# CBS

**INTERNATIONAL BUSINESS SCHOOL**

# Module Handbook

# Study Abroad Certificates 2025-26

## Contents

Last Update: 06 June 2025

## Introduction - CBS Study Abroad Certificates

This Module Handbook contains all **specialization modules** for the following Study Abroad Certificates, which will be available in Fall 2025 and Spring 2026.

In addition to the specialization modules, students are required to select **12 ECTS** from the **Elective modules** in order to be eligible for a CBS Study Abroad Certificate (30 ECTS).

Each module has a **workload** of **6 ECTS** credits**.**

### IB Consulting & Entrepreneurship (Fall 2025 & Spring 2026)

- o Sustainability, CSR & ESG
- o Consulting
- o Entrepreneurship & Intrapreneurship
- o Elective I
- o Elective II <u>or</u> German language

### IB Digital Technology, AI & E-Commerce (Fall 2025 & Spring 2026)

- o Sustainability, CSR & ESG
- o Digital Technology & AI
- o E-Commerce
- o Elective I
- o Elective II <u>or</u> German language

### International Business (Spring 2026)

- o HR & Organization
- o Sales & CRM
- o Entrepreneurship & Intrapreneurship
- o Elective I
- o Elective II <u>or</u> German language

### IB International Trade and Emerging Markets (Fall 2025 & Spring 2026)

- o Sales & CRM
- o Trade
- o Emerging Markets
- o Elective I
- o Elective II <u>or</u> German language

**Financial Analysis & Investment (Fall 2025 & Spring 2026)**

- o Financial Analysis
- o Global Management & Strategy
- o Investment, Value & Risk
- o Elective I
- o Elective II or German language

**Banking & Corporate Finance (Fall 2025 & Spring 2026)**

- o Financial Markets & Banking
- o Corporate Finance
- o Financial Instruments
- o Elective I
- o Elective II or German language

**Business Psychology (Spring 2026)**

- o Sustainability, CSR & ESG
- o Organizational & Social Psychology
- o Applied Psychology, Media & Consumer Psychology
- o Elective I
- o Elective II or German language

**Business Models and AI (Fall 2025 & Spring 2026)**

- o Business Models and Data
- o Theory of AI-Driven Business Models
- o Applied AI-Driven Business Models
- o Elective I
- o Elective II or German language

# Sustainability, CSR & ESG

Code: SUS.en.b.6.SuEvCo
Name: Sustainability, CSR & ESG
ECTS: 6
Exam: Term Paper
Author: Martens

**USP**

Due to significant socio-economic changes, sustainability, CSR & ESG have become vital for doing business successfully in the 21st century. This module is built on the latest theories in the field of sustainability as well as the latest management concepts of Corporate Social Responsibility in an international context. CSR and sustainable management are dependent on a long-term perspective which takes economic, social and environmental considerations into account. This approach is usually referred to as the "Triple Bottom Line". Accordingly, students learn extensive background information on the related social, economic and environmental challenges of the international business landscape in the 21st century. Considering the various global challenges – such as the climate crisis, decline in biodiversity, rising inequality, demographic change etc. – from a systems theory perspective provides a sustainable approach towards doing business in international markets. This will be a core necessity for companies to remain resilient in difficult times. Aside from acquiring factual knowledge, students will improve their capacity to think critically and to analyze how businesses can play an important role in creating a more sustainable society.

- Students get to know how to value Sustainability, including the importance of social fairness and promoting nature as such and its fundamental relevance for economic prospect

- They can apply systems thinking, including critical thinking, problem framing and partnership-oriented solution pathways

- Another concept students understand after participating in this course is value-based thinking, including the relevance of own inner-development, individual initiative and collective agency for responsible leadership

- They are enhanced in their creativity, including its role in learning and envisioning organizational and societal futures

- Students learn to apply materiality analyses and basic sustainability reporting approaches

**Content and Qualification Objectives**

**Learning Objectives**

Successful students will be able to:

- develop a critical awareness of the importance of Sustainability, CSR & ESG for business in the national and international setting from academic and practical perspectives (SDGs, TBL, Global Compact, PRI);

- comprehend the role of Corporate Governance in Sustainability;

- familiarize with existing tools, which are used to implement Sustainability, CSR & ESG in an organization, and apply them to business practice;

- analyze climate change and its effects for societies and businesses;

- discuss shareholder and stakeholder approaches to management;

- conduct materiality analysis to assess the impacts, risks and opportunities of corporations;

- apply systems thinking, including critical thinking, problem framing and partnership-oriented solution pathways;

- use corporate management systems to achieve sustainability goals (ISO 9001, ISO 14001, ISO 45001, ISO 50001);

- evaluate sustainability communication issues such as green-washing.

**Content**

- Core frameworks and concepts (SDGs, TBL, Global Compact, PRI, ISO corporate management systems)

- Global developments and challenges requiring sustainability, CSR & ESG (climate change, human rights abuses, etc.)

- Discussing the responsibilities of corporations (Shareholders and Stakeholders)

- Assessing and reporting companies impacts, risks and opportunities (materiality)

- Organizing, structuring and applying tools for Sustainability, CSR & ESG in companies

- Understand mineral resources, silicium and rare earths together with their occurrence

- Communicating sustainability Measures, Indicators, and Ratios:

- True Cost Accounting

- Carbon Footprint Calculation

- ESG Scoring

- Social Impact Evaluation

**Teaching and Learning Forms**

**Exercises, Practice, and Application**

- Conduct a materiality analysis (CSRD)

- Carbon Footprint Calculation (basic/ by applying framework and/or using calculator)

- ESG Scoring (basic/ by applying framework and/or using calculator)

Software:

- The United Nations Sustainable Development Goals, included its indicators, (inter-)national activation frameworks and organizational adaptation mechanisms

- European Green Deal Strategy, including specific sustainability reporting, sustainable finance, due diligence, consumer protection and other governmental policies and directives, but also private sustainability/CSR/ESG management, evaluation and reporting frameworks and assisting technological tools

- WWF Carbon Footprint Calculator

- Global Carbon Atlas

**Possible Asynchronous Content**

- Materiality Analysis – the students need to conduct an impact, risk and opportunities analysis based on the EU double materiality assessment standards. This is currently a key task of many CSR departments

- Problem solving – here students are required to solve a challenging case study of a company implementing CSR and sustainability into the core business model

- Collection of sustainability reports

**Literature and Sources**

- Andes, L. , Lützkendorf T., Ströbele, B. , Kopfmüller, J., Rösch, C.: Methodensammlung zur Nachhaltigkeitsbewertung (2024) – Grundlagen, Indikatoren, Hilfsmittel, Karlsruher Institut für Technologie

- Molthan-Hill, P. (2023). Sustainable Management. A Complete Guide for Faculty and Students. New York: Routledge.

- Rasche, A., Morsing, M., Moon, J. Kourula, A. (2023). Corporate Sustainability. Cambridge University Press.

- Tricker, B. (Latest Edition). Corporate Governance, Oxford UP

# Digital Technology & AI

Code: DTA.en.b.6.DigTAI

Name: Digital Technology & AI

ECTS: 6

Exam: Project Work

Author: Rachmann, Alexander, Prof. Dr.

**USP**

The future is based on digital technologies. Databases, web services, apps, networks, cloud services, encryption, APIs, and so on. Learn and apply those technologies and become proficient in the use of modern AI tools.

This course will be your stepping stone to practical AI, machine learning, big data and more advanced studies of digital technology.

**Content and Qualification Objectives**

**Learning Objectives**

Students will understand:

- the technical landscape of a company;
- the databases, interfaces, layers and legacy systems;
- the roles and responsibilities of a "CIO/CTO";
- the students learn what artificial intelligence is;
- how to design various digital systems;
- how to name computer technologies;
- how to explain software architecture;
- how to handle artificial intelligence systems;
- the foundational concepts of artificial intelligence, machine learning, and deep learning;
- how to apply large language models for various tasks, including text generation, summarization, and translation;
- how to implement generative techniques to produce new data samples;
- the underlying algorithms that drive AI models and tools;
- how to evaluate the ethical and moral implications of AI applications in real-world scenarios;
- how to stay updated with the rapid advancements in the AI field and adapt to new tools and technologies;

- how to possess a holistic understanding of digital trends and the pace of technological advancements.

**Content**

- Definition of information and software
- Structure and operation of a computer
- Network technology and OSI model
- Software architecture
- Virtualization
- Big Data
- Artificial intelligence:
    - Natural language processing
    - Knowledge representation
    - Automatic logical closing
    - Machine learning
    - Sensor technology
- The societal impact of AI, including potential job displacement and economic implications
- The history and evolution of AI and machine learning
- The potential risks and challenges of AI, including issues like model bias and security concerns
- The role of AI in shaping the future of industries like healthcare, finance, and entertainment Measures, Indicators, and Ratios:
- Basic model evaluation metrics like accuracy and precision
- Basic data preprocessing techniques
- Core web vitals

**Teaching and Learning Forms**

**Exercises, Practice, and Application**

- Virtualization
- Observation and analysis of web traffic using the developer tools in the browser
- Data analysis

Software:

- Google Colab
- Python mit Libraries Numpy, SciPy, Pandas, Tensorflow, etc.

- Kaggle

- Browser Developer Tools

- Docker

- TensorFlow and PyTorch (for deep learning).

- OpenAI's GPT models and other large language models.

- Midjourney for generative pictures

- ElevenLabs for generative sounds

- Current applications

**Possible Asynchronous Content**

- Observation of web traffic

- Guided Data analysis

- Guided Machine Learning tutorial

**Literature and Sources**

- Chip Huyen: Designing Machine Learning Systems. O´Reilly 2022.

- John L. Hennessy, David A. Patterson: Computer Architecture. Morgan Kaufmann

- OECD (2019): Scoping the OECD AI Principles. Deliberation of the expert group on artificial intelligence at the OECD. OECD Digital Economy Papers No. 291.

- Stuart Russel, Peter Norvig: Artificial Intelligence: A Modern Appoach. Pearson.

# HR & Organisation

Code: H&O.en.b.6.HROrga

Name: HR & Organisation

ECTS: 6

Exam: Exam 120 mins

Author: Westenbaum

**USP**

The innovative approach of this module is to think and design human resource management and the organization of company, its structure, processes, and incentive systems, joint together from the very beginning. Personnel actions always take place in an organizational context, and the design of the organizational structure always influences personnel management, employee satisfaction and thus work performance. For this reason, both HR and organization must be considered and managed together.

**Content and Qualification Objectives**

**Learning Objectives**

People are typically the most valuable resource to companies of any type, size, or legal form. For this reason, managers, and executives in all sectors and at all levels must deal with the basic principles of human resource management and with the well-being and satisfaction of employees. In this respect, this module first provides an overview of the facets of classic human resource management, such as personnel planning, recruitment, selection, personnel deployment, personnel development, leadership, or staff reduction.

Furthermore, it is important to note and understand that human resource management takes place in an interactive overall structure, which we call the organization. The structure and nature of this organization is a key success factor for personnel management (and the other way round). For this reason, it is worth taking a closer look at the different organizational forms, ranging from more traditional types to modern, agile structures.

Successful students will be able to:

- understand the fundamental aspects and framework conditions of human resource management, such as basic principles of employment law and labour market or motivation theory;

- explore various methods and techniques for personnel planning, recruitment, selection, placement, and personnel reduction;

- understand different approaches of increasing employee`s work performance through for example personal development, different forms of compensation or leadership

- be aware of the range of techniques and practices used by HR professionals in all major aspects of managing employees;

- understand the organization as the place, where HR activities are to be processed and implemented;

- know about basic Organizational Theory and its impact on various forms of companies' structure;

- identify classical organizational structures like the functional structure, Holding or Matrix and modern types like process or team organization;

- be able to recognize potential advantages and disadvantages of different structural configurations of companies and make decisions on restructuring under consideration of the organizational and context-level factors;

- examine the complexities of employee relations, including conflict resolution, negotiation, and the maintenance of a positive organizational culture.

**Content**

- Fundamental aspects and framework conditions of human resource management, such as basic principles of employment law and labour market or motivation theory

- Personnel planning: Identifying gaps between existing and required workforce capabilities and forecasting future human resources needs

- Recruitment: Utilizing various recruitment channels and screening candidates based on qualifications, experience, and fit with organizational culture.

- Selection: Conducting comprehensive interviews, assessments, and reference checks to evaluate candidates' suitability

- Placement: Assigning selected candidates to appropriate job roles within the organization

- Personnel reduction: Implementing fair and transparent processes for selecting employees for redundancy or layoffs

- Personal development: Offering training programs, workshops, and seminars to develop employees' technical, soft, and leadership skills

- Different forms of compensation: Composition of base salaries, bonuses and other incentives

- Leadership: Select and apply a leadership concept to guide, manage and motivate employees in the best possible way

- Explanation of the connection between HR and organization and brief introduction to organizational theory

- Classical organizational structures: functional structure, divisional structure holding and matrix

- Modern organizational approaches: process organization, team organization, organizational leaning plus different forms of cooperation: joint ventures, strategic alliances, franchising etc.

- Presentation and discussion of the interrelationships using selected practical examples: Strikes, mergers, employee redundancies and the like

- Non-hierarchical organizations, such as holacracies Measures, Indicators, and Ratios:

- During the module students are familiarized with various measures, indicators, and ratios that are typically utilized to assess and monitor different aspects of human capital and organizational performance. Such as: Employee turnover rate, retention rate absenteeism rate, labour productivity or cost per hire.

**Teaching and Learning Forms**

**Exercises, Practice, and Application**

- In some parts of this module, it is particularly useful to analyze practical examples and applications to illustrate the factual knowledge conveyed in greater depth. This applies, for example, to personnel requirements planning, analyzing application documents in the recruitment-section or the process of dismissing employees.

- The respective lecturer in this module is called upon to explain the facts based on current and relevant practical events at the time, e.g. strikes, organizational changes in specific companies such as the establishment of a joint venture or similar.

Software:

- A familiarity with major software related to office solutions, including collaborative software, and databases facilitating the search and collection of data for subsequent analysis is expected.

**Possible Asynchronous Content**

- Basic principles of employment law and labour market or motivation theory. - Classical organizational structures: functional structure, divisional structure holding and matrix

- Non-hierarchical organizational forms, e.g. holocracy

- Organizational models, such as Teal organization or Exponential Organization

**Literature and Sources**

- Dessler, G. (2023), Human Resource Management, Global Edition, 17th edition (or higher), Pearson.

- Robbins, S.P., Jundge, T.A. (2023), Organizational Behaviour, Global Edition, 19th edition (or higher), Pearson.

In addition, the following sources can be used:

- Human Resource Management Journal

- International Journal of Human Resource Management

- Journal of Organizational Behaviour

# Sales & CRM

Code: SCR.en.b.6.SalCRM

Name: Sales & CRM

ECTS: 6

Exam: Exam 120 mins

Author: Horstmann

**USP**

Nowadays, in many cases more than 70% of the value of companies is generated from a company's ability to sell. Students will learn a comprehensive approach to sales and the most effective sales methods and about customer relationship management tools.

Even though Sales & CRM are key to the success and value of any company a lot of other study programs have not even put a lecture on it in the core, but we did.

**Content and Qualification Objectives**

**Learning Objectives**

Students will be able to:

- understand the complexity of building up a comprehensive sales excellence system;

- learn how to efficiently use and analyze data to develop effective marketing programs;

- know that sales is a comprehensive approach based on strategy, organization and a detailed market and customer portfolio planning;

- have a good overview of modern sales tools to be used, in particular new digital tools. In CRM the student knows how to work with customer individual data and how to build marketing programs based on this knowledge.

**Content**

- Introduction to sales

- Changing world of sales management

- Introduction to customer-centric sales strategies

- Sales reporting.

- Lead conversions.

- Sales Organization structure and Salesforce management including modern sales tools

- Managing the customer over the customer lifecycle and over all touch points

- Sales channel management including omni-channel management

- Optimal incentive structures in sales implementation, controlling and monitoring of sales channels

- Relationship Marketing vs Traditional Marketing

- Concept of Customer value

- Marketing strategies in the field of CRM

- Big Data Marketing and CRM

- Efficiency and effectiveness of loyalty programs

- Privacy concerns and CRM

- Future trends in CRM Measures, Indicators, and Ratios:

- Traditional marketing metrics

- Customer acquisition metrics

- Customer relationship metrics

- Customer value-based metrics

**Teaching and Learning Forms**

**Exercises, Practice, and Application**

- Assessment of current loyalty programs

- Case study analysis

Software:

- Hubspot CRM Software:

**Possible Asynchronous Content**

- Construct daily sales report

- Build Excel based lead conversion reports

- Analyse Salesforce features

**Literature and Sources**

- Ingram, T. et al (Latest ed.) Sales Management - Analysis and Decision Making, New York: Routledge

- Jobber, D. et al (Latest ed.) Selling and Sales Management, London: Pearson

- Kumar, V./Reinartz, W. (Latest ed.) Customer Relationship Management - Concept, Strategy and Tools, Heidelberg: Springer-Gabler

- Parniangtong, S. (Latest ed.) Competivie Advantage of Customer Centricity, Singapore: Springer Nature

- International Journal of Customer Relationship Marketing and Management

- International Journal of Research in Marketing

- Journal of Marketing

- Journal of Personal Selling & Sales Management

## Consulting

Code: CNS.en.b.6.Consul

Name: Consulting

ECTS: 6

Exam: Project Work

Author: Zmuda

**Additional details for the exam (if necessary)**

- Presentation + Scientific Paper

**USP**

Students receive a consultant's toolkit that is a set of consulting tools and methods that can be universally applied in any business situation, while working on a project. This course introduces the students to the management consulting profession and familiarizes them with stages of a consulting process. Students learn about the specifics of diverse areas of consulting engagements and methods commonly used in the consulting industry.

These include:

- Approaches to define and frame the project objective(s) (situation/complication/question approach)

- Strategic analysis tools (market analysis and scenario analysis, industry attractiveness analysis, strategic group analysis)

- Techniques for evidence-based problem solving and decision making (fishbone diagram and issue-tree approach to problem solving, hypothesis-driven problem solving)

- Methods of communicating complex ideas and developing meaningful structured presentations (Pyramid principle)

- Approaches to building professional consulting slides

Even though, consulting is in high demand few to none universities are teaching this subject.

**Content and Qualification Objectives**

**Learning Objectives**

By the end of the module students should be able to:

- understand main challenges of successful consulting project;

- distinguish main project steps and evaluate prospective inhibitors in each phase of the project progression;

- develop a problem definition card and project proposal;

- structure complex problems and develop guiding hypotheses;

- gather and evaluate data, needed in the process of developing information base to validate/reject working hypothesis;

- identify relationship between available data to support value-added advice;

- apply diverse analytical approaches to support formulation of strategic recommendations for the client business;

- communicate ideas through verbal, visual and written media to influence decision makers, based on logical argumentation.

**Content**

- Management Consulting: what it is and how it adds value

- History and development of the management consulting as and industry and as a profession

- Skills needed in consulting and consulting career

- Types of consulting projects: characteristics, value-added and consultant-client relationships

- Consulting process and project proposal

- Problem framing and structuring techniques

- Evidence-based problem solving techniques

- Strategic analysis techniques

- Consulting report writing techniques: presentation structuring techniques + professional slide creation guidelines Measures, Indicators, and Ratios:

- Issue-tree building, hypothesis testing, evidence-based decision making and problem solving, scenario analysis, strategic group analysis, Pyramid-principle for structuring presentations

**Teaching and Learning Forms**

**Exercises, Practice, and Application**

- Applying discussed concepts on short illustrative cases, reflecting the challenges that consultants face on the projects.

- Discussing best practice examples of successful consulting projects.

- Developing interaction and exercising relationship-building skills through project simulations (lecturer and student = client and consultant).

- Cases in problem framing and project scoping.

- Cases in structuring complex problems using Fishbone Diagram, Issue-Tree approach and Hypothesis-testing

- Cases in structuring the analysis findings into the meaningful, logical "story" for the consulting presentation

Software:

- Students will be familiarized with the professional use of Microsoft PowerPoint, Canvas and Excel to prepare a consulting presentation

**Possible Asynchronous Content**

- Profiling selected consulting companies

- Developing Issue Tree for structuring selected market

- Conducting investigation into the selected market/ industry along the main strategic analysis techniques (PESTLE for market, Porter's 5 Forces for industry attractiveness and strategic group analysis for competitive landscape).

- Developing the structure for the final presentation and a "dummy slide-deck" using the Pyramid Principle.

**Literature and Sources**

- Andler, N., Tools for Project Management, Workshops and Consulting: A must-have compendium of essential tools and techniques. (latest edition) Erlangen: Publicis Publishing.

- Biggs, D., Management Consulting. A Guide For Students. (latest edition) Hampshire et al.: Cengage.

- Minto, B., The Pyramid Principle: Logic in Writing and Thinking (latest edition). Edinburgh: Pearson.

Periodicals:

- Academy of Management Review

- Harvard Business Review

- Journal of Management Consulting

- McKinsey Quarterly

## Trade

Code: TRA.en.b.6.TradIn

Name: Trade

ECTS: 6

Exam: Project Work

Author: Najmaei

**USP**

- Learning to apply company analysis to check a company & its product readiness for the internationalization
- Learning about how to write export business plan

**Content and Qualification Objectives**

**Learning Objectives**

Successful students will be able to:

- set-up a general trading company;
- gain detailed knowledge of international trade fundamentals, trade agreements, and tariff structures;
- analyze the international market for export and import opportunities;
- analyze the readiness of companies for trade (CORE Analysis),
- assess the exportability or importability of the product or service;
- develop an export marketing strategy and understanding export market orientation;
- negotiate and conduct strategic planning f;or trade fairs;
- write a letter of inquiry;
- write export business plan;
- write/send a quotation letter;
- clearance of customs and related financial transactions;
- cargo shipping arrangements;
- gain knowledge of the related documents required for a trade business model;
- rank international suppliers using smart risk analyses;
- gain a working knowledge of *Incoterms*;
- gain knowledge of the global supply chain, supply chain strategy, and service supply chain;
- choose the right logistics provider;
- design of a supply chain for a trade business model.

**Content**

- Final export/import cost estimation

- Export/Import price calculation

- Estimation of a company's export sale potential

- Estimation of demand

- Estimation of inventories

- CORE Analysis

- General understanding of trade related documents and trade contract Measures, Indicators, and Ratios:

- Export performance-related determinants that can be measured with a variety of attributes such as export marketing, export marketing orientation, psychological distance, etc.

- Environmental performance, which includes the social and environmental aspects of an exporter's business model.

- Economic performance that includes revenues, sales and profits from export activities.

- Application of the CORE analysis to assess an exporter's readiness for internationalization.

**Teaching and Learning Forms**

**Exercises, Practice, and Application**

- Develop the export and import business strategy

- Analyze the company readiness & product readiness for export market

- Screen the countries (potential markets)

- Estimate demand for specific product indirectly in an export market

- Plan for an international fair

Software:

- The student should be able to learn how to use https://globaledge.msu.edu/ to apply CORE analysis, learn how to read and write related reports. They should be able to write specific recommendation and strategic planning based on the report

- Microsoft Excel & PowerPoint & Canva

**Possible Asynchronous Content**

- Research on estimation demand for a product in an export market

- Research on tariff and non tariff barriers for certain products in a specific market

- Research on the necessary information for importing of certain commodities

- Research over supply chain design

- Estimate the export process cost

- Prepare negotiation plan

- Prepare an inquiry letter, Performa Invoice, …

**Literature and Sources**

- Ağaoğlu, C. (2020). Incoterms® 2020. Public and Private International Law Bulletin, 40(2), 1113-1149.

- Branch, A. E. (2013). Export practice and management. Springer.

- Chen, J., Sousa, C. M., & He, X. (2016). The determinants of export performance: a review of the literature 2006-2014. International marketing review, 33(5), 626-670.

- S. Tamer Cavusgil, Gray Knight, John Riesenberger (2017): International Business, The New Realities. Global Edition, 4/E. Pearson

- Seyoum, B. (2013). Export-Import theory, practices, and procedures. Routledge

- Sousa, C. M., Martínez-López, F. J., & Coelho, F. (2008). The determinants of export performance: A review of the research in the literature between 1998 and 2005. International journal of management reviews, 10(4), 343-374.

# Emerging Markets

Code: EMM.en.b.6.EmeMar

Name: Emerging Markets

ECTS: 6

Exam: Project Work

Author: Najmaei

Additional details for the exam (if necessary)

- Presentation about a case of Multinational Enterprises (MNES) strategy in Emerging Markets linked to the course objectives

**USP**

The course on emerging markets delves into the intricacies of economies that are rapidly evolving and gaining significance on the global stage. Students will explore the unique characteristics, trends, and drivers of emerging markets, gaining insights into the diverse cultural, political, and economic landscapes they encompass.

- Special focus on the role of MNES in (EMs)
- Trend analysis
- Learning the concept behind MNEs internationalization strategies

**Content and Qualification Objectives**

**Learning Objectives**

Successful students will be able to:

- understand what Emerging Markets (EMs) are;
- understand of Firm's traditional and emerging motives of internationalizing into EMs;
- develop the ability to conduct in-depth analyses of emerging markets, including evaluating market potential, assessing risks, and identifying growth opportunities;
- know what are Multinational Enterprises (MNEs);
- know of MNEs' mentalities and how they have evolved throughout the decades;
- compare MNES strategies in EMs with those in other markets;
- understand MNEs' Blue-Ocean strategies in EMs;
- develop skills in identifying, analyzing, and mitigating risks associated with operating in emerging markets, including political, economic, and legal risks;
- understand MNEs' marketing strategy in EMs;
- better understand of BOP and middle-class markets;
- know of sustainability issues and ethical considerations relevant to emerging markets;

- know of strategies for scaling and expanding business operations in emerging markets, including mergers and acquisitions, partnerships, and organic growth.

**Content**

- Analyze offshoring-outsourcing-nearshoring-reshoring decisions into and from EMs

- Evaluate the effect of culture on MNEs marketing strategy

- Develop a transnational mindset

- Understand and develop a 4A marketing model in EMS, Sustainability and ESG Metrics

- Distinguish traditional and EM MNEs based on their business models, motives, capabilities, and strategies Measures, Indicators, and Ratios:

- Students should be able to use the most relevant KPI to compare different emerging markets in terms of sourcing, market and manufacturing/operation decisions

- They should be able to develop related KPI to decide over offshoring or outsourcing decisions

- Understanding and designing international marketing strategy

- Apply risk analysis

- Compare different EMs

**Teaching and Learning Forms**

Exercises, Practice, and Application

- Group work on a portfolio analysis of a company products with help pf product life cycle and linking it to the location strategy

- Applying Risk analyses for an specific MNEs in EMs

- Comparing different EMs with considering the middle class & BOP markets

- Analyzing the international marketing strategies of MNEs with respect to cultural differences

Software:

- Microsoft Excel

- PowerPoint

- Canva

**Possible Asynchronous Content**

- Research on comparison of two market to spot the offshoring location

- Research on a specific MNEs transformation strategies

- Research on the challenges of specific MNEs in EMs

- Study of a MNE's sustainability strategy in its annual report

- Looking for recent examples of Blue-Ocean strategies

**Literature and Sources**

- Cavusgil, S. T., Ghauri, P. N., Leigh, A., & Ghauri, P. N. (2021). Doing business in emerging markets. Sage.

- Purkayastha, S., Manolova, T. S., & Edelman, L. F. (2012). Diversification and performance in developed and emerging market contexts: A review of the literature. International journal of management reviews, 14(1), 18-38.

- S. Tamer Cavusgil, Gray Knight, John Riesenberger (2017): International Business, The New Realities. Global Edition, 4/E. Pearson

- Sheth, J. N., Sinha, M., & Shah, R. (2016). Breakout strategies for emerging markets: Business and marketing tactics for achieving growth. FT Press.

- Van Marrewijk, C., Brakman, S., & Swart, J. (2022). The economics of developing and emerging markets. Cambridge University Press.

# Financial Analysis

Code: FIA.en.b.6.FinAna

Name: Financial Analysis

ECTS: 6

Exam: Ex120

Author: Anders

**USP**

Whether you want to take an investment decision as an investor, a credit decision as a bank or help to improve a company as a consultant, you need to be able to analyze the financials of a company. We teach you the language, ratios and all the tricks.

**Content and Qualification Objectives**

**Learning Objectives**

**Successful students will be able to:**

- read real Balance Sheets, Income Statements and CF statements and understand their most relevant fundamental positions;

- be able to distinguish between ratios of efficiency, profitability and financial liquidity;

- be able to evaluate Balance Sheets, Income Statements and CF statements as a basis for investment, credit decisions or M&A transactions;

- be able to review the connection between the business model and the financial reportings;

- analyse how the company value is connected with financial information;

- be able to produce a SWOT or a SQUID analysis (https://ulrich-anders.eu/squid) based on the above numbers;

- understand the ethical dimension of financial reports.

**Content**

- Produce the structure of Balance Sheets, Income Statements and Cash Flow statements and understand what business activity ends up in which position

- Understand the interconnectedness between Balance Sheets, income statements and Cash Flow statements

- Sensibly group together ratios and explain how they are connected to one another

- Be able to conduct necessary adjustments within the balance sheets as well as the income statements before calculating financial statement ratios

- Understand economies of scale and scope

- Review the marketing aspect of financial reports

- Know where to find financial reports of listed companies

- Current developments in corporate external reporting (integrated reporting, sustainability reporting, CSRD and ESRS)

- Fraudulent cases: e.g. WireCard, Enron, WorldCom Measures, Indicators, and Ratios:

- Activity Ratios, Liquidity Ratios, Solvency Ratios and Profitability Ratios

- https://ulrich-anders.eu/financial-analysis-definitions

- Altman's Z-Score (Bankruptcy prediction model)

- Sustainable growth rate

**Teaching and Learning Forms**

**Exercises, Practice, and Application**

- Calculate financial ratios

- Take over data from Morningstar, Yahoo Finance, or EDGAR to compare companies and industries

- Compare data from public databases with the financial reporting data

- Derive expectations from business models. Then review fixed and intangible assets, inventory, cash and margins (gross profit, EBIT, EBITDA and net income)

- Make an equity capital increase within a Series A, B, C,...

- Calculate goodwill

- DuPont decompositions

**Software:**

- Excel in depth with advanced knowledge of formulas

- Morningstar: https://www.morningstar.com/

- Yahoo Finance: https://finance.yahoo.com

**Possible Asynchronous Content**

**The following possible asynchronous content can be used:**

- Read, analyze & present all sections of an annual reports and make a (video) presentation summary

- Understand rationale and impact of M&A cases by researching and presenting M&A cases

- Identify value drivers of companies that explain share price development

- Review the marketing aspects of company reporting

- Research and present fraudulent and unethical behavior in the context of financial reporting

**Literature and Sources**

- Fridson, Martin S. / Alvarez, Fernando (2022): "Financial Statement Analysis: A Practitioner's Guide", Wiley Finance.

- Mard, Michael J / Hitchner, James R (2002): "Valuation for Financial Reporting: Intangible Assets, Goodwill, and Impairment Analysis."

- Penman, Steven H. (2012): "Financial Statement Analysis and Security Valuation."

# Global Management & Strategy

Code: GMS.en.b.6.GloMaS

Name: Global Management & Strategy

ECTS: 6

Exam: Ex120

Owner: Schnetzer

Author: Schnetzer

**USP**

Students learn about the entire strategy process through current practical, digital and international application examples, making it easier for them to transfer the application and contact points to other functional areas.

**Content and Qualification Objectives**

**Learning Objectives**

**Successful students will be able to:**

- understand the aim and purpose of strategic management, especially in an international and digital context;

- apply the tools and concepts of the strategy process;

- critically reflect on the implications and limitations of the strategic toolbox.

**Content**

- Basics of strategic management

- Tasks within the framework of the strategy process in international companies

- Strategic analysis

- Strategy development

- Selection of strategies

- Strategy implementation

- Strategy controlling

- Focus of the international strategy

- Focus on digital transformation and digital strategy Measures, Indicators, and Ratios:

- Understand the main KPIs/OKRs that can/should be used to analyze an organization's core competencies, different external environment layers and turn it into a strategic decision for an enterprise in different scale

- Corporate goals: Profit, turnover, contribution margin

- CAGR

- Market potential variables: Total Addressable Market (TAM), Serviceable Addressable Market (SAM), and Serviceable Obtainable Market (SOM)
- GDP, GDP growth and population of the largest industrialized and emerging markets

**Teaching and Learning Forms**

**Exercises, Practice, and Application**

- Short quizzes or warm-ups to actively process the content and anchor it in memory
- Case studies/projects: Apply case study-based knowledge and discuss it critically in the group

**Software:**

- Relevant data providers: UN, IMF, World Bank, Eurostat, etc.
- Spreadsheets such as Microsoft Excel, Google Docs or Apple Numbers

**Possible Asynchronous Content**

- Analyze annual reports to identify and critically reflect on current goals and strategies
- Case studies/projects: Developing case study-based knowledge yourself and formulating your own point of view

**Literature and Sources**

- Frankenberger, K., Reiter, A. & Schmidt, M. (Latest Edition). The digital transformer's dilemma. How to energize your core business while building disruptive products and services. Wiley.
- Johnson, H., Whittington, R., Scholes, K. (Latest Edition). Exploring Strategy. Pearson.
- McKeon, N., Durkin, M. (Latest Edition.). The Seven Principles of Digital Business Strategy. New York/NY: Business Expert Press.
- Rothärmel, F.T. (Latest Edition). Strategic Management. McGraw-Hill,
- Whittington, R. (Latest Edition). Exploring Strategy. Pearson.

# Investment, Value & Risk

Code: INV.en.b.6.InVaRi

Name: Investment, Value & Risk

ECTS: 6

Exam: Ex120

Owner: Schornick

Author: Schornick

**Additional details for the exam (if necessary)**

- The examination form for this module is a written exam of 120 minutes. The exercises and cases during the course support the learnings and give guidance towards how the content will be reflected in the exam questions.

**USP**

Beyond mechanical exercises, this course will allow students to practice how models are used in companies and asset management firms, see their limitations, learn where to find information to make them useful tools for managers or investors, and gain an understanding how these structured models are connected to other aspects of business and global markets.

**Content and Qualification Objectives**

**Learning Objectives**

Successful students will be able to:

- differentiate between the challenges of investment decisions faced by managers of firms in a market economy and those faced by individual investors accessing a public capital markets;

- learn how to approach investment decisions in a structured way in both of these circumstances, and how these methods of investment analysis reflect the role and expectations of multiple stakeholders and forecasts based on the investment type;

- analyze investment scenarios and choose the appropriate model to assist in making the investment decision given estimates of both risk and return.

**Content**

*Investment decisions in a business environment*:

- Net Present Value method to assess corporate investment projects

    o Compare NPV, Payback, and Internal Rate of Return (IRR) methods to support capital budgeting decisions (foundations from the module Spreadsheets and Financial Mathematics course will be deepened here)

    o Understand the strengths and weaknesses of each of these methods, in order to be competent in applying them under correct circumstances

- Constructing cash flow forecasts for business investments - based on operating, investment and financing cash flows - that create a robust estimate of investment cash flows.

- Cost of Capital relevant for assessing projects

    - Differences between main forms of financing: debt and equity

    - The role of the treasurer and fiduciary duty

    - Weighted Average Cost of Capital (WACC) and estimating its components

    - Tax advantage of debt financing and cost of debt

    - Introduction of the Capital Asset Pricing Model (CAPM) and its role in estimating the cost of equity

*Investment decisions in capital markets*:

- Capital Markets and Asset Classes

    - Bonds: pricing, yields vs coupon, duration

    - Equity: investment KPIs, fundamental valuation and market based indicators for under- /overvaluation (e.g.Price-Earnings, Market-To-Book ratios)

    - Indices (e.g. FTSE100, MDAX, S&P500, Nikkei among others): what they represent, how they are used in devising investment vehicles and performance benchmark s

- Valuation & Risk

    - Defining and measuring risk

    - Variance, covariance, correlation

    - Capital Asset Pricing Model (CAPM): systematic vs non-systematic risk

    - Portfolio construction and diversification objectives

    - corporate treasury decisions on non-operational cash: how do firms interact with capital markets as investors themselves Measures, Indicators, and Ratios:

- NPV, IRR, Payback, Breakeven

- Constructing Cash Flows from financial statements

- WACC, CAPM, beta

- Annuities, yields, duration, PE and MB ratios

**Teaching and Learning Forms**

**Exercises, Practice, and Application**

- Exercises to learn the strengths and weaknesses of the models

- Case studies to learn how to implement them in a decision making process

- Spreadsheet applications to learn formulas, shortcuts, and tools to help implementation

Software:

- Excel

- Yahoo finance, Morningstar, treasury.gov , finanzagentur.de

**Possible Asynchronous Content**

- Exercises: basic NPV exercises as practice for the written exam, and learning the intricacies of the model

- Individual application: downloading capital market data, estimating average returns, variance, and correlation

- Case studies: consider all relevant aspects for decision to be made in given business case

**Literature and Sources**

- Berk, J. and DeMarzo, P. *Corporate Finance (Global Edition)*, Pearson, current edition.

# E-Commerce

Code: ECM.en.b.6.EComme

Name: E-Commerce

ECTS: 6

Exam: Project Work

Author: Maintz

**Additional details for the exam (if necessary)**

- Project work in student groups

**USP**

- Students develop e-business concepts and store solutions building on latest Internet and related socio-economic and marketing trends.

- Students learn to apply both approaches: (1) Building an online store using an e-commerce turnkey solution and (2) taking the business and technical decisions for building an online store from scratch.

**Content and Qualification Objectives**

**Learning Objectives**

Students learn to build and promote online stores and to monitor store performance. They develop e-commerce solutions based on an understanding of latest Internet and technology trends.

Customers are interested to choose their preferred shopping channel(s).

Students also have the option to create omni-channel solutions, in order to offer an enhanced customer experience they will:

- understand the necessity of offering sales channels in addition to physical stores to a company's competitiveness, particularly in a post-Covid environment;

- understand the differentiation of single-channel, multi-channel, cross-channel, and omni-channel commerce and choose the respective appropriate scenario for a particular company in question;

- explain the difference between a channel and a medium;

- highlight advantages and disadvantages of the following channels: physical store, Internet, mobile, social (associated with different social media platforms), and non-store channels;

- develop an e-commerce strategy for a particular company;

- be able to differentiate between e-commerce turnkey solutions and e-commerce solutions developed from scratch for a particular business context;

- develop an e-commerce presence map for a particular business;

- build an online store using an e-commerce turnkey solution;

- use promotional tools of e-commerce platforms, including shopping clubs, tutored shopping, deal of the day / week, etc;

- know IT infrastructure / hardware and software of relevance to e-commerce;

- have a technical understanding of factors influencing the performance and scalability of online stores;

- plan an e-commerce presence, including a mobile presence, from scratch; thereby considering business objectives, system functionalities, and information requirements;

- plan against data privacy threats and e-commerce security threats online store users and merchants are potentially facing;

- plan the promotion of an online store;

- know and integrate important Internet trends in the online store development, e.g.: Web3 including underlying AI and blockchain technologies, Metaverse environments as selling and advertising contexts.

**Content**

- Definitions of e-commerce, multi-channel, cross-channel and omni-channel commerce

- Multi-channel, cross-channel, and omni-channel retailing

- E-Commerce turnkey solutions

- E-Commerce laws

- Big/ smart data

- Cloud computing

- Semantic Web

- Semantic search

- Visual search/ image recognition software and voice search

- Internet of Things and Services

- Industry 4.0 versus 5.0

- Content marketing

- Measuring content marketing performance using Web analytics tools

- Social Media Monitoring

- Web 3.0

- Blockchain technology

- Forms of Artificial Intelligence/ AI

- Building the AI-powered organization

- AI application in intelligent vehicles and automobile infotainment systems

- The Metaverse

- Building an e-commerce presence

- Technical infrastructure for e-commerce

- Internet security Measures, Indicators, and Ratios:

- Conversions (items placed in shopping cart, finalized check-outs, etc.)

- Digital marketing performance metrics in the context of promoting an online store

**Teaching and Learning Forms**

**Exercises, Practice, and Application**

- Case studies

- Group work and related presentations

- Discussions in class (also based on video content)

Software:

- E-Commerce solutions (e.g., Shopify, Magento)

**Possible Asynchronous Content**

Solving of case studies and applying studied course contents:

- Case study: Sephora

- Case study: Hallucination of AI tools

- Case study: Forms of AI - variant ChatGPT

- Case study: Strategy of OpenAI

**Literature and Sources**

Core literature:

- Chaffey, D., Hemphill, T., & Edmundson-Bird, D. (latest ed.) Digital Business and e-Commerce Management. Pearson.

- Laudon, K.C., Traver, C.G. (latest ed.). E-Commerce: Business, Technology and Society. Pearson.

Further recommended literature:

- Electronic Markets: The International Journal on Networked Business

- International Journal of Electronic Commerce

- Journal of Computer-Mediated Communication

- Journal of Interactive Marketing

# Entrepreneurship & Intrapreneurship

Code: ENT.en.b.6.EntInt

Name: Entrepreneurship & Intrapreneurship

ECTS: 6

Exam: Project Work

Author: Schallehn

**Additional details for the exam (if necessary)**

- Project Work (Term paper and presentation)

**USP**

The Unique Selling Proposition of this module lies in its ability to provide students with practical skills and knowledge tailored specifically to the dynamic and high-growth environment of start-ups and innovative companies. The module provides hands-on experience in developing and evaluating entrepreneurial / intrapreneurial ideas, and making strategic decisions within the context of start-up ventures. Students engage in simulations, that mirror the challenges and opportunities encountered by entrepreneurs and intrapreneurs. For students aspiring to launch their own start-up ventures or pursue careers in entrepreneurship, the course provides essential skills and knowledge to succeed in the competitive start-up ecosystem. It equips students with the acumen and strategic thinking needed to navigate the complexities of entrepreneurial decision making. By adopting an interdisciplinary and execution-oriented approach that integrates principles of entrepreneurship, innovation management, and marketing the course effectively differentiates itself from traditional finance or entrepreneurship courses that concentrate on "planning" instead of "making". Overall, the course offers students a compelling value proposition that aligns with their career aspirations and ambitions in the dynamic business world.

**Content and Qualification Objectives**

**Learning Objectives**

Successful students will be able to:

- understand the fundamental concepts and theories of Entrepreneurship and Intrapreneurship;
- analyze the differences and similarities between Entrepreneurship and Intrapreneurship;
- recognize the relevance of an entrepreneurial mindset for business success;
- identify opportunities for entrepreneurial and intrapreneurial endeavors within existing organizations or through independent ventures;
- identify theories and management tools to develop a business idea;
- develop critical thinking skills to evaluate the feasibility and potential of business ideas;
- cultivate an entrepreneurial mindset characterized by creativity, resilience, and adaptability;

- apply entrepreneurial and intrapreneurial principles to solve real-world business challenges;

- use creative techniques and strategy tools to conceptualize innovation and entrepreneurship to enable business growth;

- gain practical skills in business planning and innovation;

- predict the viability of a business idea by applying hypothesis testing;

- transfer basic marketing tools to a digital context;

- communicate effectively and collaborate with diverse stakeholders in entrepreneurial and intrapreneurial contexts.

**Content**

The module is divided into a theoretical (lectures) and practical part (exercise)

**1 Lectures:**

Introduction to Entrepreneurship and Intrapreneurship

- Definition and significance of Entrepreneurship and Intrapreneurship.

- Historical perspectives and evolution of entrepreneurial and intrapreneurial practices.

- The role of Entrepreneurship and Intrapreneurship in driving economic development and innovation.

Entrepreneurial Mindset and Creativity

- Characteristics of successful Entrepreneurs and Intrapreneurs

- Cultivating creativity, resilience, and adaptability in entrepreneurial and intrapreneurial endeavors.

- Overcoming common psychological barriers and fears associated with Entrepreneurship and Intrapreneurship.

Opportunity Recognition and Idea Generation

- Identifying and evaluating entrepreneurial and intrapreneurial opportunities.

- Techniques for brainstorming and idea generation.

- Assessing market demand, competition, and feasibility of business ideas.

Business Planning and Model Development

- Lean startup methodology and agile business model development.

- Prototyping, testing, and iterating business models to enhance viability and scalability.

Innovation and Technology Management

- Harnessing innovation and technology for entrepreneurial and intrapreneurial success.

- Integrating design thinking, prototyping, and user feedback into product development processes.

- Managing intellectual property rights and navigating regulatory challenges in innovative ventures.

Financial Management and Funding Strategies

- Exploring various funding sources for entrepreneurial and intrapreneurial ventures, including bootstrapping, angel investors, venture capital, and crowdfunding.

- Understanding financial statements, cash flow management, and budgeting.

Marketing and Sales Strategies

- Developing effective marketing strategies to attract customers and create brand awareness.

- Utilizing digital marketing tools and social media platforms for customer acquisition and engagement.

- Implementing sales techniques and building strategic partnerships to drive revenue growth.

**2 Exercises:**

The exercise is divided into 3 phases:

First Phase: Understanding the business model

- Students present the established or planned business model of their companies (resources, activities, value proposition).

Second Phase: Pitching the new business idea

- Students present a "draft" of a new business idea or as an extension/improvement of an existing business model.

- Includes conceptualizations that indicate the feasibility of the planned venture.

- Shows strategic approaches to be implemented in the next phase of the project.

Third Phase: Implementing the business idea

- Students create a MVP (Minimal Viable Product)

- Deep-dive sessions and feedback loops are organized to support the students in developing their MVP with advice and guidance.

- At the end of the semester, students present the MVP and planned marketing strategy.

**Teaching and Learning Forms**

**Exercises, Practice, and Application**

The following methods are intended to achieve the teaching objectives mentioned:

- Case studies

- Presentations

- Guest Lecture(s)

- Application by developing an MVP

Software:

- Mural, digital tool for online collaboration in teams, e.g. for creating mood boards, positioning models, etc.: https://www.mural.co

- Trello, digital project management tool: https://www.trello.com

- Wordpress, digital software to create blogs and websites https://www.wordpress.com

- Canva, digital tool to create visual content (logos, images etc.) https://www.canva.com

- Chat GPT, AI software to create text-based content https://chat.openai.com

- Google Ads, digital tool to research about online search volume and search intentions https://ads.google.com

- Google Search Console, digital tool to analyze website traffic https://search.google.com

**Possible Asynchronous Content**

- Business model analysis

- Market & Competitor analysis

- Value Proposition Development

- Implementation of MVP

**Literature and Sources**

Main literature:

- Barringer, B. R./Ireland, D.: Entrepreneurship: Successfully Launching New Ventures, Essex: Pearson Education (the latest edition).

- Osterwalder A./Pigneur, Y./Bernarda, G./Smith, A./Papdakos, T.: Value Proposition Design: How to create products and services customers want, Hoboken: John Wiley & Sons (the latest edition).

- Osterwalder, A./Pigneur, Y.: Business Model Generation: A handbook for visionaries, Hoboken: John Wiley & Sons (the latest edition).

Additional literature:

- Blank, S./Dorf, B.: The Startup Owner´s Manual. Pescadero: K&S Ranch (the latest edition).

- Liedtka, J./Ogilvie, T.: Designing for Growth: A Design thinking tool kit for managers, New York: Columbia University Press (the latest edition).

- Ries, E.: The Lean Startup, San Francisco: Portfolio Penguin (the latest edition).

# Financial Markets & Banking

Code: FMB.en.b.6.FinMar

Name: Financial Markets & Banking

ECTS: 6

Exam: Project Work

Author: Anders

**USP**

If students are interested in the financial industry, then they need to understand banks and the financial markets. This course gives students an in-depth understanding of banks and their business models. Only a few universities will offer students such an applied course on banking and finance.

**Content and Qualification Objectives**

**Learning Objectives**

Successful students will be able to:

- realize the cause and effect of the interconnectedness of the international markets and its main players;
- observe the different parties in financial markets and banking function and work in these markets;
- distinguish between the banking types;
- understand the business models of banks and their products;
- understand risks from banks, such as credit risk, interest risks, market risk, liquidity risk and operational risks;
- read the financial reports of any bank;
- understand the importance of banks for the economies;
- calculate the requirements from regulatory perspectives (Basel III);
- analyze the financial health of banks;
- see the impact of financial crises;
- understand (near) banking collapse, e.g. Silicon Valley Bank, Credit Suisse.

**Content**

- Understanding of banking and financial markets
- Differentiating between capital and money markets, primary and secondary markets.
- Understanding of banking and its various facets
- Banking licenses
- Interest rates: SOFR, Libor, Euribor

- The funding of banks and the funding sources

- Asset-liability management (ALM) and treasury

- Analysis of financial viability of banks with publicly available data

- Understanding Assets, Risk Weighted Assets and their calculation

- National bank's or ECB role in financial markets: tender offers, government finance, Regulation: Basel III

- Regulatory requirement ratios: Capital ratios (e.g. CET1), Leverage Ratio, HQLA, NSFR, LRC.

- Interpreting the indicators for requisite applications: stock performance, ROA, ALM.

- Economic indicators (GDP, unemployment, inflation), and their impact on risks

- Booking of Loan Loss Provisions

- Examples of misconduct: Wirecard, Deutsche Bank (money market), Cumex, …

- Fraudulant cases, e.g. Barings Bank (Nick Leeson), Societe Generale (Jérôme Kerviel)

- Asset-Liability Management

- Yield curves and term structure and impact on risk and gap

**Teaching and Learning Forms**

**Exercises, Practice, and Application**

- CAMELS: role of central banks in regulating banks

- Risk Management, VaR and Economic Capital

- Booking LLPs (aka Impairments)

- Financial Indicators to assess bank performance

- RWA calculation for a mortgage

- Profit contribution calculation for an installment loan

- VaR-calculation for a share

- Annuities

Software:

Excel for:

- Booking in Balance Sheet and Income Statement

- Calculating (regulatory) ratios

- Distributions and risk calculations

**Possible Asynchronous Content**

- CAMELS analysis of a bank

- Calculation of regulatory ratios

- Presentation of banking fraud cases, e.g. money market manipulation.

**Literature and Sources**

- BIS (most recent version): "The Basel Framework". https://www.bis.org/basel_framework/index.htm

- Brown, Aaron (2015): "Financial Risk Management For Dummies"

- Choudhry, Moorad (2022): "The Principles of Banking". Wiley.

- Coleman, Thomas S. (2011): "A Practical Guide to Risk Management." CFA Institute.

- Dill, Alexander (2021): "Bank Regulation, Risk Management, and Compliance"

- Farahvash, Pooya (2020): "Asset-Liability and Liquidity Management." Wiley.

- Girling, Philippa X. (2022): "Operational Risk Management: A Complete Guide for Banking and Fintech."

- Koch, Timothy W. / MacDonald, S. Scott (2014): "Bank Management." Cengage Learning.

- Leeson, Nick (2016): "Rogue Trader"

- Lewis, Michael (2014): "Liar's Poker - Rising Through the Wreckage on Wall Street"

- Lubinska, Beata (2021): "Interest Rate Risk in the Banking Book: A Best Practice Guide to Management and Hedging." Wiley.

- Taleb, Nassim Nicholas (2007): "The Black Swan: The Impact of the Highly Improbable."

# Financial Instruments

Code: FII.en.b.6.FinIns

Name: Financial Instruments

ECTS: 6

Exam: Exam 120 mins

Author: Anero

**Additional details for the exam (if necessary)**

- A financial calculator is needed

**USP**

The specific aim is to allow students to be able to:

- Calculate the current bond prices, different bond yields, duration and modified duration

- Think about bond investment decisions

- Understand the capital market behavior and risk

- Apply the appropriate option strategy depending on the market situation (bullish or bearish)

**Content and Qualification Objectives**

**Learning Objectives**

The overall aim of this course is to provide students with a comprehensive overview from the perspective of an investor of valuation techniques for bonds and options. the course covers bonds, forwards, futures, swaps, and options and then combines these instruments with practical applications.

Successful students will be able to:

- identify important features and different types of bonds;

- describe how bonds are valued and why they fluctuate in value;

- discuss bond ratings and what they mean;

- evaluate the impact of inflation and interest rates on bond yields;

- identify important features and different types of options;

- describe how options are valued and why they fluctuate in value;

- deal with different Option strategies.

**Content**

- Basic features of bonds that affect their risk, return and value

- Bond ratings and their purpose

- Bond quotations

- Pricing of Bonds

- Measures of yield and return

- Basic concept of duration and modified duration

- Bond investment strategies

- Forward, future, swap, and option definitions

- Option pricing (Black and Scholes)

- Basic Options trading strategies: Long Call, Short Call, Long Put and Short Put

- Complex Options trading strategies: Straddle, Call and Put Spread, Butterfly etc. Measures, Indicators, and Ratios:

- Fair / arbitrage-free prices (by replication)

- Forward rates

- Hedge ratios

- Delta

**Teaching and Learning Forms**

**Exercises, Practice, and Application**

- Bond's exercises

- Forward's exercises

- Swaps's exercises

- Option's exercises

Software:

- Black Scholes, e.g.: https://black-scholes-js.netlify.app/calculator.html

- Excel

**Literature and Sources**

- Bond Markets, Analysis, and Strategies 9th Edition, (December 2014), Frank J. Fabozzi.

- Financial Times, The Economist, Business Week.

- Fundamentals of Financial Instruments: An Introduction to Stocks, Bonds, Foreign Exchange, and Derivatives (The Wiley Finance), 2. edition (21 April 2022) Sunil Parameswaran.

# Corporate Finance

Code: CFI.en.b.6.CorFin

Name: Corporate Finance

ECTS: 6

Exam: Project Work

Author: Remer

**USP**

The intense hands on application based nature of teaching and learning in this course is a clear value added.

**Content and Qualification Objectives**

**Learning Objectives**

Companies exist because they can make things and provide services much more efficiently than individuals. To do so however, companies need money. Financing and Investments are two important pillars of corporate finance. How and from whom does a company raise money, how are returns from investments and their risks distributed, and how should the money raised be used, are some of the questions you will tackle in this course and more.

Successful students will be able to:

- understand the importance of corporate finance and its nuances;
- evaluate the different forms of financing;
- appreciate the use and application of ratio analysis;
- apply financial tools to analyze financial reports;
- understand time value of money.

**Content**

- Finance: Goals, Functions and Environment
- Financial analysis and Financial Forecasting
- Managing Working Capital
- Sources of Short-Term Financing
- Capital Markets and Investment Banking
- External financing resources: Debt capital
- External financing resources: Equity capital
- Capital Budgeting: The Time Value of Money
- Capital structure and the Cost of Capital Measures, Indicators, and Ratios:
- Debt – short and long term

- Equity – preferred and common

- Financial Ratios

- Reading, understanding and analyzing balance sheet and income statement

- Time value of money

**Teaching and Learning Forms**

**Exercises, Practice, and Application**

Students are expected to:

- Solve preset problems from requisite text books

- Solve real life cases using tools learnt in class

Software:

- Microsoft Excel

**Possible Asynchronous Content**

- Students are expected to practice preset problems to deepen and solidify their understanding of financial concepts.

**Literature and Sources**

Textbooks:

- Block, S.B. & Hirt, G.A. & Danielsen, B.R. (2022). Foundations of Financial Management(18th ed.). McGraw-Hill Companies. ISBN-13: 978-1266038006.

- Brealey, R.A., Myers, S.C. & Allen, F. (2022). Principles of Corporate Finance. McGraw-Hill Education Ltd; 14. edition. ISBN-13: 978-1265074159.

- Hillier, D., Grinblatt, M. & Titman, S. (2008). Financial Markets and Corporate Strategy. London et al.: McGraw-Hill.

Periodicals:

- The Economist

- The Financial Times

# Organisational & Social Psychology

Code: PSO.en.b.6.OrgSPs

Name: Organisational & Social Psychology

ECTS: 6

Exam: Exam 120 mins

Author: López

**USP**

- Students learn all psychological requirements to be successful in times of new work

- Also they get to know the future perspective and not only fundamentals of organizational and social psychology

**Content and Qualification Objectives**

**Learning Objectives**

Successful students will be able to:

- identify and apply the main concepts in organizational and industrial psychology;

- gain fundamental knowledge on social psychology because its findings had a great influence on the development of business psychology (groups, social interactions, etc.);

- students have a critical understanding of the discipline as a whole and will learn to explain the main models and concepts as well as their application in the workplace;

- identify the main models and concepts and will be able to apply these to describe and solve organizational problems;

- know about the importance of leadership and are able to implement leadership styles that are in need in times of digitalization;

- explain and analyze individualistic and social theories of the self;

- know the impact of interactions and conflicts and are able to apply procedures and activities to have an constructive output;

- identify effects of attitudes on social behavior (pro- and antisocial behavior);

- know different theories of motivation and their organizational applications and impact;

- support organizational change and development.

**Content**

- Students get aware of the impact of High Performing Teams in Organizations as the main resource to be a successful company.

- Students are able to foster an intercultural social interaction as one of the main need with regard to Globalization. Measures, Indicators, and Ratios:

- Students are able to consider the challenges of communication in times of current Digital Transformation.

- Students know how to implement strategies to optimize communication richness with digital communication tools.

**Teaching and Learning Forms**

**Exercises, Practice, and Application**

Software:

- Tests and Assessment of Motivation and Job Satisfaction

- Tests and Assessment of Commitment and emotional Involvement with the Organization

- Students are able to conduct, analyze and interpret a survey to measure quality of communication in Organizations

**Possible Asynchronous Content**

- Develop necessary and future-orientated competencies for digital leaders.

**Literature and Sources**

**Organisational Psychology**

- Aamodt, M.G. (2010) Industrial/Organizational Psychology. (6th ed.) Belmont, CA, USA: Wadsworth.

- Alblas, G. & Wijsman, E. (2021). Organisational Behaviour. The Netherlands: Taylor & Francis.

- Cross, C., & Carbery, R. (2022). Organisational Behaviour. Bloomsbury Publishing.

- Jex, S.M. & Britt, T.W. (2008). Organisational Psychology. A Scientist-Practitioner Approach. Hoboken, New Jersey, U.S.: Wiley & Son.

- Schein, E. (2010). Organizational Culture and Leadership. (4th ed.) San Francisco, C.A., U.S.: Jossey-Bass.

- Spector, P.E. (2008). Industrial and Organizational Psychology. Research and Practice. Hoboken, New Jersey, U.S.: Wiley & Sons.

Periodicals:

- European Journal of Work & Organizational Psychology

- Journal of Applied Psychology

- Journal of Neuroscience, Psychology, and Economic

- Journal of Organizational Behaviour Management

**Social Psychology**

- Aronson, E., Wilson, T.D. & Akert, R.M. (2009): Social Psychology. London: Prentice Hall.

- Gilbert, D.T., Fiske, S.T. & Gardner, L. (eds.) (2008). The Handbook of Social Psychology. 4th ed. Boston, N.Y. San Fransisco: McGraw-Hill.

- Hewstone, M. & Stroebe, W. (2021). An Introduction to Social Psychology. UK: Wiley.

- Mangal, S. K., Mangal, S. (2022). Essentials of Social Psychology: An Indian Perspective. UK: Taylor & Francis.

- Rohall, D. E., Milkie, M. A. & Lucas, J. W. (2021). Social Psychology: Sociological Perspectives, Third Edition. (n.p.): Waveland Press.

- Whiteley, C. (2021). Social Psychology: A Guide to Social and Cultural Psychology. (n.p.): CGD Publishing.

Periodicals:

- European Journal of Social Psychology

- Journal of the Theory of Social Behaviour

# Applied Psychology, Media & Consumer Psychology

Code: PSM.en.b.6.AppPsy

Name: Applied Psychology, Media & Consumer Psychology

ECTS: 6

Exam: Exam 120 mins

Author: López

**USP**

- Students learn the usage of specific media channels to reach defined consumer groups

- Students learn how to affect consumers emotionally

- Holistic insights of the disciplines of Media Psychology, Consumer Psychology, Psychology in Digital Business with its application are given

**Content and Qualification Objectives**

**Learning Objectives**

Successful students will be able to:

- critically reflect and debate the underlying psychological principles that influence consumer behavior;

- present key theories and concepts of consumer psychology and to critically discuss their validity and application in the marketplace;

- know about the psychology of advertising and are able to create, by the effective use of psychological principles, ideas in designing ads;

- understand the media landscape, media usage and effects and their underlying psychological principles;

- compare critically different motives in the use of different types of media and mass media and understand their influence on different social groups;

- have skills and relevant psychological knowledge about digitalization;

- apply digital trends in human resources management;

- work themselves into complex and new problems of digital contexts and to find solutions and evaluate them;

- have fundamental knowledge in the concept of digital leadership, e-coaching, digital recruiting etc;

- apply their gained psychology knowledge to solve difficult business conflicts, and to enhance or develop effective business behavior;

- identify frequent or extraordinary psychological problems in today's businesses.

**Content**

- (Automatic) Information processing

- Impact of Media and developmental aspects changing the use of Media – different genres of Media and their underlying Psychology

- Media socialization and Media competency

- New Work

- Usability: optimization of user interfaces Measures, Indicators, and Ratios:

- Activating processes in human behavior (motivation and emotion)

- Measurement and Limitations of market research

**Teaching and Learning Forms**

**Exercises, Practice, and Application**

Software:

- Digital Communication Technology

**Possible Asynchronous Content**

- Analyse Ads as to their evoked Emotions - presentation of results

- Reflection of mass media and their results on human thinking, attitudes and stereotyping - collection of examples

**Literature and Sources**

**Consumer Psychology**

- Huang, H. H. (2023). Consumer Psychology: Theories & Applications. UK: SAGE Publications.

- LOK, J. C. (2021). Consumer Psychology Time. (n.p.): Independently Published.

- Madsen, E. (2022). Understanding Consumer Behavior. USA: LARSEN & KELLER EDUCATION.

- Nelson, A. (2022). Consumer Behavior. USA: Murphy & Moore Publishing.

- Phillips, D. M., Szmigin, I. (2021). Consumer Behavior and Insights. USA: Oxford University Press.

- Schiffmann, L. / Kanuk, L. (2009). Consumer Behavior. (10th ed). London and New York: Prentice Hall.

- Solomon, M.R. (2008). Consumer Behavior. Buying, Having and Being. (8th ed.). London and New York, Prentice Hall.

Periodicals:

- Journal of Consumer Behaviour

- Journal of Consumer Psychology

**Media Psychology**

- Konijn, E. A. & Döveling, K. (2021). Routledge International Handbook of Emotions and Media. UK: Taylor & Francis.

- Sanborn, F. W. (2022). A Cognitive Psychology of Mass Communication. UK: Taylor & Francis.

- Stever, G. S., Giles, D. C., Cohen, J. D., Myers, M. E. (2021). Understanding Media Psychology. USA: Taylor & Francis.

Periodicals:

- Journal of Media Psychology

**Applied Psychology**

- Garnham, W. (2023). Applied Psychology for Foundation Year: Key Ideas for Foundation Courses. UK: Taylor & Francis Group.

- Kaur, O. & Kaur, S. (2022). Textbook of Applied Psychology. India: Jaypee Brothers Medical Publishers Pvt Limited.

- Rani, A. (2021). Applied Psychology. (n.p.): K.K. Publications.

Periodicals:

- International Journal of Psychology

- Journal of Applied Psychology

- Journal of Neuroscience, Psychology, and Economics

- Journal of Organizational Behaviour Management

- Journal of Organizational Behaviour Management

- The Journal of General Psychology

# Business Models and Data

Code: n.a.

Name: Business Models and Data

ECTS: 6

Contact hours per week: 4

Exam: Project Work

Author: Paffrath

**USP**

**Content and Qualification Objectives**

**Learning Objectives**

**Content**

I:  Business Models in Theory and Practice

- Core Components

- Business Model Frameworks and Methodologies

- Types

- Business Model Innovation

- Role of Technology

- Sustainability and Ethical Considerations

- Case Studies and Practical Applications

Learning outcomes:

- Identify and define core components

- Identify types of business models and their relevance

- Analyse and evaluate business model quality

Competencies:

- Skills to visualize and communicate business models

- Judging the coherence

- Skills in creative business model innovation

II: Data Technology

- Fundamentals of Business Information Systems
  - Objects and Disciplines
  - Data, Information, Knowledge
  - Technology, Organisation. Management (TOM) perspectives
  - The Connected Enterprise
- Decision Support
  - Databases
  - Data Management
  - Business Intelligence (BI)
- Data Privacy
- Cyber Security

Learning Outcomes:

I. Remember

- objects and disciplines of Business Information Systems

II. Understand

- differences between data, information, knowledge
- different perspective in Information Management
- how to connect an enterprise e. g. via networks
- how data is managed in databases

III. Apply

IV. Analyze

- logical designs of relational databases
- cyber security vectors of an enterprise
- data privacy issues

V. Evaluate

VI. Create

**Teaching and Learning Forms**

A variety of learning methods are utilized ranging from lectures and case studies to experiential exercises. In addition, the module may include group activities, case study analysis, revision questions/quizzes, and skill-building exercises.

**Literature and Sources**

I: Business Models in Theory and Practice

- Gassmann, Frankenberger et al., The Business Model Navigator: The Strategies Behind the Most Successful Companies


II: Data Technology

- Laudon, Kenneth; Laudon, Jane: Business Information Systems: A Problem-Solving Approach.

- Laudon, Kenneth; Laudon, Jane: Management Information Systems: Managing the Digital Firm, Global Edition.

- Carayannis, Elias; Campbell, David; Efthymiopoulos, Marios: Handbook of Cyber-Development, Cyber-Democracy, and Cyber-Defense. Cham 2020.

# Theory of AI-Driven Business Models

Code: n.a.

Name: Theory of AI-Driven Business Models

ECTS: 6

Contact hours per week: 4

Exam: Exam (90 mins)

Author: Paffrath

**USP**

**Content and Qualification Objectives**

**Content**

I:  Big Data & Data Science (GG)

- Data Warehouse Systems (DWS)
    - Architecture
    - Characteristics
    - Data Quality Management
    - Big Data Integration
- Business Intelligence (BI)
- Data Mining (DM)
    - Tasks
    - Methods
    - Techniques
    - Algorithms
    - Applications (Kaggle)
- Business Analytics
- AI Integration

Course II: AI Driven Business Models

- Understand the fundamentals of AI and its strategic applications.
- Defining business models and value creation
- Examples of AI-powered business models (e.g. recommendation engines, predictive maintenance, intelligent automation)

- Familiarize with essential AI technologies like machine learning, NLP, and computer vision.

- Grasp the role of data in driving AI insights and decision-making.

- Understand AI-based business models like platform, subscription, and as-a-service.

- Explore AI's role in personalization and the product-as-a-service model.

- Examine AI's impact on optimizing value chains through automation.

- Address ethical considerations and bias in AI applications.

- Understand the regulatory landscape and governance requirements for AI. (EU Act)

- Develop hands-on skills in designing AI solutions for specific business needs.

Explore emerging trends in AI and their implications for business


**Learning Objectives**

I:  Big Data & Data Science (GG)

I. Remember

- describe the characteristics of a data warehouse system

- understand the philosophy of the data mining concept and can name typical areas of responsibility

II. Understand

- use the categories of Business Analytics and differentiate from each other

III. Apply

- apply data mining techniques to practical examples

IV. Analyze

- analyze the architectural approaches of a data warehouse system and assess the area of application

- evaluate the differences between analysis in data warehouse systems and big data systems

VI. Evaluate

- use the multidimensional data model (OLAP), apply/build appropriate data models and optimize them

- perform multidimensional analyses and interpret the results

- evaluate a data science eco systems' fit for Big Data and AI

II: AI Driven Business Models (VS)

The **aim** of the course **"AI-Driven Business Models"** is to equip business students with the knowledge and practical skills to understand, design, and implement AI-driven business models that align with strategic objectives. Students will gain insights into how AI can create competitive advantages, improve operational efficiency, enhance customer experience, and enable new revenue streams across different industries. The course emphasizes both theoretical understanding and practical experience to prepare students for the real-world challenges of integrating AI into business contexts.

II. Understand

- **Understand the Fundamentals of AI in Business**

  o Build a comprehensive foundation in core AI technologies like machine learning, natural language processing, and data analytics, and understand their transformative impact on modern business models.

  o Learn how to strategically align AI capabilities with business goals to create a competitive advantage.

IV. Analyze

- **Differentiate and Assess AI-Driven Business Models**

  o Explore various AI-driven business models—such as platforms, subscription-based services, and product-as-a-service—and their relevance across diverse industries.

  o Sharpen your analytical skills to evaluate the strengths, limitations, and market potential of these models.

V. Evaluate

- **Navigate the Ethical and Regulatory Landscape of AI**

  o Understand the ethical and compliance issues tied to AI, including data privacy, fairness, and accountability.

  o Develop strategies to ensure AI solutions are responsibly deployed, addressing biases and adhering to regulatory standards.

- **Evaluate Emerging AI Trends and Opportunities**

  o Stay ahead by analyzing emerging AI trends and forecasting their implications for business models and industry practices.

  o Identify new opportunities and potential risks in the evolving AI landscape, preparing yourself for future market demands.

Through a blend of real-world case studies, interactive exercises, and hands-on projects, this course will empower you with the strategic and practical expertise needed to navigate and lead in the rapidly evolving field of AI-driven business.

**Teaching and Learning Forms**

A variety of learning methods are utilized ranging from lectures and case studies to experiential exercises. In addition, the module may include group activities, case study analysis, revision questions/quizzes, and skill-building exercises.

**Special features**

Final Project Presentations

- Apply course learnings to a comprehensive AI-driven business model.

- Exercise: Project Showcase and Peer Feedback

- Students present a final project, which includes an AI-driven business model prototype and a strategy for its implementation. Peers and instructors provide feedback.

**Literature and Sources**

Course I: Big Data & Data Science

- Bauer, Andreas; Günzel, Holger (Hrsg.): Data-Warehouse-Systems. Architecture, Development, Application.

- Box, George: Science and Statistics. In: Journal of the American Statistical Association 71 (1976) 356, S. 791 - 799.

- Carroll, Lewis: The Complete Illustrated Lewis Carroll. Hertfordshire 1996.

- Dean, Jared: Big Data, Data Mining, and Machine Learning.

- Fayyad, Usama; Piatetsky-Shapiro, Gegory; Smyth, Padhraic: From Data Mining to Knowledge Discovery in Databases. In: AI Magazine 17 (1996) 3, S. 37 - 54.

- Hair, Joseph; Black, William; Babin, Barry; Anderson, Rolph: Multivariate data analysis.

- Kimball, Ralph: The Data Warehouse Toolkit: The Definitive Guide to Dimensional Modeling.

- Kimball, Ralph: Drawing the Line Between Dimensional Modeling and ER Modeling Techniques.

- Marr, Bernard: Big Data in Practice: How 45 successful companies used big data analytics to deliver extraordinary results.

- Tufte, Edward: Envisioning Information.

Course II: AI Driven Business Models

- Jorzik, Philip; Klein, Sascha P.; Kanbach, Dominik K.; Kraus, Sascha: AI-driven business model innovation: A systematic review and research agenda, Journal of Business Research, Volume 182, 2024, 114764, ISSN 0148-2963, https://doi.org/10.1016/j.jbusres.2024.114764. (https://www.sciencedirect.com/science/article/pii/S0148296324002686)

- Aagaard, A., Tucci, C. (2024). AI-Driven Business Model Innovation: Pioneering New Frontiers in Value Creation. In: Aagaard, A. (eds) Business Model Innovation. Palgrave Macmillan, Cham. https://doi.org/10.1007/978-3-031-57511-2_10

- Mishra, S., Tripathi, A.R. AI business model: an integrative business approach. J Innov Entrep 10, 18 (2021). https://doi.org/10.1186/s13731-021-00157-5

# Applied AI-Driven Business Models

Code: n.a.

Name: Applied AI-Driven Business Models

ECTS: 6

Contact hours per week: 4

Exam: Project Work

Author: Paffrath

**USP**

This module aims to provide students with hands-on experiences in innovating and developing AI-driven business models within a dynamic and rapidly changing environment. Theoretical methodological foundations will be laid and applied to real-life business cases, thereby encouraging students to be creative, mindful and to think outside the box.

**Content and Qualification Objectives**

**Learning Objectives**

Create

- **Leverage Data as a Strategic Business Asset (relate to Model 1-3)**

  o   Discover the central role of data in enabling AI-driven decision-making and personalized customer experiences.

  o   Develop practical skills in sourcing, analyzing, and applying data to drive AI strategies and unlock business value.

- **Design and Refine AI-Driven Prototypes**

  o   Gain hands-on experience in designing, testing, and iterating AI-based prototypes that meet specific business needs.

  o   Learn how to gather and incorporate user feedback to refine solutions and create meaningful, data-driven products.

**Content**

Methodology

- Setting the stage for an AI-driven project

- Ways toward analysing, understanding, and preparing data

- Developing a solution-oriented AI-driven model

- Evaluation, piloting, and testing

- Putting the AI-driven model in action

- What next? Reflection of learning outcomes in a dynamic environment

- AI Documentation


<u>AI-Project</u>

- Examples of AI-powered business models (e.g. recommendation engines, predictive maintenance, intelligent automation)

- Familiarize with essential AI technologies like machine learning, NLP, and computer vision.

- Develop hands-on skills in designing AI solutions for specific business needs.


**Teaching and Learning Forms**

A variety of learning methods are utilized ranging from lectures and case studies to experiential exercises. In addition, the module may include group activities, case study analysis, revision questions/quizzes, and skill-building exercises.

**Exercises, Practice, and Application**

Final Project Presentations

- Apply course learnings to a comprehensive AI-driven business model.

- Exercise: Project Showcase and Peer Feedback

- Students present a final project, which includes an AI-driven business model prototype and a strategy for its implementation. Peers and instructors provide feedback.


**Literature and Sources**

Farayola, O. A., Abdul, A. A., Irabor, B. O., & Okeleke, E. C. (2023). Innovative business models driven by ai technologies: a review. Computer Science & IT Research Journal, 4(2), 85-110.

Richards, J., Piorkowski, D., Hind, M., Houde, S., & Mojsilović, A. (2020). A methodology for creating AI FactSheets. arXiv preprint arXiv:2006.13796.

AI-driven Intelligent Models for Business Excellence. (2022). USA: IGI Global.

# Elective Modules

## Sustainable Transformation

Code: XXX
Name: Sustainable Transformation (Basic concepts for sustainable transformation + Case studies for sustainable transformation)
ECTS: 6
Exam: Exam & Group Work
Author: Stephan Ley

**Content and Qualification Objectives**

**Learning Objectives**

Successful students will be able to:

Basic Concepts

- The participants know the origin and possible lines of development regarding "Sustainable Transformation"
- are familiar with a range of sustainability concepts and can analyze the topic of Sustainable Transformation from different perspectives
- have the theoretical foundations to be able to participate in the development of proposed solutions

- Case Studies
- The participants apply the knowledge from the "Basic Concepts" module to practical issues
- individually and in groups, develop opinions and positions on concrete cases from the field of Sustainable Transformation
- participate in a company visit and discuss sustainability strategies

**Content**

Basic Concepts

- History of Sustainability
- Sustainability concepts
- Footprint concepts
- Climate Justice
- Economic narratives & alternatives (e.g. Post Growth economics, Donut economics)
- Innovation & Sustainability
- Circular Economy
- Finance & Sustainability
- Communication & Sustainability
- Sustainability toolbox (e.g. materiality analysis)
- Green Nudging

<u>Case Studies</u>

- Regional (country) concepts of sustainability and best practises
- Footprint calculators (usage and comparison of results)
- How to create climate justice in a world of nations
- How to create sustainable economies in a globalized environment
- How to innovate sustainably
- How to invest sustainably
- How to identify and avoid greenwashing
- How to set up a materiality analysis
- How to consume sustainably

**Teaching and Learning Forms**

**Exercises, Practice, and Application**

A variety of learning methods are utilized ranging from lectures and case studies to experiential exercises. In addition, the module may include group activities, case study analysis, revision questions/quizzes, and skill-building exercises.

**Literature and Sources**

tba

# Digital Marketing Tools & Website Development

## Digital Marketing Tools

Code: DMT.en.b.3.DigMaT
Name: Digital Marketing Tools
ECTS: 3
Exam: Pt
Author: Schwertel

### USP

- Connection of theory and practice through experiments with the latest AI-based marketing tools.

- Direct application and evaluation of the latest advances in AI technologies for content creation, project management, and data analysis.

### Software:

Use of AI text generators like OpenAI's GPT, image generation tools like DALL-E, video editing software with AI support, and advanced sound modeling tools.

## Website Development

Code: PRG.en.b.3.WebDev

Name: Website Development

ECTS: 3

Exam: Pw

Owner: Frings

Author: Rachmann

### USP

Being able to transport own ideas, show products, setup startups or have landing pages is a fundamental skill. This course not only generates this skill but also exposes students to the technical world.

### Software:

For building websites there exist a large amount of technologies to choose from:

- GitHub

- React

- Astro, nextjs

- MariaDB, SQLite, etc.

- Any design framework, e.g. Chakra-Ui, Panda, Tailwind, …

# Intercultural Competence & Leadership, Teams & Emotional Intelligence

## Intercultural Competence & (European) Business Culture

Code: ICO.en.b.3.InCoBu
Name: Intercultural Competence & (European) Business Culture
ECTS: 3
Exam: Cw
Author: Müller

### USP

Students will cultivate sensitivity and understanding for diverse cultures, nurturing personal awareness and informed decision making. They will also develop a comprehensive understanding of how culture influences ethical and social responsibility dimensions in a globalized business environment.

## Leadership, Teams & Emotional Intelligence (EQ)

Code: LTE.en.b.3.LeEmIn
Name: Leadership, Teams & Emotional Intelligence (EQ)
ECTS: 3
Exam: Tp
Author: Häring

### USP

Learn to manage change, make decisions but also involve your team and help them to keep motivated and enthusiastic without loosing your vision for long-term goals. Develop different skills and strategies and the capability for resilience.

Emotional intelligent individuals make a difference in many industries of life. Become one now.

# Innovation & Self Management & Problem Solving Techniques

## Innovation

Code: INN.en.b.3.Innova
Name: Innovation
ECTS: 3
Exam: Pw
Author: Austermann

### USP

No creativity, no innovation! Understanding what creativity and innovation mean is one thing, being creative and innovative is another. In addition to the application of classic and modern creativity techniques, generative AI tools are used to develop innovative ideas and solutions that deliver real added value.

Software:

- Digital whiteboards / collaboration platforms (e.g. Mural, Conceptboard, Miro)
- Generative AI tools
- Live surveys / quizzes (e.g. Slido, Mentimeter, Kahoot!)
- Presentation software (MS PowerPoint, Prezi, Canva)
- MS Teams
- Moodle

## Self Mgt, Problem Solving Techniques & Resilience

Code: LTE.en.b.3.SelMan
Name: Self Mgt, Problem Solving Techniques & Resilience
ECTS: 3
Exam: Pf
Author: Häring

### USP

Students can identify, analyze and solve complex problems with the help of specific methodologies and techniques. They are able to apply specific tools you learned in class depending on the problem you are facing.

Every problem has its problem-solving technique. The students will find their personal one.

# International Relations and Democracy

Code: XXX
Name: International Relations and Democracy (International Relations & Democracy and Democratization)
ECTS: 6
Exam: International Relations: Exam + Democracy and Democratization: Term Paper + Presentation
Author: Dr. Nataliya Reshetova

**USP**

International Relations:
International relations is one of the most complex and interesting subjects. In this course, the student will develop the analytical skills necessary to think critically about international politics.

Democracy and Democratization:
The course examines the impact of democratic governance on sustainable long-term development and well-being.

**Content and Qualification Objectives**

**Content**

International Relations:

The course covers dominant theoretical paradigms in International Relations. The history of the development of the field of International Relations will be explained to the students. The course explains  IR theories and actors. It will bring a deep understanding of International Relations and global issues. Students will gain knowledge about the issues of international politics, such as war and peace, development, regional integration, security, state, power, peace, balance of power, and global governance. They will learn to identify the main actors in international politics.

Topics:

- Introduction to International Relations (IR)

- History of IR

- Theories of IR

- The State; War; Power; Peace; Global Governance

Democracy and Democratization:

The course brings knowledge on the concept of democracy, theories of transition to democracy, democratic consolidation, hybrid regimes, and the crisis of liberal democracy. Students will learn theories of democratization and discover case studies of democratic transformations. The course provides an overview of the factors that promote democratization. Students will learn about the waves of democracy, and what causes the process of democratization. You will learn the impact of different regimes on democracy.

Topics:

- Defining and Conceptualizing Democracy
- General Theories of Democratization
- Waves of Democracy
- Transitions to Democracy
- Democracy and the State
- Non-democratic systems and the transition to democracy
- Threats to democracy

**Teaching and Learning Forms**

**Exercises, Practice, and Application**

A variety of learning methods will be used ranging from lectures to case studies.

**Literature and Sources**

1. The Globalization of World Politics: An Introduction to International Relations (7th edition) edited by John Baylis, Steve Smith, and Patricia Owens

2. Dahl, R.A. Democracy and its Critics. New Haven: Yale University Press.
3. Fukuyama, F. The End of History and the Last Man. London: Penguin.
4. Held, D. Models of Democracy. Cambridge: Polity.
5. Linz, J. and A. Stepan. Problems of Democratic Transition and Consolidation: Southern Europe, South America, and Post-Communist Europe. Baltimore: Johns Hopkins University Press.
6. Whitehead, L. Democratization: Theory and Experience. Oxford: Oxford University Press.
7. Huntington, Samuel P. 'The Clash of Civilizations?', Foreign Affairs, S93, 72(3) 1993, pp.22–49.

# European Politics and Economy

Code:
Name: European Business Environment & International Politics
ECTS: 6
Exam: Coursework (Termpaper + Presentation)
Author: Dr. Anke Steinhoff & tbc

## USP

The European Union is an important player in global economy: Trading partners worldwide appreciate the quality of European goods; vice versa, Europe is an interesting market and an attractive place to invest. Europe has established its internal market based on common principles like the four market freedoms and fair competition. This offers a multitude of economic chances. However, the European market is also characterized by a number of differences that are typical of the different nations. The differences cover tax or labor law as well as traditional preferences or no-gos. Consequently, understanding the European business environment is essential to build successful business relationships

## Content and Qualification Objectives

### Learning Objectives

European Business Environment

Successful students will be able to:

- Understand key aspects of European integration
- Understand characteristics of the internal market and its impact on doing business in Europe
- Consider different conditions in different member states of the EU
- Analyze business chances and challenges in Europe

International Politics

The aim of this course is to help students to develop an understanding of the working of international politics, i.e. for the events, trends, and patterns in interactions among actors within the global political system. Successful students will be able to critically evaluate the role of international organizations such as the UN, the struggle for power and wealth among states as well as the efforts of states to promote democratic development. They will also have a better understanding of the international political economy, especially of topics like globalization, international trade and finance, sustainable development, and the environmental impacts of economic growth.

### Content

European Business Environment

Introduction

- Key Factors

- Europe, European Union, EEA, EFTA

Impact of European Integration

- Economic Performance in Europe
- United in Diversity - Differences

Business Structures

- From industrial production of goods to services
- Business Size – Classes
- Production Network

Doing Business in Europe – Details

- Companies
- European Labour Market
- Intellectual Property Rights
- Finance
- Marketing

Megatrends and Future

<u>International Politics</u>

Topics covered are among other:

- History of world politics
- International relations
- Political theories
- Comparative politics
- International law and organizations
- Democracy
- Interstate conflicts
- Globalization
- International political economy
- Terrorism
- War and peace

**Teaching and Learning Forms**

**Exercises, Practice, and Application**

A variety of learning methods are applied: lectures, case studies, experiential exercises. The module can also include group activities or role plays

**Literature and Sources**
Gabriele Suder, Johan Lindeque: Doing Business in Europe 3rd edition
Susan Senior Nello: The European Union, Economics, Policies & History, 3rd edition
Eurostat: Key Figures on Europe, 2024 edition
Justine Pila, Paul Torremans: European Intellectual Property Law, 2016

# The European Political Framework

Code: xxx
Name: European Law and Institutions / European Policies
ECTS: 6
Exam: Term Paper + Presentation (EU Law and Institutions), Exam (EU Policies)
Author: Dr. Anke Steinhoff

**USP**

The European Union is based on democratic values, the rule of law and promotes Human Rights - it is a powerful global player in political and in economic terms: The formation of the internal market, the common currency and the abolition of border control count as milestones of European integration. The European Union's legal and institutional structures have been developing for several decades, often driven by historical changes and political visions. They are characterized by a sophisticated balance of power. The structures are rather unique – this applies to the way of making decisions, the interdependencies of the European institutions as well as the relation between the European Union and the member states. Addressing modern challenges requires cooperation and the partners' willingness to find and accept compromises – this has always been the basic concept of the EU.

**Content and Qualification Objectives**

**Learning Objectives – EU Law and Institutions**

Successful students will be able to:

- Understand the European Union's legal framework
- Understand the character and the competences of the different European Institutions
- Understand how decisions are taken in the EU
- Understand the scope of European laws and its impact on citizens, businesses and nations
- Discuss advantages and shortcomings arising from a common legal approach to address modern challenges

**Content – EU Law and Institutions**

- Introduction
- European Institutions – The European Council
- European Institutions – The Council of Ministers of the European Union
- European Institutions – The European Commission
- European Institutions – The European Parliament
- The Decision Making Triangle / Limits and Effects of the Union's Law
- European Institutions – European Court of Justice
- The European Central Bank and the Monetary Union
- Internal Market – Free Movement of Goods and Services
- Internal Market – Free Movement of Workers and Capital
- Internal Market – Competition Law and  Merger Control

**Literature and Sources – EU Law and Institutions**

- Treaty of Lisbon
- K.-D. Borchardt, The ABC of the European Union
- P. Craig, G. De Burca; EU Law: Texts, Cases & Materials, 8th edition
- Karen Davies, Understanding European Union Law
- Stephen Weatherill, Cases and Materials on EU Law, 12th edition
- The European Union, The European Union explained - How the European Union works

**Learning Objectives – EU Policies**

Successful students will be able to:

- Understand political visions and decisions which have shaped the European Union for several decades
- Consider historical and economic changes as key drivers
- Consider the influence of unexpected factors
- Identify political challenges and discuss solutions
- Evaluate the European Union's political voice on an international level

**Content – EU Policies**

- Introduction
- Steps of European Integration
- Shaping the political agenda
- Encouraging the Internal Market
- The European Central Bank's Strategies
- Trade Policy
- Competition Policy
- Intellectual Property Rights
- Consumer Protection Policy
- Environmental Policy – Encouraging Sustainable Solutions
- Energy Policy
- Agricultural Policy

**Literature and Sources – EU Policies**

- Gabriele Suder, Johan Lindique Doing Business in Europe, 3rd edition

- Susan Senior Nello, The European Union – Economics, Policies & History, 3rd edition

- Justine Pila, Paul Torremans, European Intellectual Property Law

**Teaching and Learning Forms (EU Law & Institutions / EU Policies)**

**Exercises, Practice, and Application**

A variety of learning methods are applied: lectures, case studies, experiential exercises. The module can also include group activities or role plays

# Management Consulting Techniques

Code:
Name: Consulting Tools and Methods + Agile Project Management
ECTS: 6
Exam: Term Paper/ Presentation (50%) + 60 min written exam (50%)
Author: Zmuda

## USP

The overall aim of this module is to familiarize students with key tools, techniques and methods, commonly used by consultants to support clients during ever-day project challenges: with reference to both small domestic companies as well as multinational enterprises. The lectures are designed in the way that enables students to apply the above mentioned "toolkit" during the case-based discussions, thus developing and exercising main skills needed in their prospective consulting career. These skills include: research and analysis skills to support formulation of evidence-based advice as well as project management skills to plan and manage projects in diverse areas of consultancy in domestic and international contexts.

## Content and Qualification Objectives

### Learning Objectives

By the end of the module students should be able to:

- Gather and evaluate data, needed in the process of developing information base; work with international databases.

- Identify relationship between available data to support value-added advice.

- Apply diverse analytical approaches to support formulation of strategic recommendations for SMEs and MNEs.

- Build professional consulting presentations.

- Communicate ideas through verbal, visual and written media to influence decision makers, based on logical argumentation.

- Work effectively as a part of international consulting team.

- Understand key terms and main challenges of successful project management; be able to cope with the challenges of international and intercultural project settings.

- Differentiate project management methods and their applicability in diverse types of projects and situations.

- Distinguish main project steps and evaluate prospective inhibiters in each phase of the project progression.

- Design a project structure including key tasks, milestones, costs, people and their responsibilities.

- Apply methods of project progression evaluation.

- Differentiate determinants of project success.

**Content**

Consulting Tools and Techniques

- Secondary research and information gathering techniques

- Interviewing techniques

- Working hypothesis development techniques

- Market definition and market analysis tools

- Industry attractiveness analysis tools

- Competitive landscape analysis tools

- Tools for identifying international opportunities and threats

- Data evaluating techniques

- Stakeholder analysis tools

- Creativity techniques

- Consulting report writing techniques

- Presentation techniques


Agile Project Management

- Introduction to Project Management and its increased complexity in the contemporary global landscapes

- Project life cycle

- Organizing the project and estimating its risks

- Tendering and contracting

- Defining project scope and requirements

- Project planning: people, resources and schedules

- Building and leading the project team

- Managing and controlling project progress and cost

- Managing quality and change

- Project management across borders and cultures

- Closing the project

- Improving project performance


**Teaching and Learning Forms**

**Exercises, Practice, and Application**

A variety of learning methods are utilized:

Top down approach – lectures on:

- Tools and methods commonly used by professional consultants

- Bottom up - case studies

- Applying "consultant's toolkit" to analyse concrete business situations in order to learn how to support a client with professional advice in the national and international contexts.

Examples and Q&As

- Discussing best practice examples of successful domestic and international companies and consulting projects

Role-plays

- Developing interaction and exercising relationship-building skills through project simulations (lecturer and student = client and consultant).

# Digital Marketing

Code:
Name: Online and Social Media Marketing + Search Engine Marketing
ECTS: 6
Exam: Pw
Author: Maintz

**USP**

The module is designed to introduce major concepts, theories, approaches, and tools of digital marketing.

**Content and Qualification Objectives**

**Learning Objectives**

By the end of the module successful students will be able to:

- Define the different sub-disciplines of digital marketing

- Compare and contrast digital marketing channels and their characteristics

- Understand, analyze, and apply latest developments and approaches in social media marketing and search engine marketing

- Conduct detailed analyses, both internally and in terms of the social media environment

- Examine marketing mixes for particular segments and target groups

- Compare and contrast digital marketing to traditional marketing approaches

- Formulate and implement digital marketing strategies and campaigns considering target-group relevant channels

- Monitor and measure digital marketing performance

**Content**

Online and Social Media Marketing

- Digital marketing basics

- Differentiation of the most important digital marketing channels

- Markets are conversations

- Social listening

- Social media: concepts and theories

- Social media in advertising and marketing

- Viral marketing

- Awareness and user engagement

- Social media strategic planning

- Social media measures

-  Socia media marketing case studies

- Social media marketing techniques and tools

- Social media ethics

- Trust and transparency

- Social media literacy

- E-Mail marketing techniques and tools

- Mobile marketing techniques and tools

- Affiliate marketing techniques and tools

- Combination of digital marketing channels


Search Engine Marketing

- Introduction: Definition

- Search Engine Optimization / SEO

- Keyword research

- On-page SEO

- Link building

- Social media & SEO

- Web analytics

- SEO tools

- Search Engine Advertising / SEA

- Writing ads

- Campaign settings

- Conversion tracking

- Remarketing

- Combination of SEO and SEA


Lectures are combined with case study discussions, experiential exercises, and group activities (development of digital marketing approaches).

# HRM & Leadership in Modern Organizations

Code:
Name: eHRM and Digital Leadership + Sustainable HRM and Ethical Leadership
ECTS: 6
Exam: Exam 120 minutes
Author: Westenbaum

**USP**

This module aims at providing the students with the knowledge of the current developments of HRM practices and leadership in the national and international contexts under a special consideration of digitalization-related trends and ethical aspects of sustainable HRM.

**Content and Qualification Objectives**

**Learning Objectives**

At the end of the module the students are expected to:

- Identify the current challenges faced by human resource professionals and managers with respect to leadership and HRM

- Describe the need for changes in the working environment and organizational practices

- Give examples of companies which have chosen new forms of management

- Know the main eHRM applications and different types of technology used to support various HRM practices and leadership activities

- Apply the knowledge of contemporary HRM strategies, policies and tools to various international business situations

- Describe the basic leadership theories and identify reasons for new approaches to leadership

- Understand the relevance of ethical leadership for the success of companies today and develop a critical awareness of the importance of HR Business Ethics

- Explain fundamental philosophies and theories in the area of (HR) Business Ethics

- Define tools used to implement Business Ethics in an organization and apply them to business practice

**Content**

eHRM and Digital Leadership:

- An Overview of Global HRM and Leadership Trends

- Changing HR Role and HR Transformation

- Demographic Change, Shifting Values and Diversity Management

- HR in Small and Entrepreneurial Firms

- New Work Organization

- Digitalization in HRM and Leadership

- Virtual Organization

- Social Media and Collaborative Technology in HRM and Leadership

- Using Artificial Intelligence in eHRM and Leadership

- Benefits and Challenges of Using Big Data in HRM

- Gamification and Virtual Reality in HRM


Sustainable HRM and Ethical Leadership:

- Leadership theories (e.g. transactional vs. transformational theories of leadership, emotional leadership)

- Business ethics concepts, tools, and theories (normative and descriptive)

- Principles such as: (Corporate Social) Sustainability, Corporate Governance, Codes of Business Conduct

- Implications of high reliability organizations and Stakeholder Management

- Globalization and ethical Issues (e.g. working conditions, child labour)

- Day-to-day ethical issues (e.g. fraud)

- Decision-making in complex situations

- Enhancing Business Ethics


**Teaching and Learning Forms**

**Exercises, Practice, and Application**

The courses of the module are taught in the form of face-to-face lectures combined with discussions, case studies and practical examples of nationally and internationally operating companies. Current examples of companies which reinvent management will be analysed and critically reflected against the background of current research in the field of leadership and motivation.

# Introduction to Sport Psychology

Code: tbc
Name: Introduction to Sport Psychology
ECTS: 6
Exam: Project Work
Author: Prof. Dr. Hanno Martens

**USP**

Execution of sport psychological techniques in practical, sports settings

**Content and Qualification Objectives**

**Learning Objectives**

Successful students will be able to:

- Understand basic sport psychological concepts and theories

- Apply techniques from sport psychology to sport settings

- Analyse psychological sports performance measures

- Evaluate sports coaching procedures

- Create psychological interventions in sports


**Content**

- Sports, Cognitive Skills and Learning

- Motivation and Volition

- Emotion-Regulation in sports

- Personality, development and social processes in sports

- Self-efficacy & Performance

**Teaching and Learning Forms**

**Exercises, Practice, and Application**

- Active use of techniques in sport psychology (scripting, visualisation, self-talk, etc.)

- Practice and training design in various sports


**Literature and Sources**

Abrahams, D. (2014). Soccer Tough. Oakamoor: Bennion Kearney.

Perry, J. (2017). Sport Psychology. A complete introduction. London: Teach Yourself.

Barrett, L. (2018). How Emotions Are Made. London: Pan Books.

Schüler, J., Wegner, M. & Plessner, H. (2021). Sportpsychologie. Berlin: Springer.

# German as a Foreign Language (Beginners - Advanced levels)

## German as a Foreign Language A1

Code: XXX
Name: German as a Foreign Language A1
ECTS: 6
Exam: 100% Coursework (Reading / writing – Week 9 – 60 %; Listening / Speaking – Week 12 – 40 %)
Author: Koenig

**Description**: This course is for students with no or very little German language skills.  Students are given the opportunity to improve their German language skills (listening, speaking, reading, and writing) within this module. The topics within this module are broken down to include video activities, writing activities, grammar, and occasionally group work.

**Aims/Objectives**: The courses aim to develop the general German skills of the students. They are designed so students can improve their German language skills (i.e. grammar, vocabulary, etc) in everyday situations as well as in a work environment. In class, a variety of teaching methods will be used, including formal input (supported using appropriate material), classroom discussions, listening comprehension as well as writing exercises. Students will receive guided instruction through instructor taught Units (face-to-face or online), as well as guided self-driven learning through course assessments. The course books offer additional online support for self-learning. Material sources relevant to language acquisition will be introduced in the courses and their usage will be encouraged.

By the end of German I, students **should** be at an A1.1 - level.

*Note – There is no guarantee, but students **should** have been able to improve their language level. However, this varies and is dependent on the attendance of the student in class, the homework completed, and extra practice completed outside of the Units*.

**Core Topics**:

| Functional Topics | Grammar Topics |
|---|---|
| <ul><li>Inquiring and giving information about personal environment (Unit 1)</li><li>Talking about hobbies, work, professions, work times (Unit 2)</li><li>Talking about means of transport, understanding and giving simple directions (Unit 3)</li><li>Inviting people, planning a party, doing groceries (Unit 4)</li><li>Making appointments (Unit 5)</li><li>Going to a restaurant (Unit 6)</li></ul> | <ul><li>Question words</li><li>Sentence structure</li><li>Verb conjugation</li><li>Definite and indefinite articles</li><li>Plural of nouns</li><li>Negations</li><li>Formal imperative</li><li>Accusative case</li><li>Separable verbs</li></ul> |

Required Material: Netzwerk neu A1.1, ISBN: 978-3-12-607154-3

** This book is mandatory. Students will not be given any copies from the teacher unless it is supplementary material**

**Independent Study Assignments:**
Independent study assignments form an integral part of the course and will be given regularly. These may vary in length from week to week but will average 1-1.5 hours per week over the length of the course. Any assignment given as homework constitutes part of the course content and may be assessed.

## German as a Foreign Language A1+

Code: XXX
Name: German as a Foreign Language A1+
ECTS: 6
Exam: 100% Coursework (Reading / writing – Week 9 – 60 %; Listening / Speaking – Week 12 – 40 %)
Author: Koenig

**Description**: This course is for students with little German language skills.  Students are given the opportunity to improve their German language skills (listening, speaking, reading, and writing) within this module. The topics within this module are broken down to include video activities, writing activities, grammar, and occasionally group work.

**Aims/Objectives**: The courses aim to develop the general German skills of the students. They are designed so students can improve their German language skills (i.e. grammar, vocabulary, etc) in everyday situations as well as in a work environment. In class, a variety of teaching methods will be used, including formal input (supported using appropriate material), classroom discussions, listening comprehension as well as writing exercises. Students will receive guided instruction through instructor taught Units (face-to-face or online), as well as guided self-driven learning through course assessments. The course books offer additional online support for self-learning. Material sources relevant to language acquisition will be introduced in the courses and their usage will be encouraged.

By the end of German I, students **should** have completed the A1 - level.

*Note – There is no guarantee, but students **should** have been able to improve their language level. However, this varies and is dependent on the attendance of the student in class, the homework completed, and extra practice completed outside of the Units.*

**Core Topics:**

| Functional Topics | Grammar Topics |
|---|---|
| <ul><li>Work Routine (Unit 7)</li><li>Talking about fitness, health, medicine (Unit 8)</li><li>Describing the apartment, furniture (Unit 9)</li><li>Talking about activities (work, leisure) in the past (Unit 10)</li><li>Describing clothing, talking about shopping experience (Unit 11)</li><li>Talking about holiday trips (Unit 12)</li></ul> | <ul><li>Prepositions</li><li>Modal verbs</li><li>Perfect tense</li><li>Questions word "welch?"</li><li>Giving reasons with conjunction "denn"</li></ul> |

**Required Material**: Netzwerk neu A1.2
ISBN: 978-3-12-607155-0

** This book is mandatory. Students will not be given any copies from the teacher unless it is supplementary material**

**Independent Study Assignments:**
Independent study assignments form an integral part of the course and will be given regularly. These may vary in length from week to week but will average 1-1.5 hours per week over the length of the course. Any assignment given as homework constitutes part of the course content and may be assessed.

# German as a Foreign Language A2

Code: XXX
Name: German as a Foreign Language A2
ECTS: 6
Exam: 100% Coursework (Reading / writing – Week 9 – 60 %; Listening / Speaking – Week 12 – 40 %)
Author: Koenig

**Description**: This course is for students with basic German language skills. Students are given the opportunity to improve their German language skills (listening, speaking, reading, and writing) within this module. The topics within this module are broken down to include video activities, writing activities, grammar, and occasionally group work.

**Aims/Objectives**: The courses aim to develop the general German skills of the students. They are designed so students can improve their German language skills (i.e. grammar, vocabulary, etc) in everyday situations as well as in a work environment. In class, a variety of teaching methods will be used, including formal input (supported using appropriate material), classroom discussions, listening comprehension as well as writing exercises. Students will receive guided instruction through instructor taught Units (face-to-face or online), as well as guided self-driven learning through course assessments. The course books offer additional online support for self-learning. Material sources relevant to language acquisition will be introduced in the courses and their usage will be encouraged.

By the end of German I, students **should** have completed the A2.1 - level.

*Note – There is no guarantee, but students **should** have been able to improve their language level. However, this varies and is dependent on the attendance of the student in class, the homework completed, and extra practice completed outside of the Units.*

**Core Topics**:

| Functional Topics | Grammar Topics |
|---|---|
| • Talking about activities in the past (Unit 1) <br><br> • Giving reasons (Unit 1) <br><br> • Talking about high school experiences and educational options after high school (Unit 2) <br><br> • Making comparisons and describing differences (Unit 3) <br><br> • Writing an invitation (Unit 4) <br><br> • Dialogue situations at public service areas (Unit 5) | • Perfect tense <br><br> • Subordinate phrases with *"weil"* <br><br> • Past tense of modal verbs <br><br> • Comparative / Superlative <br><br> • Conjunction *"dass"* <br><br> • Conditional clause with *"wenn"* <br><br> • Reflexive verbs <br><br> • Adjective declination with definite articles |

**Required Material**: Netzwerk neu A2.1, ISBN 978-3-12-607162-8

** This book is mandatory. Students will not be given any copies from the teacher unless it is supplementary material**

**Independent Study Assignments:**
Independent study assignments form an integral part of the course and will be given regularly. These may vary in length from week to week but will average 1-1.5 hours per week over the length of the course. Any assignment given as homework constitutes part of the course content and may be assessed.

## German as a Foreign Language A2+

Code: XXX
Name: German as a Foreign Language A2+
ECTS: 6
Exam: 100% Coursework (Reading / writing – Week 9 – 60 %; Listening / Speaking – Week 12 – 40 %)
Author: Koenig

**Description**: This course is for students with basic to good German language skills. Students are given the opportunity to improve their German language skills (listening, speaking, reading, and writing) within this module. The topics within this module are broken down to include video activities, writing activities, grammar, and occasionally group work.

**Aims/Objectives**: The courses aim to develop the general German skills of the students. They are designed so students can improve their German language skills (i.e. grammar, vocabulary, etc) in everyday situations as well as in a work environment. In class, a variety of teaching methods will be used, including formal input (supported using appropriate material), classroom discussions, listening comprehension as well as writing exercises. Students will receive guided instruction through instructor taught Units (face-to-face or online), as well as guided self-driven learning through course assessments. The course books offer additional online support for self-learning. Material sources relevant to language acquisition will be introduced in the courses and their usage will be encouraged.

By the end of German III Intermediate, students **should** have reached the end of the A2.2 - level.

*Note* – *There is no guarantee, but students **should** have been able to improve their language level. However, this varies and is dependent on the attendance of the student in class, the homework completed, and extra practice completed outside of the Units.*

**Core Topics**:

| Functional Topics | Grammar Topics |
|---|---|
| <ul><li>Getting around with public transport (Unit 7)</li><li>Giving recommendations (Unit 8)</li><li>Explaining consequences and contradictions (Unit 9)</li><li>Describing past events (Unit 10)</li><li>Expressing hypothetical desires; making polite requests and proposals (Unit 11)</li></ul> | <ul><li>Indirect questions</li><li>Konjunktiv II</li><li>Conjunctions *"deshalb* and *"trotzdem"*</li><li>Verbs describing position and change of location</li><li>Prepositions (*Wechselpräpositionen*)</li><li>Konjunktiv II</li><li>Verbs with prepositions</li></ul> |

<u>Required Material</u>: Netzwerk neu A2.2
        ISBN 978-3-12-607163-5

** This book is mandatory. Students will not be given any copies from the teacher unless it is supplementary material**

**Independent Study Assignments:**
Independent study assignments form an integral part of the course and will be given regularly. These may vary in length from week to week but will average 1-1.5 hours per week over the length of the course. Any assignment given as homework constitutes part of the course content and may be assessed.

# German as a Foreign Language B1

Code: XXX
Name: German as a Foreign Language B1
ECTS: 6
Exam: 100% Coursework (Reading / writing – Week 9 – 60 %; Listening / Speaking – Week 12 – 40 %)
Author: Koenig

**Description**: This course is for students with good German language skills. Students are given the opportunity to improve their German language skills (listening, speaking, reading, and writing) within this module. The topics within this module are broken down to include video activities, writing activities, grammar, and occasionally group work.

**Aims/Objectives**: The courses aim to develop the general German skills of the students. They are designed so students can improve their German language skills (i.e. grammar, vocabulary, etc) in everyday situations as well as in a work environment. In class, a variety of teaching methods will be used, including formal input (supported using appropriate material), classroom discussions, listening comprehension as well as writing exercises. Students will receive guided instruction through instructor taught Units (face-to-face or online), as well as guided self-driven learning through course assessments. The course books offer additional online support for self-learning. Material sources relevant to language acquisition will be introduced in the courses and their usage will be encouraged.

By the end of German III Intermediate, students **should** have reached the end of the B1.1 - level.

*Note – There is no guarantee, but students **should** have been able to improve their language level. However, this varies and is dependent on the attendance of the student in class, the homework completed, and extra practice completed outside of the Units.*

**Core Topics**:

| Functional Topics | Grammar Topics |
|---|---|
| • Giving reasons (Unit 1) <br><br> • Explaining consequences (Unit 2) <br><br> • Explaining changes between past and present (Unit 3) <br><br> • Job activities (Unit 4) <br><br> • Talking about environment related topics / Making comparisons (Unit 5) <br><br> • Talking about the future: expectations, plans (Unit 6) | • "zu" + infinitive <br><br> • Subordinate phrases <br><br> • Verb "lassen" <br><br> • Genitive case <br><br> • Imperfect tense (*"Präteritum"*) <br><br> • Konjunktiv II <br><br> • Expressing intensions with "damit" and "um .. zu" |

<u>**Required Material**</u>: Netzwerk neu B1.1
　　　　　　　ISBN 978-3-12-607170-3

\*\* This book is mandatory. Students will not be given any copies from the teacher unless it is supplementary material\*\*

**Independent Study Assignments:**
Independent study assignments form an integral part of the course and will be given regularly. These may vary in length from week to week but will average 1-1.5 hours per week over the length of the course. Any assignment given as homework constitutes part of the course content and may be assessed.

# German as a Foreign Language B1+

Code: XXX
Name: German as a Foreign Language B1+
ECTS: 6
Exam: 100% Coursework (Reading / writing – Week 9 – 60 %; Listening / Speaking – Week 12 – 40 %)
Author: Koenig

**Description**: This course is for students with good German language skills. Students are given the opportunity to improve their German language skills (listening, speaking, reading, and writing) within this module. The topics within this module are broken down to include video activities, writing activities, grammar, and occasionally group work.

**Aims/Objectives**: The courses aim to develop the general German skills of the students. They are designed so students can improve their German language skills (i.e. grammar, vocabulary, etc) in everyday situations as well as in a work environment. In class, a variety of teaching methods will be used, including formal input (supported using appropriate material), classroom discussions, listening comprehension as well as writing exercises. Students will receive guided instruction through instructor taught Units (face-to-face or online), as well as guided self-driven learning through course assessments. The course books offer additional online support for self-learning. Material sources relevant to language acquisition will be introduced in the courses and their usage will be encouraged.

By the end of German I, students **should** have completed the B1 - level.

*Note – There is no guarantee, but students **should** have been able to improve their language level. However, this varies and is dependent on the attendance of the student in class, the homework completed, and extra practice completed outside of the Units.*

**Core Topics**:

| Functional Topics | Grammar Topics |
|---|---|
| • Reacting in conflicts (Unit 7) <br><br> • Offering and rejecting help (Unit 8) <br><br> • Understanding rules (Unit 8) <br><br> • Giving opinions about art (Unit 9) <br><br> • Giving exact descriptions (Unit 9) <br><br> • Talking public services (Unit 10) <br><br> • How to improve city living conditions (Unit 11) <br><br> • Going to the bank (Unit 12) | • Plusquamperfekt <br><br> • subordinate clauses with temporal prepositions <br><br> • The verb "*brauchen*" <br><br> • Reflexive pronouns <br><br> • Zweiteilige Konnektoren <br><br> • Negations <br><br> • Adjective declination without articles <br><br> • Passive |

**Required Material**: Netzwerk neu B1.2, ISBN: 978-3-12-607171-0

** This book is mandatory. Students will not be given any copies from the teacher unless it is supplementary material**

**Independent Study Assignments:**
Independent study assignments form an integral part of the course and will be given regularly. These may vary in length from week to week but will average 1-1.5 hours per week over the length of the course. Any assignment given as homework constitutes part of the course content and may be assessed.

## German as a Foreign Language B2

Code: XXX
Name: German as a Foreign Language B2
ECTS: 6
Exam: 100% Coursework (Reading / writing – Week 9 – 60 %; Listening / Speaking – Week 12 – 40 %)
Author: Koenig

**Description**: This course is for students who have already achieved good language skills.  Students are given the opportunity to improve their German language skills (listening, speaking, reading, and writing) within this module. The topics within this module are broken down to include video activities, writing activities, grammar, and occasionally group work.

**Aims/Objectives**: The courses aim to develop the general German skills of the students. They are designed so students can improve their German language skills (i.e. grammar, vocabulary, etc) in everyday situations as well as in a work environment. In class, a variety of teaching methods will be used, including formal input (supported using appropriate material), classroom discussions, listening comprehension as well as writing exercises. Students will receive guided instruction through instructor taught Units (face-to-face or online), as well as guided self-driven learning through course assessments. The course books offer additional online support for self-learning. Material sources relevant to language acquisition will be introduced in the courses and their usage will be encouraged.

By the end of German I, students **should** be at an B2+ - level.

*Note – There is no guarantee, but students **should** have been able to improve their language level. However, this varies and is dependent on the attendance of the student in class, the homework completed, and extra practice completed outside of the Units.*

**Core Topics**:

| Functional Topics | Grammar Topics |
|---|---|
| <ul><li>Talking about cultural differences (Unit 1)</li><li>Arguing: Weighing positive and negative arguments (Unit 2)</li><li>Searching and applying for a job (Unit 3)</li><li>Writing a CV (Unit 3)</li><li>Criticizing / Reacting to criticism (Unit 4)</li><li>Discussing pros and cons (Unit 4)</li></ul> | <ul><li>Complex Sentence structure</li><li>Negations</li><li>Proprtionalsatz</li><li>Particle "es"</li><li>Doppelkonjunktionen</li><li>Um .. zu / damit ..</li><li>Nomen-Verb-Verbindungen</li><li>Passive</li></ul> |

**Required Material**: Aspekte neu, Lehr- und Arbeitsbuch B2, Teil 1
ISBN: 978-3-12-605027-2

\*\* This book is mandatory. Students will not be given any copies from the teacher unless it is supplementary material\*\*

**Independent Study Assignments:**
Independent study assignments form an integral part of the course and will be given regularly. These may vary in length from week to week but will average 1-1.5 hours per week over the length of the course. Any assignment given as homework constitutes part of the course content and may be assessed.

# German as a Foreign Language B2+

Code: XXX
Name: German as a Foreign Language B2+
ECTS: 6
Exam: 100% Coursework (Reading / writing – Week 9 – 60 %; Listening / Speaking – Week 12 – 40 %)
Author: Koenig

**Description**: This course is for students who have already achieved good language skills.  Students are given the opportunity to improve their German language skills (listening, speaking, reading, and writing) within this module. The topics within this module are broken down to include video activities, writing activities, grammar, and occasionally group work.

**Aims/Objectives**: The courses aim to develop the general German skills of the students. They are designed so students can improve their German language skills (i.e. grammar, vocabulary, etc) in everyday situations as well as in a work environment. In class, a variety of teaching methods will be used, including formal input (supported using appropriate material), classroom discussions, listening comprehension as well as writing exercises. Students will receive guided instruction through instructor taught Units (face-to-face or online), as well as guided self-driven learning through course assessments. The course books offer additional online support for self-learning. Material sources relevant to language acquisition will be introduced in the courses and their usage will be encouraged.

By the end of German I, students **should** have completed the B2 - level.

*Note – There is no guarantee, but students **should** have been able to improve their language level. However, this varies and is dependent on the attendance of the student in class, the homework completed, and extra practice completed outside of the Units.*

**Core Topics**:

| Functional Topics | Grammar Topics |
|---|---|
| <ul><li>Describing steps in processing an order (Unit 6)</li><li>Making hypothetical comparisons (Unit 6)</li><li>Describing a graph (Unit 7)</li><li>Direct and indirect quotes (Unit 8)</li><li>Adding emotional emphasis (Unit 9)</li><li>Writing a complaint letter (Unit 10)</li></ul> | <ul><li>Passive</li><li>Konjunktiv II</li><li>Modalsätze</li><li>Konjunktiv I</li><li>Verbs, nouns and adjectives with preposition</li><li>Modalpartikel</li><li>Partizip I / II as adjectives</li><li>Prepositions with Genitive</li></ul> |

**Required Material**: Aspekte neu, Lehr- und Arbeitsbuch B2, Teil 2, ISBN: 978-3-12-605028-9

** This book is mandatory. Students will not be given any copies from the teacher unless it is supplementary material**

**Independent Study Assignments:**
Independent study assignments form an integral part of the course and will be given regularly. These may vary in length from week to week but will average 1-1.5 hours per week over the length of the course. Any assignment given as homework constitutes part of the course content and may be assessed.

## German as a Foreign Language C1

Code: XXX
Name: German as a Foreign Language C1
ECTS: 6
Exam: 100% Coursework (Reading / writing – Week 9 – 60 %; Listening / Speaking – Week 12 – 40 %)
Author: Koenig

**Description**: This course is for students who have already achieved very good language skills.  Students are given the opportunity to improve their German language skills (listening, speaking, reading, and writing) within this module. The topics within this module are broken down to include video activities, writing activities, grammar, and occasionally group work.

**Aims/Objectives**: The courses aim to develop the general German skills of the students. They are designed so students can improve their German language skills (i.e. grammar, vocabulary, etc) in everyday situations as well as in a work environment. In class, a variety of teaching methods will be used, including formal input (supported using appropriate material), classroom discussions, listening comprehension as well as writing exercises. Students will receive guided instruction through instructor taught Units (face-to-face or online), as well as guided self-driven learning through course assessments. The course books offer additional online support for self-learning. Material sources relevant to language acquisition will be introduced in the courses and their usage will be encouraged.

By the end of German I, students **should** have completed the C1 - level.

*Note – There is no guarantee, but students **should** have been able to improve their language level. However, this varies and is dependent on the attendance of the student in class, the homework completed, and extra practice completed outside of the Units.*

**Core Topics**:

| Functional Topics | Grammar Topics |
|---|---|
| <ul><li>Talking about online activities (Unit 1)</li><li>Living in shared flats (Unit 1)</li><li>Quoting (Unit 2)</li><li>Writing a CV (Unit 3)</li><li>Weighing Pros and Cons (“*abwägen*”) (Unit 3)</li><li>Talking about soft skills (Unit 3)</li><li>Weighing Pros and Cons (Unit 4)</li><li>Describing career goals (Unit 5)</li><li>Explaining how to turn goals into deeds (Unit 5)</li></ul> | <ul><li>Prepositional particles (*wie, laut, zufolge*)</li><li>Nominalform / Verbalform</li><li>Transformation: “Dass”-Satz – Infinitivsatz</li><li>Weiterführende Nebensätze</li><li>Nominalisierung / Verbalisierung</li><li>Negative Konsekutivsätze</li><li>Finalsätze</li></ul> |

**Required Material**: Aspekte neu, Lehr- und Arbeitsbuch C1, Teil 1, ISBN: 978-3-12-605037-1
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