the content of the project, relevant literature will be provided on the learning platform. Edwards MR & Edwards K (2019): Predictive HR Analytics - Mastering the HR Metric. KoganPage: London.



## The Law of International Business Transactions II (International Trade and Investment)

<b>Module:</b> The Law of International Business Transactions II (International Trade and Investment)	
<b>Degree programme:</b> European Business Management 2021	<b>Degree:</b> Bachelor of Arts
<b>Responsible for the module:</b> Prof. Dr. Christian Hederer & Prof. Dr. Dietmar Baetge	

<b>Semester:</b> 5	<b>Semester part time:</b> 9	<b>Duration:</b> 1
<b>Hours per week per semester:</b> 4.0	<b>Of which L/S/LW/P:</b> 0.0/4.0/0.0/0.0	<b>CP according to ECTS:</b> 5.0
<b>Form of course:</b> Elective	<b>Language:</b> English	<b>As of:</b> 2021-03-01
<b>Recommended prior knowledge:</b>		
<b>Recognition of external relevant qualification/experience:</b>		
<b>Special regulations:</b> The module is part of the curriculum for the specialization "International Trade and Investment". The modules "International Trade: Economics, Politics, Law II" and "The Law of International Business Transactions II" will be co-taught in an integrated interdisciplinary fashion. Therefore, their descriptions correspond.		

<b>Workload distribution</b>	<b>Hours:</b>
In class:	60.0
Pre- and post-course work:	60.0
Project:	30.0
Examinations:	0.0
Total:	150

## The Law of International Business Transactions II (International Trade and Investment)

Learning objectives	Anteil
Subject specific competences	
<p>Knowledge</p> <ul style="list-style-type: none"> <li>• Students know ...</li> <li>• ... the structure and key rules of the WTO, and how to apply and enforce those rules in a business context;</li> <li>• ... key rules of trade compliance and export/import control;</li> <li>• ... the international investment regime and different instruments for a business enterprise to protect its international investments;</li> <li>• ... the main instruments of a business enterprise to protect and enforce its international transactions and contracts.</li> </ul>	60%
<p>Skills</p> <ul style="list-style-type: none"> <li>• Students are able to ...</li> <li>• ... support business enterprises in complying with, and utilizing, international rules on trade and investment;</li> <li>• ... judge the suitability and use of different instruments of protecting international transactions for business enterprises;</li> <li>• ... judge whether internal processes in enterprises or public institutions are in line with trade compliance rules;</li> <li>• ... support the implementation of internal systems of trade compliance management and export control in corporations.</li> </ul>	25%
Personal competences	
<p>Social competence</p> <ul style="list-style-type: none"> <li>• Students are able to ...</li> <li>• ... resolve differences and organize teamwork effectively, and taking into account intercultural differences;</li> <li>• ... communicate complex legal and economic issues in international trade to a broader audience (business, stakeholders).</li> </ul>	15%
<p>Autonomy</p> <ul style="list-style-type: none"> <li>• Students are able to ...</li> <li>• ... familiarize themselves quickly with complex economic and legal issues in international trade, including relevant research;</li> <li>• ... study a larger-scale project in international business taking into account legal as well as economic perspectives.</li> </ul>	

## The Law of International Business Transactions II (International Trade and Investment)

### Content:

1. Law and Economics of World Trade and the World Trade Organization
  - 1.1. Overview of WTO Institutions and Agreements
  - 1.2. Principles of the WTO: Most Favored Nation, National Treatment, and others
  - 1.3. Tariffs, quotas and nontariff barriers under the GATT
  - 1.4. International Trade in Services (GATS) and further selected WTO Agreements
  - 1.5. Regional trade agreements and free trade: threat or boon?
  - 1.6. Export and import control laws and their impact on doing business abroad
  - 1.7. Trade compliance and the mitigation of trade risks
2. Transnational Investment Protection and Cross-Border Enforcement of Private Claims
  - 2.1. International Investment: Economics, politics and law (overview)
  - 2.2. International Investment Agreements and the settlement of investment disputes
  - 2.3. Political Risk Insurance and other instruments to protect international transactions
  - 2.4. International Sales Agreements in a nutshell
  - 2.5. Basics of International Commercial Arbitration
3. International Trade and Investment: Where do we go from here?
  - 3.1. Developing countries in world trade: Do we need a fairer world trade order?
  - 3.2. China's new state capitalism as challenge to the competitive level playing field
  - 3.3. The crisis of the world trading system: is free trade dead?
  - 3.4. Implications for business

### Examination format:

The actual examination procedures can be found in the examination plan, which is provided by the lecturer within the first two weeks of lectures. (100%)

### Compulsory reading:

tba

### Recommended reading:

## Webanalytics and eHRM II (Marketing & Human Resource Analytics)

<b>Module:</b> Webanalytics and eHRM II (Marketing & Human Resource Analytics)	
<b>Degree programme:</b> European Business Management 2021	<b>Degree:</b> Bachelor of Arts
<b>Responsible for the module:</b> Prof. Dr. rer. pol. Sandra Haas, Prof. Dr. Marc Roedenbeck & Prof. Dr. jur. Stefan Strassner	

<b>Semester:</b> 5	<b>Semester part time:</b> 9	<b>Duration:</b> 1
<b>Hours per week per semester:</b> 4.0	<b>Of which L/S/LW/P:</b> 0.0/4.0/0.0/0.0	<b>CP according to ECTS:</b> 5.0
<b>Form of course:</b> Elective	<b>Language:</b> English	<b>As of:</b> 2021-03-01
<b>Compulsory prior knowledge:</b> Basics of Web Analytics and eHRM, Data Mining and Analytics		
<b>Recommended prior knowledge:</b> Human Resources and Organizational Design, Introduction to Marketing		
<b>Recognition of external relevant qualification/experience:</b>		
<b>Special regulations:</b> The module is part of the specialization Marketing and HR Analytics, students should be well versed in the topics covered in the modules Webanalytics and eHRM I as well as Data Mining and Analytics.		

<b>Workload distribution</b>	<b>Hours:</b>
In class:	60.0
Pre- and post-course work:	30.0
Project:	60.0
Examinations:	0.0
Total:	150

## Webanalytics and eHRM II (Marketing & Human Resource Analytics)

Learning objectives	Anteil
Subject specific competences	
<p>Knowledge</p> <ul style="list-style-type: none"> <li>• WEB ANALYTICS: Students know which metrics and measurement values are relevant in the context of the specified objectives. They can define corresponding KPIs and configure them in Google Analytics (basic level). They know possibilities and limitations of Google Analytics as well as recommended actions for efficient work with Google Analytics. Students know how to install and set up Google Analytics.</li> <li>• eHRM: In the context of different e-HRM cases (diversity, surveys, turnover, performance), students are able to name the measures and methods of analysis to be used.</li> </ul>	20%
<p>Skills</p> <ul style="list-style-type: none"> <li>• WEB ANALYTICS: Students are able to use the reporting functions of Google Analytics correctly depending on the question and to carry out further investigations on the basis of data obtained and evaluations (basic level). They can check the degree of target achievement and identify weaknesses and optimization potential (derive recommendations for action).</li> <li>• eHRM: Students are able to carry out an import of datasets, to implement and run different data analysis and to evaluate the outcome in relation to questions of the e-HRM cases and to derive recommendations for strategic HRM actions</li> <li>• Legal competence: When planning data analyses, students can recognise where there are obstacles under data protection law and react at an early stage.</li> </ul>	50%

## Webanalytics and eHRM II (Marketing & Human Resource Analytics)

Personal competences	
<p>Social competence</p> <ul style="list-style-type: none"> <li>• Communication skills: Students formulate subject-specific and factual solutions to problems within their actions and can justify these in discourse with theoretically and methodologically sound argumentation. They can prepare and present analysis results in reports in such a way that they are also comprehensible to people outside the subject area.</li> </ul>	30%
<p>Autonomy</p> <ul style="list-style-type: none"> <li>• Flexibility: Students can adapt habitual thinking and actions to new changing situations, as well as take on new tasks &amp; challenges.</li> <li>• Analytical skills: Students develop their critical-relational, contextual analytical skills (such as in the use of multiple metrics, data collection and storage, and data analysis and presentation).</li> <li>• Diligence: Students complete work assignments conscientiously, thoroughly, completely, and reliably. In doing so, they maintain an overview, paying particular attention to orderly records and documentation of procedures and important details.</li> <li>• Students develop autodidactic competencies (learning to learn, independent use of new educational media, responsibility for their own educational process, education for education ).</li> </ul>	

<b>Content:</b>
<ol style="list-style-type: none"> <li>1. The specialization Marketing &amp; HRM Analytics is an interdisciplinary specialization that combines the disciplines of Marketing, HRM, IT, quantitative methods and law and thus prepares students for current labor market requirements. Modules of the 5th semester focus on the application of the acquired knowledge.</li> <li>2. WEB ANALYTICS: In this part of the module, the main methods and analyses of Google Analytics as well as the selection, introduction and operational use of Google Analytics are addressed.             <ol style="list-style-type: none"> <li>2.1. GOOGLE ANALYTICS IN THEORY: Google Analytics features// Functionality of Google Analytics incl. possibilities and limitations// Report layout of Google Analytics (key figures, data sheets and reportings)// Definition of goals and target funnels// Efficiently working with Google Analytics</li> <li>2.2. GOOGLE ANALYTICS IN PRACTICE                 <ol style="list-style-type: none"> <li>2.2.1. Google Analytics reports (dashboard view, top reports, \$index, impact of sampling on reports and interpretation)</li> <li>2.2.2. Installing and setting up Google Analytics</li> <li>2.2.3. Case Study Work:                     <ul style="list-style-type: none"> <li>o Define goals and target funnels in Google Analytics</li> <li>o Extract relevant information</li> <li>o Deploying reporting features based on the</li> </ul> </li> </ol> </li> </ol> </li> </ol>

## Webanalytics and eHRM II (Marketing & Human Resource Analytics)

question at hand o Creating reports o Evaluate results, identify weaknesses & discuss possible solutions

### 3. eHRM

- 3.1. Diversity Analytics (Frequencies, Descriptive, tests of differences between groups / association)
- 3.2. Employee Attitude Surveys (Reliability & Principal Component Analysis)
- 3.3. Predicting Employee Turnover (ANOVA, Prediction)
- 3.4. Predicting Employee Performance (Regression, Multivariate Regression, Mediator / Moderator)
- 3.5. Advanced HR Analytics (Multi-Level Modeling, Curvilinear Relationships)

4. The question of whether a data analysis - be it in the context of Webanalytics or eHRM - complies with the law is primarily answered by the General Data Protection Regulation (GDPR), if the analysis concerns "personal data" and their "processing". Personal data means any information relating to an identified or identifiable natural person. Processing means any operation or set of operations which is performed on personal data or on sets of personal data, whether or not by automated means, such as collection, recording, organisation, structuring, storage, adaptation or alteration, retrieval, consultation, use, disclosure by transmission, dissemination or otherwise making available, alignment or combination, restriction, erasure or destruction. The explanation of the GDPR and its relevant rules for data analysis is an essential content of the module.

### Examination format:

The actual examination procedures can be found in the examination plan, which is provided by the lecturer within the first two weeks of lectures. (100%)

## Webanalytics and eHRM II (Marketing & Human Resource Analytics)

### Compulsory reading:

The digital library of the TH Wildau provides students with the legal database "Beck-Online". This gives students access to legal handbooks and commentaries on the GDPR (in German).

### Recommended reading:

Google Analytics YouTube Channel

Official Blog Google Marketing Platform:

<https://www.blog.google/products/marketingplatform/360/>

For the google analytics part, current literature references are provided on the learning platform.

Edwards MR & Edwards K (2019): Predictive HR Analytics - Mastering the HR Metric.

KoganPage: London.



## Internship (Option II)

<b>Module:</b> Internship (Option II)	
<b>Degree programme:</b> European Business Management 2021	<b>Degree:</b> Bachelor of Arts
<b>Responsible for the module:</b> MBA Martin Bradbeer	

<b>Semester:</b> 6	<b>Semester part time:</b> 12	<b>Duration:</b> 1
<b>Hours per week per semester:</b> 36.0	<b>Of which L/S/LW/P:</b> 0.0/0.0/0.0/36.0	<b>CP according to ECTS:</b> 30.0
<b>Form of course:</b> Compulsory	<b>Language:</b> English	<b>As of:</b> 2021-06-16
<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:	720.0
Pre- and post-course work:	0.0
Project:	0.0
Examinations:	36.0
Total:	756

<b>Learning objectives</b>	<b>Anteil</b>
<b>Subject specific competences</b>	
Knowledge <ul style="list-style-type: none"> <li>• Providing an insight into individual operational tasks and into higher-level business and organisational contexts</li> </ul>	20%

## Internship (Option II)

Skills <ul style="list-style-type: none"><li>• Experience of the methodical procedure for the most complete possible recording of the task and finding a cost- and time-appropriate solution</li></ul>	40%
Personal competences	
Social competence <ul style="list-style-type: none"><li>• Companies consist of people with different characteristics and tasks. The student should learn to work constructively with these people in the sense of fulfilling an assigned task.</li></ul>	40%
Autonomy <ul style="list-style-type: none"><li>• The student is to work independently on a task assigned to them during the internship. To do this, they must communicate with other people in the company in a targeted manner.</li></ul>	

### Content:

1. In the internship, the students should be introduced to the activity of the through concrete tasks and practical cooperation in various operational areas. If possible, they should be part of a team with a fixed area of responsibility, work on clearly defined tasks or subtasks and thus have the opportunity to see and assess the importance of the individual tasks in the context of the overall operations.
2. The content results from the activities in the various operational areas and the possibilities of the practical training centre. The student's professional inclinations and course of study should be taken into account; in particular, the activities should be oriented towards the contents of the course of study.

### Examination format:

Paper (100%)

### Compulsory reading:

### Recommended reading:

## Empirical Research Methods

<b>Module:</b> Empirical Research Methods	
<b>Degree programme:</b> European Business Management 2021	<b>Degree:</b> Bachelor of Arts
<b>Responsible for the module:</b> Prof. Dr. Marc Roedenbeck	

<b>Semester:</b> 7	<b>Semester part time:</b> 14	<b>Duration:</b> 1
<b>Hours per week per semester:</b> 2.0	<b>Of which L/S/LW/P:</b> 0.0/2.0/0.0/0.0	<b>CP according to ECTS:</b> 3.0
<b>Form of course:</b> Compulsory	<b>Language:</b> English	<b>As of:</b> 2021-02-26
<b>Compulsory prior knowledge:</b> Academic Methods		
<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:	30.0
Pre- and post-course work:	0.0
Project:	30.0
Examinations:	0.0
Total:	60

## Empirical Research Methods

Learning objectives	Anteil
Subject specific competences	
<p>Knowledge</p> <ul style="list-style-type: none"> <li>• The students know the difference between everyday questions and research questions as well as propositions and hypotheses</li> <li>• The students can identify specific research methods in their field of study</li> <li>• Students can describe different designs (qualitative &amp; quantitative), survey methods and evaluation methods</li> <li>• Students can recognize possible effects of their research results</li> </ul>	40%
<p>Skills</p> <ul style="list-style-type: none"> <li>• Students can formulate their own complex research questions, break them down into sub-questions, and formulate precise propositions and model hypotheses</li> <li>• Students can search and organize empirical research in digital environments</li> <li>• Students can outline a case study and name necessary documents</li> <li>• Students can formulate an interview guideline and conduct a guideline interview and a narrative interview</li> <li>• Students can name and compile panel data</li> <li>• The students can formulate a questionnaire and present it online</li> <li>• Students can digitally transcribe and encode an interview and display a frequency distribution</li> <li>• Students can digitally process the results of a survey, describe these or panel data and perform a simple regression</li> </ul>	40%
Personal competences	
<p>Social competence</p> <ul style="list-style-type: none"> <li>• Students are able to communicate both orally and in writing in a constructive, effective and conscious manner</li> </ul>	20%
<p>Autonomy</p> <ul style="list-style-type: none"> <li>• Students have the ability &amp; willingness to design a research exposé themselves</li> <li>• Students complete work assignments conscientiously, thoroughly, completely and reliably.</li> </ul>	

## Empirical Research Methods

### Content:

1. Research questions, sub-questions, propositions & hypotheses
2. Literature research (methodical / empirical research papers)
3. Selected research designs (e.g. qualitative: Case, Document; quantitative: Developmental, Survey)
4. Selected survey methods (e.g. qualitative: guided interview, narrative interview; quantitative: questionnaire, panel data)
5. Selected evaluation methods (e.g. qualitative: interview/document analysis; quantitative: description, regression)
6. Discussion & Outlook

### Examination format:

Presentation (0%)

Additional rules:

Verschriftlichung der Präsentation mit Slide-Notes

### Compulsory reading:

Leedy PD & Ormrod JE (2015): Practical Research - Planning and Design. Harlow: Pearson.

### Recommended reading:

Bortz J & Döring N (2006): Forschungsmethoden und Evaluation - für Human- und Sozialwissenschaftler. Berlin: Springer.

## EU Taxation

<b>Module:</b> EU Taxation	
<b>Degree programme:</b> European Business Management 2021	<b>Degree:</b> Bachelor of Arts
<b>Responsible for the module:</b> Professorin Nikola Fee Budilov-Nettelmann & M.A. Simon Gerard Joseph Devos-Chernova	

<b>Semester:</b> 7	<b>Semester part time:</b> 11	<b>Duration:</b> 1
<b>Hours per week per semester:</b> 4.0	<b>Of which L/S/LW/P:</b> 0.0/4.0/0.0/0.0	<b>CP according to ECTS:</b> 5.0
<b>Form of course:</b> Compulsory	<b>Language:</b> English	<b>As of:</b> 2021-02-10
<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

## EU Taxation

Learning objectives	Anteil
Subject specific competences	
Knowledge <ul style="list-style-type: none"> <li>• Students gain an overview over the principles of international taxation.</li> <li>• Students are familiar with the principles of taxation of individuals and companies.</li> <li>• Students understand the problem of international double taxation and are familiar with the Model Tax Convention on Income and on Capital of the OECD</li> </ul>	70%
Skills <ul style="list-style-type: none"> <li>• Students are able to solve case students in international taxation.</li> </ul>	20%
Personal competences	
Social competence <ul style="list-style-type: none"> <li>• Students will work effectively in intercultural teams.</li> </ul>	10%
Autonomy <ul style="list-style-type: none"> <li>• Students are able to analyse and evaluate learning and work process and to design and optimize learning and work.</li> </ul>	

Content:
<ol style="list-style-type: none"> <li>1. Introduction to principles of (international) taxation</li> <li>2. Taxation of individuals</li> <li>3. Taxation of companies</li> <li>4. The problem of double taxation and double tax relief</li> <li>5. Model Tax Convention on Income and on Capital of the OECD</li> <li>6. Indirect taxation: Value added tax (VAT)</li> </ol>

Examination format:
Written exam (0%)

## EU Taxation

<b>Compulsory reading:</b>
<b>Recommended reading:</b>
Oats, Mulligan, Principles of International Taxation



## European Identities - French

<b>Modul:</b> European Identities - French	
<b>Studiengang:</b> European Business Management 2021	<b>Abschluss:</b> Bachelor of Arts
<b>Modulverantwortliche/r:</b> M.A. Marie-Noelle Demarchi	

<b>Semester:</b> 7	<b>Semester Teilzeit:</b> 11	<b>Dauer:</b> 1
<b>SWS:</b> 4.0	<b>davon V/Ü/L/P:</b> 2.0/2.0/0.0/0.0	<b>CP nach ECTS:</b> 5.0
<b>Art der Lehrveranstaltung:</b> Pflicht	<b>Sprache:</b> Deutsch, Englisch	<b>Stand vom:</b> 2021-09-07
<b>Empfohlene Voraussetzungen:</b> Level B1 achieved		
<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 - French

Lernziele	Anteil
Fachkompetenzen	
Kenntnisse/Wissen <ul style="list-style-type: none"> <li>Students acquire a complex and in-depth knowledge in French: the definition of Europe, its identity and symbols, the international affairs of European companies, the economic and social development of selected European regions, the European labour market. They master the field of Europe in its partial economic unity and its pronounced nuances. They also have a broad knowledge of the neighbouring areas.</li> </ul>	40%
Fertigkeiten <ul style="list-style-type: none"> <li>They are able to understand television interviews, podcasts, specialised and complex texts, to reproduce them orally and in writing and to discuss them. They are able to describe economic situations in context and summarise the main points. They are able to analyse economic developments, reflect, argue and defend their position.</li> </ul>	30%
Personale Kompetenzen	
Soziale Kompetenz <ul style="list-style-type: none"> <li>Students are able to adapt and work in groups on a project. They are able to present to an audience their solutions to a complex problem and defend their position.</li> </ul>	30%
Selbstständigkeit <ul style="list-style-type: none"> <li>Students are able to analyse and work on a complex area independently. They are able to take and defend their position on economic topics mainly related to Europe, to discuss complex issues freely, to argue, to qualify. They are able to take on specialist and complex knowledge and analyse it critically afterwards.</li> </ul>	

## European Identities - French

### Inhalt:

1. Definitions of Europe in a historical, geographical and cultural perspective
2. European identity and symbols of Europe, European institutions
3. Economic and social development of the EU and selected countries and regions  
selected regions and countries
4. The economic development of selected European companies - Examples of activities of European companies (large groups or SMEs) - Fields : Finance, Marketing, Human Resources, International Management Germany's economic partners on the European market
5. A single labour market - Working in an EU member state - European comparisons  
Social conflicts in the world of work / Labour market legislation Social conflicts in the world of work / Labour market legislation / The right to strike in Europe

### Prüfungsform:

Klausur (50%)

Mündliche Prüfung (50%)

Zusätzliche Regelungen:

Written exam (50%, 120 minutes) + Presentation (50%, 20-30 minutes)

## European Identities - French

### Pflichtliteratur:

### Empfohlene Literatur:

Lang, B. et F. (2007): 101 fiches pour comprendre l'Europe, Belin  
Maalouf, Amin (2008) : Les identités meurtrières, Paris, Grasset  
Meyer, T., Eisenberg, J., (2009): Europäische Identitäten als Projekt Inn- und Außensichten, Verlag für Sozialwissenschaftler, Wiesbaden  
Muschg, A. (2005): Was ist europäisch?  
Münz, R. (1996): Migration in Europa. Historische Entwicklungen, aktuelle Trends, politische Reaktionen, Campus  
Osterwalder, A. et Pigneur, Y. (2011) : Business model nouvelle génération, Pearson Education  
Piketty, Thomas (2013) : Le capital au XXIème siècle, Ed. Seuil Collection : Les Livres du Nouveau Monde  
Sauzay, B. (2000): Retour à Berlin, ein deutsches Tagebuch, Siedler Verlag  
Sauzay, B., Von Thadden, R. (1997): Europäische Integration Deutsche Desintegration, Wallstein Verlag  
Schmale, W. (2010): Geschichte und Zukunft der Europäischen Identität, Bundeszentrale für politische Bildung  
French-German history textbooks, French versions:  
Bendick, R., Henri, D., Geiss, P., Lepetit, M. (2011): Tome 1, L'Europe et le monde de l'Antiquité à 1875, Klett- Nathan Boesenberg, L., Galloux, B., Große, G. (2008): Tome 2, L'Europe et le monde du congrès de Vienne (1814) à 1945, Klett- Nathan Leon, E.  
French newspapers and magazines: Le Figaro, Le Point, Libération, Le Monde, La Revue de la presse  
Websites: see links on the Moodle platform / Authentic audiovisual sources: TV5 Monde, RFI, FranceInfo, ...  
Film L'auberge espagnole, Les Poupées russes et Casse-tête chinois de Cédric Klapisch, 2002, 2005 et 2013  
Film Le silence de Lorna, de Jean- Pierre et Luc Dardennes, 2008  
Film Le Havre, de Aki Kaurismaki, 2011  
Film Qu'est-ce qu'on a fait au Bon Dieu ? Philippe de Chauveron, 2014  
Film Tahar l'étudiant, de Cyril Mennegun, 2007

## European Identities - German

<b>Modul:</b> European Identities - German	
<b>Studiengang:</b> European Business Management 2021	<b>Abschluss:</b> Bachelor of Arts
<b>Modulverantwortliche/r:</b> M.A. Daniela Schultz	

<b>Semester:</b> 7	<b>Semester Teilzeit:</b> 11	<b>Dauer:</b> 1
<b>SWS:</b> 4.0	<b>davon V/Ü/L/P:</b> 2.0/2.0/0.0/0.0	<b>CP nach ECTS:</b> 5.0
<b>Art der Lehrveranstaltung:</b> Pflicht	<b>Sprache:</b> Deutsch, Englisch	<b>Stand vom:</b> 2021-09-07
<b>Empfohlene Voraussetzungen:</b> B 1 - German language level		
<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 Identities - German

Lernziele	Anteil
Fachkompetenzen	
Kenntnisse/Wissen <ul style="list-style-type: none"> <li>• Knowledge - The students have a complex, at the same time deepened knowledge in German - on the definition of Europe, - on the international business of European companies - the economic and social development of selected European regions. - They understand Europe in its partial economic unity and its distinctive differentiation. - They have expanded knowledge in related areas.</li> </ul>	50%
Fertigkeiten <ul style="list-style-type: none"> <li>• Skills - You are able to understand complex technical texts, to reproduce and discuss them orally and in writing. - You are able to describe economic situations ad hoc. - You are able to analyze economic developments and to represent them to argue for them.</li> </ul>	20%
Personale Kompetenzen	
Soziale Kompetenz <ul style="list-style-type: none"> <li>• Social competence - You are able - to demonstrate the ability to work in a team within the framework of group work. - to lead teams to complex solutions and to represent them argumentatively. represent them.</li> </ul>	30%
Selbstständigkeit <ul style="list-style-type: none"> <li>• Independence - You are able - to analyze and work independently on complex technical topics - on economic topics with predominantly European reference argue - to speak freely on complex factual topics - to independently acquire specialized and complex knowledge and to critically evaluate it.</li> </ul>	

## European Identities - German

### Inhalt:

1. definitions of Europe from a geographical, historical, political, economic and cultural perspective cultural point of view
2. the current macroeconomic and social development in the EU as well as in selected European regions and countries
3. the economic development of selected listed European companies companies
4. scenarios of the business activities of European companies in the following business areas 4.1 International Finance 4.2 International Marketing 4.3 International Human Resources 4.4 International Accounting
5. the current development of selected international financial markets in a national, European and worldwide context (stock, bond, foreign exchange, commodity, and precious metal markets)

### Prüfungsform:

Klausur (40%)  
Mündliche Prüfung (60%)

### 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, Hande

### Empfohlene Literatur:

## European Identities - Spanish

<b>Module:</b> European Identities - Spanish	
<b>Degree programme:</b> European Business Management 2021	<b>Degree:</b> Bachelor of Arts
<b>Responsible for the module:</b> Veronica Bertinotti de Fiddicke	

<b>Semester:</b> 7	<b>Semester part time:</b> 11	<b>Duration:</b> 1
<b>Hours per week per semester:</b> 4.0	<b>Of which L/S/LW/P:</b> 0.0/4.0/0.0/0.0	<b>CP according to ECTS:</b> 5.0
<b>Form of course:</b> Compulsory	<b>Language:</b> English	<b>As of:</b> 2021-03-01
<b>Recommended prior knowledge:</b> B 1 - Sprachniveau in Spanisch		
<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:	68.0
Project:	20.0
Examinations:	2.0
Total:	150



## European Identities - Spanish

Learning objectives	Anteil
Subject specific competences	
<b>Knowledge</b> <ul style="list-style-type: none"> <li>Los estudiantes poseen conocimientos profundos y complejos sobre la definición de Europa, los negocios internacionales de empresas europeas y el desarrollo económicos y social de diferentes regiones europeas.</li> <li>Los estudiantes adquieren conocimientos amplios sobre temas relacionados con Europa y su economía.</li> </ul>	40%
<b>Skills</b> <ul style="list-style-type: none"> <li>Los estudiantes estan capacitados para entender temas complejos relacionados con la materia y tratarlos tanto en forma oral como también escrita yy para discutir al respecto.</li> <li>Estan capacitados para describir situaciones económicas y son capaces de analizar y discutir desarrollos económicos en Europa.</li> </ul>	30%
Personal competences	
<b>Social competence</b> <ul style="list-style-type: none"> <li>Estan capacitados para trabajar en equipo y para obtener respuestas a problemas complejos así como también argumentar en forma convincente.</li> </ul>	30%
<b>Autonomy</b> <ul style="list-style-type: none"> <li>Estan capacitados para analizar y tratar temas económicos complejos. Pueden argumentar sobre temas económicos y sociales relacionados con Europa.</li> <li>Pueden hablar en forma fluída sobre temas relacionados con el contenido del módulo.</li> <li>Son capaces de obtener en forma autónoma conocimientos específicos y complejos sobre la materia y analizarlos en forma crítica</li> </ul>	

Content:
<ol style="list-style-type: none"> <li>Diferentes definiciones de Europa desde la perspectiva geográfica, histórica, política, económica y cultural</li> <li>Desarrollo económico y social de la Unión Europea y de diferentes regiones europeas y países a elegir</li> <li>Escenarios económicos de empresas europeas en las areas de • International Management, • International Finance, • International Marketing, • International Human Resources, • International Accounting.</li> <li>Desarrollo económicos de empresas europeas en la bolsa de valores</li> </ol>

## European Identities - Spanish

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

<b>Compulsory reading:</b>
<b>Nooteboom, C.</b> (2011). <i>Cómo ser europeos</i> . Siruela.
<b>Recommended reading:</b>
Hall, P (1997 Vol 37 n 145) La economía política de Europa en una era de independencia <b>Jesús Soriano Campos, M.</b> (2011). <i>Introducción a la contabilidad y las finanzas: Incluye ejemplos y casos prácticos</i> . Profit Editorial. <b>Oriol, A.</b> (2009). <i>Euforia y pánico : medidas concretas para afrontar puntos débiles y aprovechar las oportunidades de la crisis</i> . Profit Editorial, S.L.. <b>Schnitzer, J. &amp; Schatzl, B.</b> (2008). <i>Übungsbuch zu Wirtschaftsspanisch: Terminologisches Handbuch Manual de lenguaje económico</i> . Walter de Gruyter GmbH & Co KG.

## European Identities- English

<b>Module:</b> European Identities- English	
<b>Degree programme:</b> European Business Management 2021	<b>Degree:</b> Bachelor of Arts
<b>Responsible for the module:</b> Dr. Gregory Bond	

<b>Semester:</b> 7	<b>Semester part time:</b> 11	<b>Duration:</b> 1
<b>Hours per week per semester:</b> 4.0	<b>Of which L/S/LW/P:</b> 0.0/4.0/0.0/0.0	<b>CP according to ECTS:</b> 5.0
<b>Form of course:</b> Compulsory	<b>Language:</b> English	<b>As of:</b> 2021-01-13
<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:	0.0
Project:	0.0
Examinations:	0.0
Total:	60

<b>Learning 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- English

<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>	

### Content:

1. What is Europe. Views of Europe from inside and outside
2. Symbols and myths of Europe
3. European values? The Enlightenment. Human rights
4. Mapping Europe
5. European identity and European history
6. Contemporary issues in Europe.
7. Writing and presentation skills

### Examination format:

The actual examination procedures can be found in the examination plan, which is provided by the lecturer within the first two weeks of lectures. (0%)

#### Additional rules:

Specific examination requirements will be published by the lecturer within the first two weeks of the semester. The examination will consist of a written part (essay, paper) and a spoken part (presentation, team presentation, oral examination).

## European Identities- English

<b>Compulsory reading:</b>
Ian Kershaw, Roller-Coaster: Europe, 1950-2017, London 2018 Johan Fornas, Signifying Europe, Bristol 2012 Articles / films from the press and current affairs
<b>Recommended reading:</b>

## Internship (Option I)

<b>Module:</b> Internship (Option I)	
<b>Degree programme:</b> European Business Management 2021	<b>Degree:</b> Bachelor of Arts
<b>Responsible for the module:</b> MBA Martin Bradbeer	

<b>Semester:</b> 7	<b>Semester part time:</b>	<b>Duration:</b> 1
<b>Hours per week per semester:</b> 36.0	<b>Of which L/S/LW/P:</b> 0.0/0.0/0.0/36.0	<b>CP according to ECTS:</b> 15.0
<b>Form of course:</b> Compulsory	<b>Language:</b> English	<b>As of:</b> 2021-06-16
<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:	360.0
Pre- and post-course work:	0.0
Project:	0.0
Examinations:	18.0
Total:	378

<b>Learning objectives</b>	<b>Anteil</b>
<b>Subject specific competences</b>	
Knowledge <ul style="list-style-type: none"> <li>• Providing an insight into individual operational tasks and into higher-level business and organisational contexts</li> </ul>	20%

## Internship (Option I)

<b>Skills</b> <ul style="list-style-type: none"> <li>• Experience of the methodical procedure for the most complete possible recording of the task and finding a cost- and time-appropriate solution</li> </ul>	40%
<b>Personal competences</b>	
<b>Social competence</b> <ul style="list-style-type: none"> <li>• Companies consist of people with different characteristics and tasks. The student should learn to work constructively with these people in the sense of fulfilling an assigned task.</li> </ul>	40%
<b>Autonomy</b> <ul style="list-style-type: none"> <li>• The student is to work independently on a task assigned to them during the internship. To do this, they must communicate with other people in the company in a targeted manner.</li> </ul>	

<b>Content:</b>
<ol style="list-style-type: none"> <li>1. In the internship, the students should be introduced to the activity of the through concrete tasks and practical cooperation in various operational areas. If possible, they should be part of a team with a fixed area of responsibility, work on clearly defined tasks or subtasks and thus have the opportunity to see and assess the importance of the individual tasks in the context of the overall operations.</li> <li>2. The content results from the activities in the various operational areas and the possibilities of the practical training centre. The student's professional inclinations and course of study should be taken into account; in particular, the activities should be oriented towards the contents of the course of study.</li> </ol>

<b>Examination format:</b>
Paper (100%)

<b>Compulsory reading:</b>
<b>Recommended reading:</b>

## Operational Interface Management

<b>Module:</b> Operational Interface Management	
<b>Degree programme:</b> European Business Management 2021	<b>Degree:</b> Bachelor of Arts
<b>Responsible for the module:</b> Prof. Dr. rer. pol. Sandra Haas, Prof. Dr. rer. pol. Mike Steglich & Prof. Dr. rer. pol. Dana Mietzner	

<b>Semester:</b> 7	<b>Semester part time:</b> 11	<b>Duration:</b> 1
<b>Hours per week per semester:</b> 4.0	<b>Of which L/S/LW/P:</b> 0.0/4.0/0.0/0.0	<b>CP according to ECTS:</b> 5.0
<b>Form of course:</b> Compulsory	<b>Language:</b> English	<b>As of:</b> 2021-01-07
<b>Compulsory prior knowledge:</b> ---		
<b>Recommended prior knowledge:</b> The methods and instruments essential for business management are largely assumed to be known in this module in accordance with the course of study//Basics of spreadsheet software		
<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



## Operational Interface Management

Learning objectives	Anteil
Subject specific competences	
<p>Knowledge</p> <ul style="list-style-type: none"> <li>• Students understand companies as value-adding systems. They know the basics of operational interface management and have developed an awareness of the importance and benefits of networked entrepreneurial thinking &amp; action.</li> <li>• They have knowledge of business decision-making parameters and of the interdependencies of individual operational decisions. Furthermore, they are able to name and describe typical interface problems and to point out solutions and instruments of interface management.</li> <li>• You are familiar with digital solution options (software) for the interface management in practice.</li> </ul>	40%
<p>Skills</p> <ul style="list-style-type: none"> <li>• After successful completion, students will be able to apply methods &amp; instruments of business management as well as business data for practical decisions on a case-by-case basis. Furthermore, they are able to carry out HR and production capacity planning, liquidity and investment calculation as well as a competitor analysis with the help of spreadsheet software.</li> <li>• For selected typical interface problems (e.g. between production and marketing; production and procurement; controlling and external R&amp;D, marketing and R&amp;D, etc.) you will be able to propose and discuss possible solutions.</li> <li>• Holistic entrepreneurial thinking and acting is trained. Students learn to interact in a business simulation: Which key figures are important in the interaction of different business areas. How can a company be controlled in a business simulation can be controlled. How can competitors in a be analyzed in a market? Which conclusions are essential for own future decisions?</li> <li>• Students can search for and evaluate data, information and digital content, assess the relevance of the source and its content. They possess skills to store, manage and organize digital data, information and content. (=Digital competencies)</li> <li>• Students share data, information, and digital content with others through appropriate digital technologies and use digital tools for collaborative work to create digital content (=digital competencies).</li> </ul>	40%

## Operational Interface Management

Personal competences	
<p>Social competence</p> <ul style="list-style-type: none"><li>• The business simulation, which is designed as group work, supports the students' communication and cooperation skills. Due to time constraints and the competitive nature of the business game, students are to train their teamwork, communication and conflict skills.</li></ul>	20%
<p>Autonomy</p> <ul style="list-style-type: none"><li>• Through participation in the business simulation, students particularly develop their assertiveness (confidently representing an independent, possibly differing opinion and arguing plausibly), decision-making skills (gathering information, developing &amp; prioritizing alternatives; considering possible consequences), and flexibility (adapting to changing conditions).</li><li>• Students demonstrate commitment and reliability in solving group-based tasks (e.g., actively, emphatically, and with largely unreserved commitment to common goals// abide by rules &amp; agreements agreed upon with others).</li></ul>	

# Operational Interface Management

## Content:

1. In the process of their studies, students have become familiar with operational functional areas and have acquired function-area-specific knowledge in their chosen specializations. Building on these professional competencies, the module focuses on a cross-functional perspective in that students learn to understand companies as value creation systems and develop an awareness of the need for interface design. In terms of content, the module provides professional competencies to better design interdependencies of operational functional units. The module comprises 3 components: (1) business simulation; (2) theory units on operational interface management; and (3) reflections:
2. Business Simulation
  - 2.1. Basic concepts of corporate management (strategic and operational corporate goals, management techniques)
  - 2.2. Structure and systematics of computer-based simulations
  - 2.3. Repetition of the most important correlations of internal and external corporate accounting in a holistic context; explanation and discussion of the period reports of the business game on the aspects of (value-oriented) corporate management, corporate mission (vision, mission, goal formation), strategic marketing (competitor analysis, marketing mix, product life cycles, corporate identity), business field development, personnel planning and qualification, productivity and fluctuation, product management, procurement management (make-or-buy decision; global sourcing), ecological production, rationalization, investment and capacity utilization planning, finance and accounting (cost accounting, break-even analysis, financial planning, balance sheet, income statement, cash flow statement and key figure systems)
3. Theory units on operational interface management
  - 3.1. The company as a value creation system
  - 3.2. Basics of interface management
  - 3.3. Goals, approaches & instruments of interface management
  - 3.4. Management of typical interface problems (e.g. between production and marketing; production and procurement; controlling and external RW, marketing and R&D, etc.) and R&D, etc.)
4. Reflection: Students expand their study-accompanying e-portfolio with reflections from the business simulation as well as professional reflections of selected interface problems.

## Operational Interface Management

<b>Examination format:</b>
The actual examination procedures can be found in the examination plan, which is provided by the lecturer within the first two weeks of lectures. (100%)

<b>Compulsory reading:</b>
Lecture materials esp. for the implementation of the business game
<b>Recommended reading:</b>
Issar, G., Ramati Navon, L.: Operational Excellence A Concise Guide to Basic Concepts and Their Application. <a href="https://doi.org/10.1007/978-3-319-20699-8">https://doi.org/10.1007/978-3-319-20699-8</a> Chakravarty, A.K., Eliashberg, J.: Managing Business Interfaces Marketing and Engineering Issues in the Supply Chain and Internet Domains, DOI 10.1007/b106523 Additional current literature will be given as needed or can be taken from the course materials.