

# Modulhandbuch

**Studienbereich Wirtschaft**

School of Business

**Studiengang**

**International Business Management Trinational**

International Business Management Trinational

**Studienakademie**

**LÖRRACH**

## Curriculum (Pflicht und Wahlmodule)

Aufgrund der Vielzahl unterschiedlicher Zusammenstellungen von Modulen können die spezifischen Angebote hier nicht im Detail abgebildet werden. Nicht jedes Modul ist beliebig kombinierbar und wird möglicherweise auch nicht in jedem Studienjahr angeboten. Die Summe der ECTS aller Module inklusive der Bachelorarbeit umfasst 210 Credits.

	FESTGELEGTER MODULBEREICH			
NUMMER	MODULBEZEICHNUNG		VERORTUNG	ECTS
W3IBMT_901	Bachelor Thesis		-	12
W3IBMT_101	General Management I		1. Studienjahr	12
W3IBMT_102	Cross-Cultural Management I		1. Studienjahr	6
W3IBMT_103	Marketing I		1. Studienjahr	6
W3IBMT_104	Economics and Methods I		1. Studienjahr	18
W3IBMT_105	Languages I		1. Studienjahr	12
W3IBMT_106	Electives I		1. Studienjahr	3
W3IBMT_801	Live Project I		1. Studienjahr	3
W3IBMT_201	General Management II		2. Studienjahr	12
W3IBMT_202	Cross-Cultural Management II		2. Studienjahr	6
W3IBMT_203	Marketing II		2. Studienjahr	6
W3IBMT_204	Economics and Methods II		2. Studienjahr	6
W3IBMT_205	Economics and Methods III		2. Studienjahr	9
W3IBMT_206	Languages II		2. Studienjahr	12
W3IBMT_207	Electives II		2. Studienjahr	3
W3IBMT_302	General Management IV		2. Studienjahr	12
W3IBMT_802	Live Project II		2. Studienjahr	3
W3IBMT_301	General Management III		3. Studienjahr	9
W3IBMT_303	Cross-Cultural Management III		3. Studienjahr	6
W3IBMT_304	Marketing III		3. Studienjahr	6
W3IBMT_305	Economics and Methods IV		3. Studienjahr	6
W3IBMT_306	Economics and Methods V		3. Studienjahr	6
W3IBMT_307	Languages III		3. Studienjahr	12
W3IBMT_308	Electives III		3. Studienjahr	3
W3IBMT_700	DUT Thesis		3. Studienjahr	3
W3IBMT_803	Live Project III		3. Studienjahr	18

## Bachelor Thesis (W3IBMT\_901)

### Bachelor Thesis

#### FORMALE ANGABEN ZUM MODUL

MODULNUMMER	VERORTUNG IM STUDIENVERLAUF	MODULDAUER (SEMESTER)	MODULVERANTWORTUNG	SPRACHE
W3IBMT_901	-	1	Prof. Dr. Wolfgang Schmid-Grotjohann	

#### EINGESETZTE LEHRFORMEN

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#### EINGESETZTE PRÜFUNGSFORMEN

PRÜFUNGSLEISTUNG	PRÜFUNGSUMFANG (IN MINUTEN)	BENOTUNG
Bachelorarbeit	Siehe Prüfungsordnung	ja

#### WORKLOAD UND ECTS-LEISTUNGSPUNKTE

WORKLOAD INSGESAMT (IN H)	DAVON PRÄSENZZEIT (IN H)	DAVON SELBSTSTUDIUM (IN H)	ECTS-LEISTUNGSPUNKTE
90	0	90	12

#### QUALIFIKATIONSZIELE UND KOMPETENZEN

##### FACHKOMPETENZ

After the Diplôme Universitaire Technique (DUT), the bachelor thesis is the second scientific paper that has to be written by the students. The general goal is to enable the students to solve a practical problem with scientific means. Students show their capability to scientifically examine, analyze and process a practical problem that comes from within the company. Students are supported by an academic supervisor when working on their bachelor thesis.

##### METHODENKOMPETENZ

As part of the writing of the bachelor thesis, the students apply scientific methods to solve practical problems. Working on a bachelor thesis requires a systematic approach as well as structured and thorough work. In this respect, students have to describe and justify the methods they used to gather the information and data needed for the thesis. Students are supposed to analyze the questions and problems by applying the specific methodology and conceptual framework that they have chosen.

##### PERSONALE UND SOZIALE KOMPETENZ

Working on a bachelor thesis requires also diligence and perseverance. The search for independent solutions promotes and enhances the creativity and personal responsibility of the students even more. Information and data must be collected and processed. This in turn requires conducting interviews and establishing personal relationships with employees and colleagues.

##### ÜBERGREIFENDE HANDLUNGSKOMPETENZ

Students learn to work scientifically and to argue scientifically. Working on the bachelor thesis is an ideal preparation for a future master's degree. The bachelor thesis is connected with the final live project. It is a formal written text of 10,000 to 12,000 words. Together with the oral defence of the thesis (soutenance), it leads to the award of the bachelor degree.

The bachelor thesis is a more advanced qualification than the DUT thesis. Although the basic structure of the thesis is the same as for the DUT thesis, the students are expected to provide more breadth and depth in each point. These higher expectations are reflected in the increased length of the bachelor thesis and in the assessment criteria for both

the thesis and the oral defence of the thesis (soutenance). The bachelor thesis is presented and defended by the students in front of an international jury of professors. The jury consists of one member each from Germany, Switzerland and France and decides on the grade. The language of the presentation must not correspond to the native language of the examinee.

#### LERNEINHEITEN UND INHALTE

LEHR- UND LERNEINHEITEN	PRÄSENZZEIT	SELBSTSTUDIUM
Bachelor Thesis	0	90

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#### BESONDERHEITEN

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#### VORAUSSETZUNGEN

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#### LITERATUR

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## General Management I (W3IBMT\_101)

### FORMALE ANGABEN ZUM MODUL

MODULNUMMER	VERORTUNG IM STUDIENVERLAUF	MODULDAUER (SEMESTER)	MODULVERANTWORTUNG	SPRACHE
W3IBMT_101	1. Studienjahr	2	Prof. Dr. Wolfgang Schmid-Grotjohann	Deutsch/Englisch/Französisch

### EINGESETZTE LEHRFORMEN

Vorlesung, Übung

### EINGESETZTE PRÜFUNGSFORMEN

PRÜFUNGSLEISTUNG	PRÜFUNGSUMFANG (IN MINUTEN)	BENOTUNG
Kombinierte Modulprüfung - Klausur und Präsentation	Siehe Prüfungsordnung	ja
Kombinierte Modulprüfung - Kombinierte Modulprüfung	Siehe Prüfungsordnung	ja
Kombinierte Modulprüfung - Klausur und Präsentation	Siehe Prüfungsordnung	ja
Kombinierte Modulprüfung - Kombinierte Modulprüfung	Siehe Prüfungsordnung	ja

### WORKLOAD UND ECTS-LEISTUNGSPUNKTE

WORKLOAD INSGESAMT (IN H)	DAVON PRÄSENZZEIT (IN H)	DAVON SELBSTSTUDIUM (IN H)	ECTS-LEISTUNGSPUNKTE
360	120	240	12

### QUALIFIKATIONSZIELE UND KOMPETENZEN

#### FACHKOMPETENZ

This is a module that focuses on imparting fundamental basic knowledge about how a firm works in principal (Introduction to Business Management) and how a firm works, embedded in an international context (Introduction to International Business). The students will be able to understand the basic functional, human and institutional approaches to a firm. They will understand what globalization means and what consequences it entails. They will develop an understanding of how international trade organizations work and they are put in a position to deal with the legal, technological, ecological and political forces that constitute the framework for international business.

Students will furthermore acquire basic knowledge in financial accounting. They will be able to distinguish between the balance sheet and the statement of profit and loss and they will get a first insight in national and international accounting standards. In addition, they will develop an understanding of different business accounting systems, in particular the differences between external and internal accounting systems. In internal accounting (i.e. managerial accounting) the students will for example learn about variable and fixed cost as a consequence of the change of the output activity level of a firm. A first insight into the theory of costs is also on the agenda.

#### METHODENKOMPETENZ

Upon completion of this module students will know how a firm basically works and they will be able to assess the relevance of international activities for a company. They will get to know the systematic approach to evaluate a company based on balance sheets and managerial accounting figures. In financial accounting basic records are taught and practiced so that the students will be able to apply them on their own. In managerial accounting students will be able to solve make or buy problems and how to evaluate the manufacturing cost of a product.

#### PERSONALE UND SOZIALE KOMPETENZ

Students will acquire an understanding how to practice participatory and culturally sensitive action in a multinational context. Students will learn what it means to work in a company with an international orientation and in which cultural characteristics have to be taken into account accordingly. Participatory and culturally sensitive action is to be practiced by means of group presentations in a trilingual team.

#### ÜBERGREIFENDE HANDLUNGSKOMPETENZ

Students will practice critical thinking approach whether internationalization at all costs makes sense with regard to the natural environment and sustainability concept. They will develop a critical understanding of the meaningfulness of balance sheets and managerial accounting figures with regard to the assessment of a company's performance. This module is primarily intended to impart basic knowledge and does not primarily focus on social skills and it extends over two semesters. The first semester takes place in France (Colmar) and the subject matter is taught in French language. The second semester takes place in Germany (Lörrach). The language of instruction there is German.

## LERNEINHEITEN UND INHALTE

LEHR- UND LERNEINHEITEN	PRÄSENZZEIT	SELBSTSTUDIUM
Introduction to Business Management	30	60
Understand how a company can be, become or remain competitive.		
Assimilate 3 strategic approaches to achieve this competitiveness objective:		
<ul style="list-style-type: none"><li>- Functional approach (Taylorism, Fordism, Postfordism (Toyotism) ...) where price is the main variable of adaptation to the market</li><li>- Human Approach (Mayo, Maslow, McClelland, Herzberg, McGregor ...) where quality and motivation become central</li><li>- Institutional Approach (Informational) where information and innovation become essential (Schumpeter, H. Simon, Ronald Coase, O. Williamson ...)</li></ul>		
Applications operated by students:		
<ul style="list-style-type: none"><li>- Functional applications = From the school case of the FORD T to today... Mc Donald, Amazon or others</li><li>- Human applications = Concept of "well-being" at work (GECOS studies among others)</li><li>- Information-Innovation application = Examples of strategies for obtaining information (Ex Silicon Valley ...)</li></ul>		
Financial Accounting	30	60
<ul style="list-style-type: none"><li>- The nature of accounting and the role of auditing</li><li>- Financial statements: balance sheet, income statement, statement of cash flow</li><li>- Recording transactions: double-entry accounting system, the recording process</li><li>- Current accounting operations: accounting for sales, inventories</li><li>- Long-term assets and depreciation</li><li>- Inventories and provisions</li></ul>		
Introduction to International Business Management	30	60
The course surveys the international relationships of world business operations. Emphasis is placed in areas of environmental dynamics, multinational business organisations, cultural, political, ecological and economical constraints within international financial and trade frame-works.		
Topics covered:		
<ul style="list-style-type: none"><li>- Situation world trade, FDIs, WTO, FTAs</li><li>- Internationalization theories for exports, FDI, international licence agreements</li><li>- International business environment: Legal, technological, ecological and political forces; cultural factors; international trade; international finance, ethics and social responsibility</li><li>- Going international strategy: Country selection, market entry strategy and timing, business case analysis for investment decisions</li><li>- Internationalization challenges for SMEs and recommendations</li><li>- Basics of International Marketing and Sales</li><li>- Basics of International Logistic Management</li><li>- International HR Management</li></ul>		
Management Accounting	30	60
This course examines the basic management accounting techniques,		
Topics covered:		
<ul style="list-style-type: none"><li>- Classification of cost (variable; fixed; direct, indirect etc.)</li><li>- Cost behaviour; analysis of activity changes and its effects on cost</li><li>- Fundamentals of cost theory (average cost, marginal cost)</li><li>- Cost calculation systems (how to assign cost to the products of the firm)</li><li>- Decision making using variable costing and activity based costingsystems</li><li>- Decision making with absolute and relative contribution marginsconcepts</li></ul>		

## BESONDERHEITEN

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## VORAUSSETZUNGEN

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## LITERATUR

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- Alexander, D./Nobes, Ch.: Financial Accounting: An International Introduction, Pearson Education Limited
- Erdmann, Deimel: Kostenrechnung: Das Lehrbuch für Bachelor, Master und Praktiker, Pearson Verlag
- Griffin, R. W./Pustay, M. W.: International Business: A Managerial Perspective. Pearson Education Limited
- Griffin, Ricky W./Pustay, Mike W.: International Business: A Managerial Perspective, Pearson Education Limited
- Horngren, Ch. T./Sundem, G. L. et al: Introduction to Financial Accounting, Pearson
- Kloock, J./Sieben, G. et al: Kosten- und Leistungsrechnung, Lucius und Lucius
- Kwendo, E. S./Siele, E.: Introduction to Business Management, Acrodile Publishing Ltd.
- Macha, R.: Grundlagen der Kosten- und Leistungsrechnung, Vahlen Verlag
- Miller-Nobles, T. et al: Horngren's Financial & Managerial Accounting, The Financial Chapters, Pearson Education Limited
- Miller-Nobles, T. et al: Horngren's Financial & Managerial Accounting, The Managerial Chapters Pearson
- Orumwense, Jones: Introduction to International Business and New Venture Creation. 2013. LAP LAMBERT Academic Publishing
- Perlitz, M./Schrack, R.: Internationales Management, UTB GmbH
- Rugman, A. M./Hodgetts, R. M.: International Business, Financial Times Prentice Hall
- Wall, S.: Introduction to International Business, Longman
- Williams, J./Haka, S. et al: Financial Accounting, McGraw-Hill

## Cross-Cultural Management I (W3IBMT\_102)

### Cross-Cultural Management I

#### FORMALE ANGABEN ZUM MODUL

MODULNUMMER	VERORTUNG IM STUDIENVERLAUF	MODULDAUER (SEMESTER)	MODULVERANTWORTUNG	SPRACHE
W3IBMT_102	1. Studienjahr	2	Prof. Dr. Wolfgang Schmid-Grotjohann	Deutsch/Englisch/Französisch

#### EINGESETZTE LEHRFORMEN

Vorlesung, Übung, Projekt, Case Study

#### EINGESETZTE PRÜFUNGSFORMEN

PRÜFUNGSLEISTUNG	PRÜFUNGSUMFANG (IN MINUTEN)	BENOTUNG
Kombinierte Modulprüfung - Klausur und Präsentation	Siehe Prüfungsordnung	ja
Kombinierte Modulprüfung - Klausur und Präsentation	Siehe Prüfungsordnung	ja

#### WORKLOAD UND ECTS-LEISTUNGSPUNKTE

WORKLOAD INSGESAMT (IN H)	DAVON PRÄSENZZEIT (IN H)	DAVON SELBSTSTUDIUM (IN H)	ECTS-LEISTUNGSPUNKTE
180	60	120	6

#### QUALIFIKATIONSZIELE UND KOMPETENZEN

##### FACHKOMPETENZ

This course is about the basics of intercultural communication and its determinants. The students will understand how communication and management processes differ among different cultures.

They gain knowledge of people's own and other's interpersonal communication styles and how those styles impact others. Furthermore, they will be able to expand the range of communication options to enhance the effectiveness of communication. The students are put in a position to differentiate between cultural parameters and are able to analyze communication and management schemes. They understand the importance of personal relationships in business conversations and can influence them positively.

##### METHODENKOMPETENZ

Students can evaluate cross-cultural options in communication and management in a specific business situation. They are able to identify culture-based communication and management processes and they will be able to design and control verbal and non-verbal communication. In addition, students can use goal-oriented verbal and non-verbal communication in an intercultural context. They can use written communication in relation to different cultures and they are able to prepare and carry out communication situations with superiors and employees successfully.

##### PERSONALE UND SOZIALE KOMPETENZ

Students will gain the ability to reflect on their own cultural imprint cognitively and affectively. They will be able to question themselves critically. They can build relationships between people from different cultural backgrounds and will be able to create awareness and understanding of cultural differences.

##### ÜBERGREIFENDE HANDLUNGSKOMPETENZ

Students will acquire basic analysis patterns with which they can structure and analyze problems of intercultural communication in a goal-oriented manner. This module corresponds to the objective of the study course, namely transfer of business administration knowledge in an intercultural context. The first semester takes place in France and the subject matter is taught in French language. The second semester takes place in Germany. The language of instruction there is German.

#### LERNEINHEITEN UND INHALTE

LEHR- UND LERNEINHEITEN	PRÄSENZZEIT	SELBSTSTUDIUM
Fundamentals of Cross Cultural Management	30	60
<ul style="list-style-type: none"> <li>- Principles of communication</li> <li>- Creating awareness of cultural differences</li> <li>- Creating an understanding of cultural options</li> </ul>		



## LERNEINHEITEN UND INHALTE

LEHR- UND LERNEINHEITEN	PRÄSENZZEIT	SELBSTSTUDIUM
Communication	30	60

The course supplies knowledge of people's own and other's interpersonal communication styles, how those styles impact others and how to expand the range of communication options to enhance the effectiveness.

Topics covered:

- Communication models (Shannon & Weaver, Watzlawick, Whorf, Maturana, Schulz von Thun, Forgas, Robbins)
- Meta communication
- Nonverbal communication including pacing and leading to build rapport
- Small talk and small talk training
- written communication skills
- Preparing and mastering communication situations with employees (e.g. objectives meeting, delegation talk, feedback, employee evaluation meeting)

## BESONDERHEITEN

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## VORAUSSETZUNGEN

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## LITERATUR

- DuBrin, A. J.: Human Relations: Interpersonal, Job-Oriented Skills, Prentice Hall
- Forgas, J. et al: Soziale Interaktion und Kommunikation, Beltz
- Harvey, C./Allard, M. J.: Understanding and Managing Diversity, Prentice Hall
- Hofstede, G.: Cultures and Organizations – Intercultural Cooperation and its Importance for Survival, Software of the Mind, Harper Collins Business
- Jandt, F. E.: An Introduction to Intercultural Communication: Identities in a Global Community, Sage Publications Ltd.
- Kramer, M.: Business Communication in Context: Principles and Practice, Pearson
- Schneider, S. C./Barsoux, J.-L.: Managing Across Cultures. 2014, Prentice Hall
- Schulz von Thun, F.: Miteinander Reden- Kommunikationspsychologie für Führungskräfte, Hamburg

## Marketing I (W3IBMT\_103)

### Marketing I

#### FORMALE ANGABEN ZUM MODUL

MODULNUMMER	VERORTUNG IM STUDIENVERLAUF	MODULDAUER (SEMESTER)	MODULVERANTWORTUNG	SPRACHE
W3IBMT_103	1. Studienjahr	2	Marcel Tilmann	Deutsch/Englisch/Französisch

#### EINGESETZTE LEHRFORMEN

Vorlesung, Übung, Case Study

#### EINGESETZTE PRÜFUNGSFORMEN

PRÜFUNGSLEISTUNG	PRÜFUNGSUMFANG (IN MINUTEN)	BENOTUNG
Kombinierte Modulprüfung - Mündliche Prüfung und Projektbericht (mit Präsentation)	Siehe Prüfungsordnung	ja
Kombinierte Modulprüfung - Mündliche Prüfung und Projektbericht (mit Präsentation)	Siehe Prüfungsordnung	ja

#### WORKLOAD UND ECTS-LEISTUNGSPUNKTE

WORKLOAD INSGESAMT (IN H)	DAVON PRÄSENZZEIT (IN H)	DAVON SELBSTSTUDIUM (IN H)	ECTS-LEISTUNGSPUNKTE
180	60	120	6

#### QUALIFIKATIONSZIELE UND KOMPETENZEN

##### FACHKOMPETENZ

Students will be able to develop a clear understanding of the concepts and methods of a modern marketing approach. The students get first insights into modern marketing concepts and their application in the company. The marketing mix of a company are presented and students will develop an understanding how successful marketing strategies such as pricing strategies, advertising strategies, communication strategies etc. work and affect the financial goals of a company.

##### METHODENKOMPETENZ

The students will be able to question the need for marketing and they will be able to assess the importance of marketing in a company. Furthermore, students will be able to assess the relevance of marketing methods and marketing techniques in a professional context. They are able to assess the feasibility and the limits of different marketing methods.

##### PERSONALE UND SOZIALE KOMPETENZ

The module will foster the practicing of participatory presentations using case study techniques. The ability to speak and present in front of an audience is developed and practiced. Students must work on a case study in teamwork with a strict time limit. In an interactive learning environment, marketing strategies and approaches are to be discussed. In small groups, students work out the usefulness of different marketing approaches and eventually present them to the audience.

##### ÜBERGREIFENDE HANDLUNGSKOMPETENZ

This course focuses on practicing work in a team and under time pressure. Self-Organization and division of tasks in an efficiently working team are the order of the day. Furthermore, students will hone their ability to assess their own performance and contribution in an intercultural team. The first semester takes place in France and the subject matter is taught in French language. The second semester takes place in Germany. The language of instruction there is German.

#### LERNEINHEITEN UND INHALTE

LEHR- UND LERNEINHEITEN	PRÄSENZZEIT	SELBSTSTUDIUM
Fundamentals of Marketing	30	60

## LERNEINHEITEN UND INHALTE

### LEHR- UND LERNEINHEITEN

### PRÄSENZZEIT

### SELBSTSTUDIUM

The course presents the marketing framework, which consists of marketing analysis and the variables of marketing mix for the evaluation of the marketing environment and creation of successful strategic and operative marketing initiatives.

Topics covered:

- Principles of marketing; marketing management philosophies
- Analyse customer satisfaction and retention
- Outline of marketing mix: promotion, price, product, place
- Outline of strategic marketing planning: the marketing process, marketing strategies and marketing control

#### Marketing Mix

30

60

The course introduces the operative marketing components. It demonstrates the role of product, price, promotion and distribution in creating an effective and efficient marketing campaign.

Topics covered:

- Product, service and branding strategies; new product development
- Pricing strategies
- Marketing channels and supply management; retailing and wholesaling
- Marketing communication strategy; advertising, sales promotion, public relations; personal selling and directmarketing

### BESONDERHEITEN

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### VORAUSSETZUNGEN

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### LITERATUR

- Burk Wood, M.: The Marketing Plan – A Handbook, Prentice Hall
- Kotler, Ph./Armstrong, G.: Principles of Marketing, Activebook 2.0, Prentice Hall
- Kotler, Ph./Armstrong, G./Saunders, J./Wong, V.: Grundlagen des Marketings, Pearson Studium
- Meffert, Heribert: Marketing. Grundlagen marktorientierter Unternehmensführung, Wiesbaden: Gabler
- Nieschlag, R./Dichtl, E./Hörschgen, H.: Marketing, Berlin: Duncker & Humblot

## Economics and Methods I (W3IBMT\_104)

### Economics and Methods I

#### FORMALE ANGABEN ZUM MODUL

MODULNUMMER	VERORTUNG IM STUDIENVERLAUF	MODULDAUER (SEMESTER)	MODULVERANTWORTUNG	SPRACHE
W3IBMT_104	1. Studienjahr	2	Prof. Dr. Wolfgang Schmid-Grotjohann	Deutsch/Englisch/Französisch

#### EINGESETZTE LEHRFORMEN

Vorlesung, Übung, Projekt, Case Study

#### EINGESETZTE PRÜFUNGSFORMEN

PRÜFUNGSLEISTUNG	PRÜFUNGSUMFANG (IN MINUTEN)	BENOTUNG
Kombinierte Prüfung - Klausur und Projektbericht (mit Präsentation)	Siehe Pruefungsordnung	ja
Kombinierte Prüfung - Klausur und Projektbericht (mit Präsentation)	Siehe Pruefungsordnung	ja
Kombinierte Prüfung - Klausur und Projektbericht (mit Präsentation)	Siehe Pruefungsordnung	ja
Kombinierte Prüfung - Klausur und Projektbericht (mit Präsentation)	Siehe Pruefungsordnung	ja
Kombinierte Prüfung - Klausur und Projektbericht (mit Präsentation)	Siehe Pruefungsordnung	ja
Kombinierte Prüfung - Klausur und Projektbericht (mit Präsentation)	Siehe Pruefungsordnung	ja

#### WORKLOAD UND ECTS-LEISTUNGSPUNKTE

WORKLOAD INSGESAMT (IN H)	DAVON PRÄSENZZEIT (IN H)	DAVON SELBSTSTUDIUM (IN H)	ECTS-LEISTUNGSPUNKTE
540	180	360	18

**FACHKOMPETENZ**

This is a module with a strong analytical orientation. Upon completion, students will be familiar with the basic terms of quantitative economic subject matters and are in a position as to classify and apply them. One focus of this module is business mathematics. In the two math units of this module, the analytical and mathematical foundations for studies in business administration are laid. The mathematical approach is flanked by an introduction to statistical methods and applications that are as well indispensable for studies in business management. Here the students are prepared to work independently on problem solving in the field of big data.

In addition, this module offers an introduction to the principles of microeconomics. This lecture also spans over two semesters and deals fundamentally with the economic interactions between companies, households and governmental organizations. The module is supplemented by an introduction to project management and students are supposed to gain the ability to plan projects in a structured manner and assess their success.

**METHODENKOMPETENZ**

With this module students will be enabled to use given mathematical and statistical methods to answer economic questions. The students are able to apply the methods appropriately and according to the underlying problems. Not only are students able to apply mathematical and statistical methods to economic problems but also, they are in a position as to assess the practicability and limits of mathematical and statistical methods. In addition, the module offers methodological competence in the successful planning and implementation of projects in an international context.

**PERSONALE UND SOZIALE KOMPETENZ**

First and foremost, analytical content is conveyed in this module. Of course, personal perseverance and tenacity are required to acquire the content and to successfully pass the analytically challenging module.

**ÜBERGREIFENDE HANDLUNGSKOMPETENZ**

The students show their general ability to act by using their theoretical, mathematical and statistical expertise in order to act appropriately, authentically and successfully in practical work situations. The big challenge for the lecturers as well as for the students in this module is that it extends over two semesters. The first semester is taught in French language, the second semester is taught in German. Accordingly, the students are supposed to master and apply mathematical and statistical expressions in two different languages. In the first semester, major differences in the prior mathematical knowledge of the students are also apparent. This is due to the different levels of mathematical education in national school systems of the participating countries. One of the objectives is to level out these differences after the first study year.

**LERNEINHEITEN UND INHALTE**

LEHR- UND LERNEINHEITEN	PRÄSENZZEIT	SELBSTSTUDIUM
Microeconomics I	30	60
<ul style="list-style-type: none"> <li>- Introduction to economics: scarcity and choice</li> <li>- Demand, supply and market equilibrium</li> <li>- Market Efficiency</li> <li>- Consumer and Producer Surplus</li> <li>- Elasticity</li> <li>- Household Behavior and Consumer choice</li> <li>- Production process: The behavior of profit-maximizing firms</li> <li>- Market imperfections and pricing: general equilibrium, perfect competition, oligopoly, monopoly</li> </ul>		
Statistics	30	60
<ul style="list-style-type: none"> <li>- Evaluation of quantities: percentage, rate of change, indices</li> <li>- Descriptive statistics: generalities (language, analysis, type of variable...)</li> <li>- One-dimensional variable: graphic representations</li> <li>- Position, dispersion parameters</li> <li>- Two-dimensional variable: contingency table, marginal and conditional distributions</li> <li>- Two-dimensional variable: dependence and independence, correlation, linear adjustment, forecasting using linear regression</li> <li>- Time series</li> </ul>		

LEHR- UND LERNEINHEITEN	PRÄSENZZEIT	SELBSTSTUDIUM
<p>Business Mathematics I</p> <p>The course aims to establish models describing managerial situations and to find optima to these models using derivatives and systems of linear equations.</p> <p>Organization of the course:</p> <ol style="list-style-type: none"> <li>1. Models</li> <li>2. Functions <ul style="list-style-type: none"> <li>- Definitions</li> <li>- Limits</li> <li>- Derivation</li> </ul> </li> <li>3. Linear systems <ul style="list-style-type: none"> <li>- Definition</li> <li>- Solving</li> </ul> </li> <li>4. Optimization <ul style="list-style-type: none"> <li>- Without constraints</li> <li>- Under one constraint</li> <li>- Under multiple constraints (Lagrangian)</li> </ul> </li> <li>5. Linear regression <ul style="list-style-type: none"> <li>- Simple</li> <li>- Multiple</li> <li>- Evaluation of the model's quality with ANOVA</li> </ul> </li> </ol>	30	60
<p>Microeconomics II</p> <p>The course provides a deep insight into:</p> <ul style="list-style-type: none"> <li>- the basics of production and cost theory</li> <li>- the profit maximization calculus of entrepreneurs</li> <li>- Basic market models such as perfect competition, monopoly and oligopoly</li> <li>- Evolutionary processes in market systems.</li> <li>- Allocative effects of government subsidies, taxes and price interventions and whether government interventions in the market coordination mechanism can be justified.</li> </ul>	30	60
<p>Project Management</p> <ul style="list-style-type: none"> <li>- Introduction to project management and project organization</li> <li>- Project Integration Management</li> <li>- Project Scope management</li> <li>- Project Time management</li> <li>- Project Cost management</li> <li>- Project Quality Management</li> <li>- Project Human resource management</li> <li>- Project Communication management</li> <li>- Project Risk management</li> <li>- Project Procurement management</li> <li>- Project Stakeholder management</li> <li>- Guest speaker: Insights from Project Management practitioners</li> </ul>	30	60
<p>Business Mathematics II</p> <ul style="list-style-type: none"> <li>- Elementary functions: linear, quadratic, exponential, logarithmic functions</li> <li>- Functions of one variable: derivatives, concepts and rules for differentiation, optimization, elasticities, convex/concave functions, linear approximation</li> <li>- Application to economics: marginal costs, profit maximization, costs minimization, price elasticities</li> <li>- Functions of two (or more) variables: partial derivatives, contour lines, partial elasticities, optimization, method of Lagrange</li> <li>- Application to economics: linear economic models, utility maximization, profit maximization</li> <li>- Integrals</li> <li>- Application to economics: consumer surplus and producer surplus</li> <li>- Introduction to matrix algebra</li> </ul>	30	60

## BESONDERHEITEN

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## VORAUSSETZUNGEN

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## LITERATUR

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- Artis, M. J./Nixon, F.: The Economics of the European Union: Policy and Analysis, Oxford: Oxford University Press
- Ayers, R./Collinge, R.: Microeconomics: Explore and Apply, Prentice Hall
- Barnett, R. A./Ziegler, M. R./Byleen, K. E.: Applied Mathematics for Business,
- Case, K. E./Fair, R. C. et al: Principles of Microeconomics, Pearson India
- Christiaans, Th./Ross, M.: Wirtschaftsmathematik für das Bachelor-Studium, Springer Gabler
- Cleary, M./Naidoo, J.: Quantitative Methods: Mathematics for Business, Economics, Life Sciences and Social Sciences, Prentice Hall
- Groebner, D. F./Shannon, P. W. et al.: Business Statistics: A Decision Making Approach, Prentice Hall
- Heagney, J.: Fundamentals of Project Management, Amacom
- Jacques, I.: Mathematics for Economics and Business, Addison Wesley
- Kemnitz, A.: Mathematik zum Studienbeginn: Grundlagenwissen für alle technischen, mathematisch-naturwissenschaftlichen und wirtschaftswissenschaftlichen Studiengänge, Springer Spektrum
- Krugman, P./Wells, R.: Microeconomics, Worth
- Lewis, J.P.: Fundamentals of Project Management, McGraw-Hill Professional
- McClave, J. et al.: Statistics for Business and Economics, Global Edition
- Michels, B.: Projektmanagement Handbuch 3. Verschiedene Projekte gleichzeitig leiten & steuern, CreateSpace Independent Publishing Platform
- O'Sullivan, A./Sheffrin, S. et al.: Microeconomics Principles, Applications, and Tools. Pearson New International Edition
- O'Sullivan, A./Sheffrin, S.: Microeconomics: Principles and Tools, Prentice Hall Red Globe Press
- Sharpe, N. R. et al: Business Statistics, Pearson
- Stine, R. A./Foster, D.: Statistics for Business: Decision Making and Analysis. Pearson Educ
- Timinger, H.: Modernes Projektmanagement: Mit traditionellem, agilem und hybridem Vorgehen zum Erfolg, Wiley-VCH
- Walz, G.: Mathematik für Fachhochschule, Duale Hochschulen und Berufsakademie, Springer Spektrum

## Languages I (W3IBMT\_105)

### Languages I

#### FORMALE ANGABEN ZUM MODUL

MODULNUMMER	VERORTUNG IM STUDIENVERLAUF	MODULDAUER (SEMESTER)	MODULVERANTWORTUNG	SPRACHE
W3IBMT_105	1. Studienjahr	2	Prof. Dr. Wolfgang Schmid-Grotjohann	Deutsch/Englisch/Französisch

#### EINGESETZTE LEHRFORMEN

Vorlesung, Übung, Case Study

#### EINGESETZTE PRÜFUNGSFORMEN

PRÜFUNGSLEISTUNG	PRÜFUNGSUMFANG (IN MINUTEN)	BENOTUNG
Continuous Assessment	Siehe Prüfungsordnung	ja
Continuous Assessment	Siehe Prüfungsordnung	ja
Continuous Assessment	Siehe Prüfungsordnung	ja
Continuous Assessment	Siehe Prüfungsordnung	ja
Continuous Assessment	Siehe Prüfungsordnung	ja
Continuous Assessment	Siehe Prüfungsordnung	ja

#### WORKLOAD UND ECTS-LEISTUNGSPUNKTE

WORKLOAD INSGESAMT (IN H)	DAVON PRÄSENZZEIT (IN H)	DAVON SELBSTSTUDIUM (IN H)	ECTS-LEISTUNGSPUNKTE
360	120	240	12

#### QUALIFIKATIONSZIELE UND KOMPETENZEN

##### FACHKOMPETENZ

The students are supposed to develop professional language skills in English, French and German. The students will acquire the ability of linguistic self-organization in the respective languages.

##### METHODENKOMPETENZ

In English, students will get an insight into the principles of critical thinking and the nature of logical arguments.

Students will improve their reading comprehension skills through extensive reading involving a selection of articles from journals and news outlets. Students will conduct a critical analysis of academic and non-academic texts, including an analysis of the arguments that these texts put forward. Students will revise the grammar of tenses in English and improve their grammatical accuracy through grammar exercises. Students will extend their academic and general vocabulary through self-study tasks.

In French, students are supposed to develop master skills in speaking, listening, reading and writing in the domain of the business world. They will acquire profound knowledge about French civilization in general and the organization and functioning of a French company in particular.

In German, students will be able to apply for a job in a German-speaking country and to formulate an attractive and coherent CV. Furthermore, job interviews are prepared, simulated and actively practiced.

##### PERSONALE UND SOZIALE KOMPETENZ

The students develop an awareness of the culture of the country whose language they are learning and learn about specific linguistic features of the language in question. They learn that for successful communication especially in the field of business language skills are indispensable for success in an international work environment.

##### ÜBERGREIFENDE HANDLUNGSKOMPETENZ

The module aims to develop an affection for the culture of another language area. Students are enabled to professionally contribute to a successful cultural interaction with their language skills. Students are exempt from language courses in their own mother tongue. The module extends over 2 semesters. The first semester takes place in France, the second semester takes place in Germany.

#### LERNEINHEITEN UND INHALTE

LEHR- UND LERNEINHEITEN	PRÄSENZZEIT	SELBSTSTUDIUM
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**LERNEINHEITEN UND INHALTE**

LEHR- UND LERNEINHEITEN	PRÄSENZZEIT	SELBSTSTUDIUM
English I	30	60
Students will be introduced to the principles of critical thinking and the nature of logical arguments. Students will improve their reading comprehension skills through extensive reading involving a selection of articles from journals and news outlets. Students will conduct a critical analysis of academic and non-academic texts, including an analysis of the arguments that these texts put forward. Students will revise the grammar of tenses in English and improve their grammatical accuracy through grammar exercises. Students will extend their academic and general vocabulary through self-study tasks.		
French I	30	60
The course focuses on studying the French language in a professional context. Topics covered: - Political and administrative organization of France - Introduction to the French education system - The company - Creation - classification - Structure – organigram - Presentation of a French company by the students - Business communication - Grammar and vocabulary extension at the appropriate level.		
German I	30	60
- Bewerbungsmappe für eine Firma im deutschsprachigen Raum anlegen und gestalten - Ein originelles Praktikumsangebot verstehen und analysieren - Bewerbungsbrief und Lebenslauf gestalten - Bewerbungsgespräch vorbereiten und führen - Eine Firma aus DACH vorstellen		
English II	30	60
Students will be introduced to the verbal and non-verbal elements of successful presentations, from the initial audience analysis to the final delivery of the presentation. Students will improve their reading comprehension skills through extensive reading that will contribute to the content of their presentation. Students will improve their problem-solving skills through the identification of a problem connected with sustainability and the elaboration of a solution to this problem. This task will take the form of a group project in which students will create an entry for the Swiss Student Sustainability Challenge. Students will revise the grammar of passives, conditionals and subjunctive/unreal time in English and will improve their grammatical accuracy through grammar exercises. Students will extend their academic and general vocabulary through self-study tasks.		
French II	30	60
Topics covered: - Product launching - Marketing strategies and advertising - Selling a product - Distribution - Business communication - Grammar and vocabulary extension at the appropriate level.		
German II	30	60
Den Marketingmix unterschiedlicher Firmen vorstellen und begründen. Verschiedene Werbestile- und Ziele erkennen, ihre Wirkung an Beispielen untersuchen.  Einen Werbespot analysieren und präsentieren.		

**BESONDERHEITEN**

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## VORAUSSETZUNGEN

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## LITERATUR

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Literature will be made available in the lecture.

## Electives I (W3IBMT\_106)

### Electives I

#### FORMALE ANGABEN ZUM MODUL

MODULNUMMER	VERORTUNG IM STUDIENVERLAUF	MODULDAUER (SEMESTER)	MODULVERANTWORTUNG	SPRACHE
W3IBMT_106	1. Studienjahr	2	Prof. Dr. Wolfgang Schmid-Grotjohann	Deutsch/Englisch/Französisch

#### INGESETZTE LEHRFORMEN

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#### INGESETZTE PRÜFUNGSFORMEN

PRÜFUNGSLEISTUNG	PRÜFUNGSUMFANG (IN MINUTEN)	BENOTUNG
beste Leistung	Siehe Prüfungsordnung	ja
Portfolio	Siehe Prüfungsordnung	ja
Portfolio	Siehe Prüfungsordnung	ja
Portfolio	Siehe Prüfungsordnung	ja
Portfolio	Siehe Prüfungsordnung	ja
Portfolio	Siehe Prüfungsordnung	ja
Portfolio	Siehe Prüfungsordnung	ja

#### WORKLOAD UND ECTS-LEISTUNGSPUNKTE

WORKLOAD INSGESAMT (IN H)	DAVON PRÄSENZZEIT (IN H)	DAVON SELBSTSTUDIUM (IN H)	ECTS-LEISTUNGSPUNKTE
90	30	60	3

## QUALIFIKATIONSZIELE UND KOMPETENZEN

### FACHKOMPETENZ

It is understandable that content coherence between the units of this module is somewhat difficult to establish. Rather, students have the opportunity to make a selection based on their interests and preferences. Students will acquire qualifications and professional competences in IT applications, presentation techniques, rhetorics and sports strategy.

### METHODENKOMPETENZ

In ICT applications the professional handling of standard business software (Excel, Word, Powerpoint etc.) is taught.

In Harvard Business Studies students get in touch with real business cases (case study method) and are supposed to analyze the underlying issues laid out in the case studies. They learn how to take difficult decisions in a real-world environment and can develop landmarks of skillful leadership.

Rhetorics is about the effective and powerful presentation in front of an audience. The students learn how to deal with nervousness. They educate the expressiveness of their voice (breathing techniques and tonality training).

In Intercultural case studies the students learn about the key concepts and methods for an increased awareness of their communication in multicultural negotiation situations. They will improve self-awareness and external reflection of intercultural communication styles in key cultural clusters.

Sports and Strategy: The course introduces students to the world of strategy consulting through a hands-on consulting experience. A specific example from the sports industry is used to demonstrate this.

### PERSONALE UND SOZIALE KOMPETENZ

In group presentations and group discussions, the students learn to assess pertinently their own contributions and performance within a group or a team. They learn how to argue coherently and they learn and train how to treat each other with respect.

### ÜBERGREIFENDE HANDLUNGSKOMPETENZ

The students strengthen their skills in intercultural and respectful exchange with each other. They know how to act purposefully and confidently in an intercultural context. The module extends over 2 semesters. The first semester takes place in France, the second semester takes place in Germany. Students are obligated to choose at least one elective (unit) in the first academic year. However, they are free to choose more than one unit. The elective (unit) with the best grade is then included in the overall evaluation. Students often coordinate their choice of units with their companies where they will complete the practical phase of their studies. The lecturers usually work with their own scripts. Special reading recommendations are given individually to students who want to immerse themselves deeper in the subjects.

## LERNEINHEITEN UND INHALTE

LEHR- UND LERNEINHEITEN	PRÄSENZZEIT	SELBSTSTUDIUM
ICT Applications	30	60
Excel: - Trucs & Astuces - Formules simples (SOMME ; NB . MOYENNE) - Formules matricielles (SOMME.SI.ENS ; NB.SI.ENS; MOYENNE.SI.ENS) - Formules de conditions (SI) - Formules de recherches (INDEX ; RECHERCHEV) - Autres formules (GAUCHE; DROITE ; CHERCHE; EQUIV...) - Tableau de bord - TCD et GCD  Powerpoint: - Trucs & Astuces - Alignement Stand vom 06.04.2021 - Animations - Transitions - Masques - Gestion des objets  Word: - Trucs & Astuces - Sommaire automatique - Style - Marge - Puces - Numérotation des pages - Gestion des objets		
Negotiation	30	60
-		

## LERNEINHEITEN UND INHALTE

### LEHR- UND LERNEINHEITEN

#### Harvard Business Studies

PRÄSENZZEIT

30

SELBSTSTUDIUM

60

Harvard Business School documented and framed with real business cases an experience for students. This is called the case study method. It is a profound educational innovation and experience that presents the greatest challenges confronting leading companies, nonprofits, and government organizations and confronts the student in the role of a business consultant or a decision maker. Because there are no simple solutions but through the dynamic process of exchanging perspectives, countering and defending points, and building on each other's ideas in group or team work respectively, students can adopt the analyzing issues, exercising judgment, and making difficult decisions and therefore they can develop the landmarks of skillful leadership.

Students learn on the concrete company example, written and analyzed by Harvard University management professors, discuss different opinions in the group and learn to understand complex phenomena in companies, non-profit-organizations and other institutions and work out and present a possible solution. There are two theoretical classroom sessions beforehand to cover and repeat the fundamentals of international business management. Many students in business schools around the world learn business administration using the Harvard Case Study Method (inductive teaching style): from business case to theory; from specific to general.

Topics covered:

- Goals and objectives from international management
- Goals and objectives from international economics
- Financial statement analysis
- Organizational behavior
- Leadership styles
- Decision making

#### Rhetorics

30

60

- Elements of professional and powerful presentation
- Professional self presentation- the five important aspects
- Speaking in front of an audience – how to use your voice and tonality
- How to cope with nervousness while speaking in front of an audience
- Prepare powerful presentations: the six guideline questions
- The structure of a presentation
- General presentation strategy
- Convincing presentation strategies
- Scientific presentation strategies

#### Intercultural Case Studies

30

60

Intercultural theory and models are not sufficiently able to train students in the solution of real intercultural communication, negotiation, mediation, facilitation and conflict situations. Based on a profound set of real inter-cultural case studies students are trained in groups to professionally solve intercultural communication situations based on intercultural models. The case studies are addressing intercultural situations from organizations like United Nations, government bodies and NGO's.

Topics covered:

- Intercultural paradigm shift model
- Dealing with time in other cultures
- Intercultural online communication
- Intercultural negotiation case studies
- Managing challenges of reverse culture shock
- Mixed religion marriage
- Clothing styles in intercultural settings
- Religion: Ramadan at the workplace
- Intercultural, country specific business communication (China, Nigeria, Iran, Finland, Italy, Great Britain, Switzerland etal.)
- Cultural clash games e.g. Trade Mission by Geert Hofstede

#### Sports and Strategy

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## BESONDERHEITEN

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## VORAUSSETZUNGEN

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## Live Project I (W3IBMT\_801)

### Live Project I

#### FORMALE ANGABEN ZUM MODUL

MODULNUMMER	VERORTUNG IM STUDIENVERLAUF	MODULDAUER (SEMESTER)	MODULVERANTWORTUNG	SPRACHE
W3IBMT_801	1. Studienjahr	1	Prof. Dr. Michael Bächle, Prof. Dr. Wolfgang Schmid-Grotjohann	Deutsch/Englisch/Französisch

#### EINGESETZTE LEHRFORMEN

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#### EINGESETZTE PRÜFUNGSFORMEN

PRÜFUNGSLEISTUNG	PRÜFUNGSUMFANG (IN MINUTEN)	BENOTUNG
Bericht zum Ablauf und zur Reflexion des Praxismoduls	Siehe Prüfungsordnung	Bestanden/ Nicht-Bestanden
Projektarbeit	Siehe Prüfungsordnung	Bestanden/ Nicht-Bestanden

#### WORKLOAD UND ECTS-LEISTUNGSPUNKTE

WORKLOAD INSGESAMT (IN H)	DAVON PRÄSENZZEIT (IN H)	DAVON SELBSTSTUDIUM (IN H)	ECTS-LEISTUNGSPUNKTE
60	0	60	3

#### QUALIFIKATIONSZIELE UND KOMPETENZEN

##### FACHKOMPETENZ

In this first practical phase, the aim is to gain initial experience with corporate practice. The students will develop an understanding of the structures and products in a real company. Students realize that there are differences between theory and business practice and they are able to find their way in a practical environment and establish contact with colleagues. At the same time, the students make first attempts to transfer the knowledge they have acquired in theory in a real business environment.

##### METHODENKOMPETENZ

Students get to know practical methods and techniques and are able to compare them with their scientific knowledge. They are able to assess the importance of scientific methods and their applicability in a professional work environment.

##### PERSONALE UND SOZIALE KOMPETENZ

Students get to know their work colleagues and develop the ability to work in a team. They are willing to act in the interests of the company rather than follow their own individual interests. Students recognize the importance and the need of ethical and moral behavior in the company and they learn respect and responsibility in dealing with colleagues and employees.

##### ÜBERGREIFENDE HANDLUNGSKOMPETENZ

Students are able to assess the practical skills and methods against their theoretical backdrop. They adopt a reflective attitude towards societal and social problems in their daily work environment. The German students complete the practical phase at their partner company. The Swiss and French students have to find a company in which to do an internship by themselves. However, students are supported in their search for an internship company by Swiss and French colleagues who also work in the study course.

#### LERNEINHEITEN UND INHALTE

LEHR- UND LERNEINHEITEN	PRÄSENZZEIT	SELBSTSTUDIUM
Live Project I	0	60

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#### BESONDERHEITEN

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#### VORAUSSETZUNGEN

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#### LITERATUR

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## General Management II (W3IBMT\_201)

### General Management II

#### FORMALE ANGABEN ZUM MODUL

MODULNUMMER	VERORTUNG IM STUDIENVERLAUF	MODULDAUER (SEMESTER)	MODULVERANTWORTUNG	SPRACHE
W3IBMT_201	2. Studienjahr	2	Prof. Dr. Wolfgang Schmid-Grotjohann	Deutsch/Englisch/Französisch

#### EINGESETZTE LEHRFORMEN

Vorlesung, Seminar, Übung, Case Study

#### EINGESETZTE PRÜFUNGSFORMEN

PRÜFUNGSLEISTUNG	PRÜFUNGSUMFANG (IN MINUTEN)	BENOTUNG
Kombinierte Modulprüfung - Klausur und Assignment	Siehe Prüfungsordnung	ja
Kombinierte Modulprüfung - Klausur und Assignment	Siehe Prüfungsordnung	ja
Kombinierte Modulprüfung - Klausur und Assignment	Siehe Prüfungsordnung	ja
Kombinierte Modulprüfung - Klausur und Assignment	Siehe Prüfungsordnung	ja

#### WORKLOAD UND ECTS-LEISTUNGSPUNKTE

WORKLOAD INSGESAMT (IN H)	DAVON PRÄSENZZEIT (IN H)	DAVON SELBSTSTUDIUM (IN H)	ECTS-LEISTUNGSPUNKTE
360	120	240	12

#### QUALIFIKATIONSZIELE UND KOMPETENZEN

##### FACHKOMPETENZ

This module provides a detailed introduction to the theory of corporate finance. In the third semester, students delve into the fields of cash flow analysis and the analysis of bonds. In the fourth semester, topics such as working capital management and optimal capital structure are taught to the students. As part of the corporate finance lectures, there is also an introduction to higher financial mathematics as well. As a result, students are able to understand and adopt financial texts and articles. Furthermore, this module provides an insight into the theory of organizational structures in a corporation. What are the principles of an optimal separation of tasks and responsibilities between the employees of a firm? How does a certain organizational culture affect the environment in which the firm operates? These types of questions are covered and dealt with in depth in this lecture. Consequently, the students are able to deal with these topics professionally. Finally, the students will develop an understanding of the supply chain in a company and how logistics can positively impact the financial performance of a company. This is the part of the lecture in "Supply chain management".

##### METHODENKOMPETENZ

Students will get to know methods that can make statements about the financial situation of a company. They will learn the possibilities and limitations of cash flow analyses and they will be able to use financial key performance indicators to evaluate the financial health of a company. Students can estimate how a functioning supply chain affects the financial performance of a company and how the supply chain in a specific company has to be structured in order to create value for the shareholder. Students will also be able to assess the advantages and disadvantages of different organizational forms in the company and their impact on employee satisfaction and job performance.

##### PERSONALE UND SOZIALE KOMPETENZ

Students will learn a sound and appropriate reasoning in the financial sector of a company. Basically, this lecture is primarily intended to impart knowledge and not so much social skills.

##### ÜBERGREIFENDE HANDLUNGSKOMPETENZ

Upon completion of the module, the students will develop a profound understanding of how organizational structures and logistical processes ultimately affect the company's financial performance. Furthermore, students will gain a deep insight into the financial structures of a company and understand how decisions in the financial sector affect the company as a whole. The third semester takes place in Switzerland and the subject matter is taught in English. The fourth semester takes place in France. The language of instruction there is of course French.

#### LERNEINHEITEN UND INHALTE

LEHR- UND LERNEINHEITEN	PRÄSENZZEIT	SELBSTSTUDIUM
Organisation Behavior	30	60

## LERNEINHEITEN UND INHALTE

LEHR- UND LERNEINHEITEN	PRÄSENZZEIT	SELBSTSTUDIUM
<p>The course examines the principles that underlie the design and operation of effective organisations. It reviews the organisational structure and functions and how they affect and are affected by the environment in which they operate.</p> <p>Topics covered:</p> <ul style="list-style-type: none"><li>- Organisational design: the challenges of designing an organisational structure</li><li>- Organisational structure: separation of tasks, specialisation, hierarchy, co-ordination</li><li>- Organisational culture: characteristics of the symbols, norms and basic assumptions of the organization that differentiates it from others;</li><li>- Organisational change and development: Approaches and change roadmap</li></ul>		
Corporate Finance I	30	60
<p>This course introduces the basic theory, methods and concepts of corporate finance. It is practical-orientated and includes case studies as well small.</p> <p>Topics covered:</p> <ul style="list-style-type: none"><li>- Goals and objectives of corporate finance</li><li>- The financial environment and interest rates</li><li>- Financial statements and cash-flow</li><li>- Analyzing financial statements (Du Pont System)</li><li>- Time value of money (discounting and compounding)</li><li>- Cash flow analysis: annuities and perpetuities</li></ul>		
Supply Chain Management	30	60
<ul style="list-style-type: none"><li>- Supply Chain Management: basic concepts</li><li>- Supply Chain Management</li><li>- Production and Distribution Logistics</li><li>- Transport and warehouse logistics</li><li>- The financial issues of the Supply chain</li></ul>		
Corporate Finance II	30	60
<p>Chapter 1: Capital structure and dividend policy</p> <p>Chapter 2: short term finance and planning: cash budgeting, cash management, credit management</p> <p>Chapter 3: Long term finance and planning</p> <p>Chapter 4: Working capital management</p> <p>Chapter 5: financial instruments for risk transfer and risk allocation</p>		

## BESONDERHEITEN

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## VORAUSSETZUNGEN

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## LITERATUR

- Arnold, G./Lewis, D.: Corporate Financial Management, Prentice Hall
- Bowditch, J. L./Buono, A. F.: A Primer on Organizational Behavior, John Wiley & Sons Inc.
- Bozarth, C./Handfield, R.: Introduction to Operations and Supply Chain Management, Pearson
- Brealey, R. A./Myers, S.: Principles of Corporate Finance, McGraw-Hill
- Chopra, S./Meindl, P.: Supply Chain Management, Prentice Hall
- Christopher, M.: Logistics & Supply Chain Management, Financial Times Prent
- Daft, R. L.: Understanding the Theory and Design of Organizations. International Student Edition, Thomson
- Galbraith, J./Downey, D./Kates, A.: Designing Dynamic Organizations, AMACOM.
- Johnson, G./Scholes, K./Whittington, R.: Exploring Corporate Strategy, Financial Times Prentice Hall
- Jones, G.: Organizational Theory, Design, and Change, Pearson
- Robbins, S. P./Judge, T. A.: Organizational Behavior. Prentice Hall
- Ross, S. A./Westerfield, R. W./Jaffe, J.: Corporate Finance, McGraw-Hill
- Van Home, J./Wachowicz, J.: Fundamentals of Financial Management, Prentice Hall

## Cross-Cultural Management II (W3IBMT\_202)

### Cross-Cultural Management II

#### FORMALE ANGABEN ZUM MODUL

MODULNUMMER	VERORTUNG IM STUDIENVERLAUF	MODULDAUER (SEMESTER)	MODULVERANTWORTUNG	SPRACHE
W3IBMT_202	2. Studienjahr	2	Prof. Dr. Wolfgang Schmid-Grotjohann	Deutsch/Englisch/Französisch

#### EINGESETZTE LEHRFORMEN

Vorlesung, Übung, Projekt, Case Study

#### EINGESETZTE PRÜFUNGSFORMEN

PRÜFUNGSLEISTUNG	PRÜFUNGSUMFANG (IN MINUTEN)	BENOTUNG
Kombinierte Modulprüfung - Assignment und Projektbericht (mit Präsentation)	Siehe Prüfungsordnung	ja
Kombinierte Modulprüfung - Assignment und Projektbericht (mit Präsentation)	Siehe Prüfungsordnung	ja

#### WORKLOAD UND ECTS-LEISTUNGSPUNKTE

WORKLOAD INSGESAMT (IN H)	DAVON PRÄSENZZEIT (IN H)	DAVON SELBSTSTUDIUM (IN H)	ECTS-LEISTUNGSPUNKTE
180	60	120	6

#### QUALIFIKATIONSZIELE UND KOMPETENZEN

##### FACHKOMPETENZ

Students will be able to discern cultural beliefs, values and practices of indigenous cultures from various parts of the world and their interrelation and interaction with the Western culture. They will develop an understanding of the methods and techniques of successfully communicating and negotiating with other cultures. In addition, they will be able to conduct successful sales negotiations with respect to local economical environments.

And students will learn about the strategies used in indigenous cultures to manage their natural, economic and social environment. They will be able to deal with critical issues involved in the interaction between Western culture and indigenous cultures in the context of postcolonial theory.

##### METHODENKOMPETENZ

The students are supposed to develop a methodological knowledge of successful negotiation in different cultures and they learn the use of culture-dependent communication styles. They will master the ability of active listening, develop their rhetorical skills and they will be able to evaluate problem -solving options in specific negotiation situations.

##### PERSONALE UND SOZIALE KOMPETENZ

Students will learn how to apply individually independent and responsible culture-dependent management styles. They are able to reflect critically on the appropriation of elements of indigenous cultures by Western culture and they are supposed to elaborate frameworks for the mindful transfer of indigenous cultural values in order to improve outcomes in Western businesses and organizations. They are able to apply negotiation techniques with regard to a specific cultural background of the negotiation partner.

##### ÜBERGREIFENDE HANDLUNGSKOMPETENZ

Students learn to reflect and accept other management styles and to relate them to their known management approaches. This module is constitutive for the aspiration of the study course of intercultural exchange. In this respect, the students will be enabled to act successfully in an intercultural context. The third semester takes place in Switzerland and the subject matter is imparted in English. The fourth semester takes place in France. The language of instruction there is of course French.

#### LERNEINHEITEN UND INHALTE

LEHR- UND LERNEINHEITEN	PRÄSENZZEIT	SELBSTSTUDIUM
Intercultural Management Styles	30	60

## LERNEINHEITEN UND INHALTE

### LEHR- UND LERNEINHEITEN

### PRÄSENZZEIT

### SELBSTSTUDIUM

Students will learn about the cultural beliefs, values and practices of indigenous cultures from various parts of the world.

Students will learn about the critical issues involved in the interaction between Western and indigenous cultures, specifically in the context of post-colonial theory.

Students will learn about the strategies practised in indigenous cultures to manage their natural and social environment.

Students will reflect critically on the historical appropriation of elements of indigenous cultures by Westerners, and they will elaborate frame-works and specific possibilities for the mindful transfer of indigenous cultural values in order to improve outcomes in Western organizations.

Students will complete a group project whose deliverable is an in-class presentation on what Western organizations can learn from but also contribute to a specific indigenous culture.

### Intercultural Negotiation

30

60

Learn the theoretical basis and structure of a sales negotiation. Apply negotiation techniques during different role plays based

on set business situations. Practice negotiation and argumentation in groups using communication techniques. Develop personal skills, confidence, verbal and non-verbal communication awareness.

### BESONDERHEITEN

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### VORAUSSETZUNGEN

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### LITERATUR

Fisher, R./Ury, W./Patton, B.: Getting to Yes: Negotiating agreement without giving in. 2011. New York: Penguin.  
MacKenzie, I.: Intercultural Negotiations. 2011. Taylor & Francis Ltd.  
Mead, R./Andrews, T. G.: International Management: Culture and Beyond Chichester: 2017. John Wiley & Sons.  
Potoker, Elaine S.: Managing Diverse Working Styles: The Leadership Competitive Advantage. 2004. South-Western.  
Tayeb, Monir H.: Management of a Multicultural Workforce. 1998. John Wiley & Sons.  
Usunier, J.-C.: Intercultural Business Negotiations: Deal-Making or Relationship Building. 2018. Routledge.

## Marketing II (W3IBMT\_203)

### FORMALE ANGABEN ZUM MODUL

MODULNUMMER	VERORTUNG IM STUDIENVERLAUF	MODULDAUER (SEMESTER)	MODULVERANTWORTUNG	SPRACHE
W3IBMT_203	2. Studienjahr	2	Prof. Dr. Tilmann Raff	Deutsch/Englisch/Französisch

### EINGESETZTE LEHRFORMEN

Vorlesung, Übung, Projekt, Case Study

### EINGESETZTE PRÜFUNGSFORMEN

PRÜFUNGSLEISTUNG	PRÜFUNGSUMFANG (IN MINUTEN)	BENOTUNG
Projektbericht (mit Präsentation)	Siehe Prüfungsordnung	ja
Projektbericht (mit Präsentation)	Siehe Prüfungsordnung	ja

### WORKLOAD UND ECTS-LEISTUNGSPUNKTE

WORKLOAD INSGESAMT (IN H)	DAVON PRÄSENZZEIT (IN H)	DAVON SELBSTSTUDIUM (IN H)	ECTS-LEISTUNGSPUNKTE
180	60	120	6

### QUALIFIKATIONSZIELE UND KOMPETENZEN

#### FACHKOMPETENZ

The students will gain a deep insight into consumer behavior and they are able to harness this knowledge in order to develop specific marketing strategies from which the company profits. Students are able to better understand the cognitive motivations of the consumer and students will develop an understanding of the reasons that ultimately prompt the consumer to purchase a product or a service. The students will learn how cultural, social and psychological factors influence the consumer's decision-making process. The module unit marketing research will enable students to understand the value of marketing research and will familiarize them with the basic tools in the field of marketing research such as research design, questionnaire design, sampling and data preparation.

#### METHODENKOMPETENZ

Students learn about the goals and motivations of consumers. They can assess which marketing instruments need to be implemented according to the motivational structure of different consumers backgrounds. Students learn methods how data can be processed and analyzed in a meaningful way. They will have an analytical approach to the collection of data and they know how to use the methods in order to analyze and present their findings. Specifically, they will be able to use marketing research methods e.g. SPSS to back up their findings.

SPSS to back up their findings.

#### PERSONALE UND SOZIALE KOMPETENZ

Students will be able to reflect the influence of socio-cultural factors on people's consumer behavior and they will recognize the importance of participatory and culturally sensitive action in culturally different markets.

#### ÜBERGREIFENDE HANDLUNGSKOMPETENZ

The students learn how human cognitive backgrounds influence the purchase decision and how consumer data is practically processed. The third semester takes place in Switzerland and the subject matter is taught in English.

The fourth semester takes place in France. The language of instruction there is of course French.

### LERNEINHEITEN UND INHALTE

LEHR- UND LERNEINHEITEN	PRÄSENZZEIT	SELBSTSTUDIUM
Marketing Research	30	60

## LERNEINHEITEN UND INHALTE

### LEHR- UND LERNEINHEITEN

### PRÄSENZZEIT

### SELBSTSTUDIUM

The course enables students to understand the value of marketing research for effective marketing, introduces them to the process of marketing research and familiarises them with all the tools necessary along the way.

Topics covered:

- Introduction to marketing research (role of marketing research, organisation of marketing research, ethical issues in marketing research, marketing information systems, research process)
- Research Design (primary and secondary data, qualitative and quantitative research)
- Questionnaire Design (structure, content, wording - with focus on quantitative (primary) research problems)
- Sampling
- Field Work (selection, training, etc. of fieldworkers)
- Data Preparation
- Report Preparation and Presentation

The topic of data analysis is covered in the modules "Introduction to Research" (introductory level) as well as "Business Research Methods" (advanced level).

### Consumer Behaviour

30

60

The objective of this course is to establish the link between the analysis of human behavior and the development of marketing strategies. In this perspective, the course provides theoretical elements allowing a better understanding of consumer behavior by making particular use of social and cognitive psychology. This course is characterized by a close link with research. The principles that will be discussed will be based on articles published in scientific journals. The specialization takes place in two stages 1. understanding how the consumer makes decisions, 2. carrying out a study in order to understand consumer behavior, study on a current issue.

### BESONDERHEITEN

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### VORAUSSETZUNGEN

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### LITERATUR

- Aaker, D./Kumar, V./Leone, R./Day, G.: Marketing Research, John Wiley & Sons
- Askegaard, S./Solomon, M./Bamossy, G.: Consumer Behaviour – A European Perspective, Pearson Deutschland GmbH
- Bänisch, A.: Käuferverhalten, De Gruyter Oldenbourg
- Chisnall, P.: Marketing Research, McGraw Hill.
- Eckstein, P. P.P.: Angewandte Statistik mit SPSS: Praktische Einführung für Wirtschaftswissenschaftler, Springer Gabler
- Malhotra, N./Birks, D.: Marketing Research – An Applied Approach. European Edition, Prentice Hall
- Pallant, J.: SPSS survival manual - a step-by-step guide to data analysis using SPSS for Windows, Open University Press, Buckingham
- Smith, A.: Consumer Behaviour and Analytics, Routledge
- Wells, W. D./Prensky, D.: Consumer Behavior, John Wiley & Sons

## Economics and Methods II (W3IBMT\_204)

### Economics and Methods II

#### FORMALE ANGABEN ZUM MODUL

MODULNUMMER	VERORTUNG IM STUDIENVERLAUF	MODULDAUER (SEMESTER)	MODULVERANTWORTUNG	SPRACHE
W3IBMT_204	2. Studienjahr	2	Prof. Dr. Wolfgang Schmid-Grotjohann	Deutsch/Englisch/Französisch

#### EINGESETZTE LEHRFORMEN

Vorlesung, Seminar, Übung, Case Study

#### EINGESETZTE PRÜFUNGSFORMEN

PRÜFUNGSLEISTUNG	PRÜFUNGSUMFANG (IN MINUTEN)	BENOTUNG
Kombinierte Modulprüfung - Klausur und Seminararbeit (mit Präsentation)	Siehe Prüfungsordnung	ja
Kombinierte Modulprüfung - Klausur und Seminararbeit (mit Präsentation)	Siehe Prüfungsordnung	ja

#### WORKLOAD UND ECTS-LEISTUNGSPUNKTE

WORKLOAD INSGESAMT (IN H)	DAVON PRÄSENZZEIT (IN H)	DAVON SELBSTSTUDIUM (IN H)	ECTS-LEISTUNGSPUNKTE
180	60	120	6

#### QUALIFIKATIONSZIELE UND KOMPETENZEN

##### FACHKOMPETENZ

In terms of content, the first part of this module deals with macroeconomic relationships in modern economies. It reveals the interrelationships between major factors that form an economy. These include national income, employment, government expenditure, money and banking, taxation and so on, just to name a few. The students are able to understand macroeconomic issues and can use macroeconomic terms purposefully. The first part of the module furthermore introduces the interrelated economic activities using various economic models, such as neo-classical and Keynesian models. The second part of this module is very much about growth, capital accumulation, Innovation and Research and Development (R&D) with a clear focus on the European level. Students will gain knowledge about equilibrium models in the labor market. They will be able to understand how unemployment occurs when there are short-term structural imbalances in the labor market.

##### METHODENKOMPETENZ

The students will develop a deeper understanding of macroeconomic contents and structures. They will learn the limits of how political decisions can influence the labor market and they will be able to consider interfaces and similarities to microeconomics. Students are encouraged to develop a critical assessment of the relevance of the macroeconomic models for the company they are working for. Furthermore, they will understand the limitations and limits of the applicability of macroeconomic models and methods for their daily work environment.

##### PERSONALE UND SOZIALE KOMPETENZ

This module is primarily focused on imparting knowledge about macroeconomic relationships and is less specialized in conveying social or personal skills.

##### ÜBERGREIFENDE HANDLUNGSKOMPETENZ

A critical examination of macroeconomic models with regard to their relevance for real economic phenomena is initiated amongst the students. This module extends over two semesters. In Switzerland the third semester is taught in English. The fourth semester takes place in France and is taught French.

#### LERNEINHEITEN UND INHALTE

LEHR- UND LERNEINHEITEN	PRÄSENZZEIT	SELBSTSTUDIUM
Macroeconomics I	30	60

## LERNEINHEITEN UND INHALTE

### LEHR- UND LERNEINHEITEN

### PRÄSENZZEIT

### SELBSTSTUDIUM

The course presents the relationship between all major variables which form the whole economy. These include the national income, employment, government expenditure, money and banking, taxation, monetary and fiscal policy, pricing levels, international finance and economic development. It introduces the interrelated economic activities using various economic models such as the (neo) classical and Keynesian models.

Topics covered:

- Data of macroeconomics: value of economic activity measure (GDP), cost of living measure (CPI)

- Determination of national income: the circular flow, Keynesian (fiscal) economics - components of aggregate demand, equilibrium output

- Government: the government in the circular flow, government budget, national debt and deficit, foreign trade and income determination

Money, banking, monetary and fiscal policy: commercial banks and the money supply, central bank and the money supply, equilibrium in the financial markets

Macroeconomics II

30

60

The IS-LM model:

- Determination of the equilibrium aggregate income and interest rate

- Purpose and efficiency of discretionary economic policy

- Keyrole played by expectations in the economic policy efficiency Unemployment and the labour market

- The WP-PS model: structural unemployment and short-term disequilibrium

- The role assigned to structural policies and the interplay between labour market and goods&services market growth, capital accumulation and innovation

- The long-run perspective on growth

- Capital accumulation in a world-wide perspective

- Innovation and R&D policy at the european level

### BESONDERHEITEN

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### VORAUSSETZUNGEN

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### LITERATUR

- Blanchard, O. et al: Macroeconomics: A European Perspective, Pearson

- Blanchard, O.: Macroeconomics, Pearson

- Fischer, S./Dornbusch, R.: Economics, McGraw-Hill

- Mankiw, N. G.: Macroeconomics, Worth

- O'Sullivan, A./Sheffrin, S. M.: Macroeconomics: Principles and Tools, Prentice Hall

- Parkin, M./Matthews, K./Powell, M.: Economics European Edition, Addison Wesley

- Samuelson, P./Nordhaus, W.: Macroeconomics, Irwin/McGraw-Hill



## Economics and Methods III (W3IBMT\_205)

### Economics and Methods III

#### FORMALE ANGABEN ZUM MODUL

MODULNUMMER	VERORTUNG IM STUDIENVERLAUF	MODULDAUER (SEMESTER)	MODULVERANTWORTUNG	SPRACHE
W3IBMT_205	2. Studienjahr	2	Prof. Dr. Wolfgang Schmid-Grotjohann	Deutsch/Englisch/Französisch

#### EINGESETZTE LEHRFORMEN

Vorlesung, Seminar, Übung, Projekt

#### EINGESETZTE PRÜFUNGSFORMEN

PRÜFUNGSLEISTUNG	PRÜFUNGSUMFANG (IN MINUTEN)	BENOTUNG
Kombinierte Modulprüfung - Klausur und Projektbericht (mit Präsentation)	Siehe Prüfungsordnung	ja
Kombinierte Modulprüfung - Klausur und Projektbericht (mit Präsentation)	Siehe Prüfungsordnung	ja
Kombinierte Modulprüfung - Klausur und Projektbericht (mit Präsentation)	Siehe Prüfungsordnung	ja

#### WORKLOAD UND ECTS-LEISTUNGSPUNKTE

WORKLOAD INSGESAMT (IN H)	DAVON PRÄSENZZEIT (IN H)	DAVON SELBSTSTUDIUM (IN H)	ECTS-LEISTUNGSPUNKTE
270	90	180	9

#### QUALIFIKATIONSZIELE UND KOMPETENZEN

##### FACHKOMPETENZ

Upon completion of this module students will be able to address business & management problems through analytical research and they will be able to formulate precise analytical problems. They will develop an understanding of how the professional processing and evaluation of large amounts of data (big data) can support good business decisions of the management in a firm.

The students will be able to use statistical tools such as SPSS and they will work with the statistical evaluation functions of MS Excel. The second part of the course is supposed to provide coverage of more advanced quantitative approaches to data analysis. Examples of topics covered are: multiple regression analysis, non-parametric tests, partial correlation analysis.

In addition to the quantitative approach of business analytics, this module provides an insight into European Law with a strong focus on Business Law. The course covers a number of case studies on selected issues of EU Business Law. The topics include the division of competences between the EU and the Member States, the interplay of Treaty law and secondary law, and fundamental aspects of free movement and competition.

##### METHODENKOMPETENZ

The students will get a deep insight into the professional handling of SPSS and the statistical functions of MS Excel. They will master methods of how to process large amounts of business data in order to prepare business decisions. They learn how to assess the applicability of European Business Law and how to distinguish it from other legal systems. The course provides a number of case studies on selected issues of EU law as relevant for business.

##### PERSONALE UND SOZIALE KOMPETENZ

Students will learn a sound and appropriate reasoning with statistical evaluations. They understand where the limits of these statistical methods are and they learn how to present their findings in a recipient- oriented way. In the academic writing course, students will work together in groups to give constructive feedback on each other's work, and they will reflect in a journal on the personal skills that they acquire during the course. They will also learn to assess the needs of the readership of their reports and to tailor their writing accordingly.

##### ÜBERGREIFENDE HANDLUNGSKOMPETENZ

Students will be able to critically assess of the applicability of statistical procedures in the business context and in the socio-economic environment and they adopt a reflective attitude towards the meaningfulness of the outcomes of statistical methods in general. They develop an understanding of the position of European business law in an international business context. This module spans over two semesters. In Switzerland the third semester is taught in English. The fourth semester takes place in France and is taught in French language.

#### LERNEINHEITEN UND INHALTE

LEHR- UND LERNEINHEITEN	PRÄSENZZEIT	SELBSTSTUDIUM
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## LERNEINHEITEN UND INHALTE

LEHR- UND LERNEINHEITEN	PRÄSENZZEIT	SELBSTSTUDIUM
Business Analytics I	30	60
<ul style="list-style-type: none"><li>- The business analytics process</li><li>- Research design: design strategy, sampling, measurement</li><li>- Sources and collection of data (experiments, surveys, focus groups, interviews)</li><li>- Analysis of data via Excel and SPSS</li><li>- Reliability &amp; validity of research findings</li><li>- Written and oral communication of results</li></ul>		
Cases in European Business Law	30	60
The course provides a number of case studies on selected issues of EU law as relevant for business. The topics covered include the division of competences between the EU and the Member States, the interplay of Treaty law and secondary law, and fundamental aspects on free movement and competition.		
Business Analytics II	30	60
<ul style="list-style-type: none"><li>- Partial correlation</li><li>- Multiple regression</li><li>- Analysis of variance / covariance</li><li>- Non-parametric tests</li><li>- Graphical methods</li></ul>		

## BESONDERHEITEN

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## VORAUSSETZUNGEN

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## LITERATUR

- Arnull, A./Dashwood, A. et al.: Wyatt and Dashwood's European Union Law, Sweet & Maxwell Ltd
  - Babin, B. et al.: Business Research Methods, Cengage Learning EMEA
  - Bühl, A.: SPSS: Einführung in die moderne Datenanalyse, Pearson
  - Cleff, Th.: Applied Statistics and Multivariate Data Analysis for Business and Economics: A Modern Approach Using SPSS, Stata, and Excel, Springer
  - Craig, P./De Burca, G.: EU Law: Text, Cases, and Materials, Oxford University Press
  - Field, A.: Discovering Statistics Using IBM SPSS Statistics, Sage Publications
  - Hair, J.F./Black, W.C./Babin, B.J./Anderson, R.E.: Multivariate Data Analysis, - Cengage Learning EMEA
  - Hatcher, L.: Advanced Statistics in Research: Reading, Understanding, and Writing Up Data, Shadow Finch Media LLC
  - Kent, P.: Law of the European Union, Longman
  - Steiner, J./ Woods, L./Twigg-Flesner, Ch.: Textbook on EC Law, Oxford University Press
- [url=<http://www.europa.eu.int>]www.europa.eu.int[/url]

## Languages II (W3IBMT\_206)

### Languages II

#### FORMALE ANGABEN ZUM MODUL

MODULNUMMER	VERORTUNG IM STUDIENVERLAUF	MODULDAUER (SEMESTER)	MODULVERANTWORTUNG	SPRACHE
W3IBMT_206	2. Studienjahr	2	Prof. Dr. Wolfgang Schmid-Grotjohann	Deutsch/Englisch/Französisch

#### EINGESETZTE LEHRFORMEN

Vorlesung, Seminar, Übung, Case Study

#### EINGESETZTE PRÜFUNGSFORMEN

PRÜFUNGSLEISTUNG	PRÜFUNGSUMFANG (IN MINUTEN)	BENOTUNG
Continuous Assessment	Siehe Prüfungsordnung	ja
Continuous Assessment	Siehe Prüfungsordnung	ja
Continuous Assessment	Siehe Prüfungsordnung	ja
Continuous Assessment	Siehe Prüfungsordnung	ja
Continuous Assessment	Siehe Prüfungsordnung	ja
Continuous Assessment	Siehe Prüfungsordnung	ja

#### WORKLOAD UND ECTS-LEISTUNGSPUNKTE

WORKLOAD INSGESAMT (IN H)	DAVON PRÄSENZZEIT (IN H)	DAVON SELBSTSTUDIUM (IN H)	ECTS-LEISTUNGSPUNKTE
360	120	240	12

#### QUALIFIKATIONSZIELE UND KOMPETENZEN

##### FACHKOMPETENZ

The students develop professional language skills in all three languages and they prepare for the final DFA exam in French language.

##### METHODENKOMPETENZ

In English, students will be introduced to the verbal and non-verbal elements of successful presentations, from the initial audience analysis to the final delivery of the presentation and they will improve their reading comprehension skills through extensive reading that will contribute to the content of their presentation. Students will furthermore improve their problem-solving skills through the identification of a problem connected with sustainability and the elaboration of a solution to this problem. This task will take the form of a group project in which students will create an entry for the Swiss Student Sustainability Challenge. Students will revise the grammar of passives, conditionals and subjunctive/unreal time in English and will improve their grammatical accuracy through grammar exercises. Last but not least, students will extend their academic and general vocabulary through self-study tasks.

In French, students are supposed to reach a linguistic autonomy in themes of general socio-economic culture and extend their knowledge of French civilization with general cultural, social and political topics. They will develop methodological skills for job applications in a French speaking country. The students are then prepared very thoroughly for the DFA test. Many students take the opportunity to pass the test. The high value of the DFA test is guaranteed by the application of the Common European Framework of reference for languages. The DFA relates almost exclusively to business or economic French.

In German, students should be able to understand and reproduce radio programs and parliamentary debates on specific topics. They are able to conduct role-plays and debates on topical issues such as: "Digitization of the world of work", "Women in management positions", "Working from home: an opportunity?" etc.

##### PERSONALE UND SOZIALE KOMPETENZ

The students develop an awareness of the culture of the country whose language they are learning and learn about specific linguistic features of the language in question. They learn that for a successful communication language skills are indispensable.

##### ÜBERGREIFENDE HANDLUNGSKOMPETENZ

The aim is to develop an affection for the culture of another language area. The students should have the ability to professionally contribute to a successful cultural interaction with their professional language skills. Students are exempt from language courses in their own mother tongue. This module extends over 2 semesters. The third semester takes place in Switzerland, the fourth semester takes place in France.

## LERNEINHEITEN UND INHALTE

LEHR- UND LERNEINHEITEN	PRÄSENZZEIT	SELBSTSTUDIUM
English III	30	60
<ul style="list-style-type: none"><li>- General characteristics of formal writing (vocabulary, grammar, sentences and paragraphs)</li><li>- Processes involved in academic and professional writing</li><li>- Structure of academic and professional papers and reports</li><li>- CVs and letters of application Grammar and vocabulary extension at the appropriate level</li></ul>		
French III	30	60
<ul style="list-style-type: none"><li>- Banking</li><li>- Finance, Stock market</li><li>- Accounting</li><li>- Shipping / Means of transport</li><li>- Insurance, risks, insurance contracts</li><li>- Business correspondence: revision</li><li>- How to summarize texts</li><li>- Oral presentations (summaries in French of German texts, defending a thesis)</li><li>- Revision of acquired knowledge</li><li>- DFP AFFAIRES B2 exams Grammar and vocabulary extension at the appropriate level</li></ul>		
German III	30	60
<ul style="list-style-type: none"><li>- Marketing and advertising</li><li>- Current texts on economics, politics and culture</li><li>- As required: grammar</li></ul>		
English IV	30	60
<ul style="list-style-type: none"><li>- Development of speaking and listening skills in specific contexts e.g. in a job interview, networking, socializing</li><li>- Grammar and vocabulary extension at the appropriate level</li></ul>		
French IV	30	60
<ul style="list-style-type: none"><li>- Marketing and advertising</li><li>- Distribution, public events (fairs)</li><li>- Commercial correspondence: revision</li><li>- Oral presentations</li><li>- Revision of acquired knowledge</li></ul>		
German IV	30	60
<ul style="list-style-type: none"><li>- Presenting an internship</li><li>- Management: Leadership, personnel, women in leadership positions</li><li>- Distribution</li><li>- Current texts on economics, politics, culture</li><li>- As required: Grammar</li></ul>		

## BESONDERHEITEN

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## VORAUSSETZUNGEN

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## LITERATUR

Literature will be made available in the course.

## Electives II (W3IBMT\_207)

### Electives II

#### FORMALE ANGABEN ZUM MODUL

MODULNUMMER	VERORTUNG IM STUDIENVERLAUF	MODULDAUER (SEMESTER)	MODULVERANTWORTUNG	SPRACHE
W3IBMT_207	2. Studienjahr	2	Prof. Dr. Wolfgang Schmid-Grotjohann	Deutsch/Englisch/Französisch

#### EINGESETZTE LEHRFORMEN

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#### EINGESETZTE PRÜFUNGSFORMEN

PRÜFUNGSLEISTUNG	PRÜFUNGSUMFANG (IN MINUTEN)	BENOTUNG
beste Leistung	Siehe Prüfungsordnung	ja
Portfolio	Siehe Prüfungsordnung	ja
Portfolio	Siehe Prüfungsordnung	ja
Portfolio	Siehe Prüfungsordnung	ja
Portfolio	Siehe Prüfungsordnung	ja
Portfolio	Siehe Prüfungsordnung	ja
Portfolio	Siehe Prüfungsordnung	ja
Portfolio	Siehe Prüfungsordnung	ja

#### WORKLOAD UND ECTS-LEISTUNGSPUNKTE

WORKLOAD INSGESAMT (IN H)	DAVON PRÄSENZZEIT (IN H)	DAVON SELBSTSTUDIUM (IN H)	ECTS-LEISTUNGSPUNKTE
90	30	60	3

#### QUALIFIKATIONSZIELE UND KOMPETENZEN

##### FACHKOMPETENZ

Students have the opportunity to make a selection based on their preferences and their fields of interest. In terms of content, this module of electives is characterized by the possibility of learning still other languages in addition to English, French and German. Although all other units that do not concern languages have little coherence in content, they offer a series of interesting lectures. In this respect, students will acquire qualifications and professional competences in sustainable business, decision making and entrepreneurship.

##### METHODENKOMPETENZ

Additional languages. Here the students have the opportunity to learn Spanish and Chinese.

In Business of Sustainability the students get in contact with the basics of environmental science, carbon cycles, feedback loops, lags and tipping points. They are supposed to develop an awareness of the vulnerability of resource supply across industries.

In Decision Making the students develop an understanding of how decisions are made by economic subjects and they will understand the neurobiological drivers of irrationality and reasoning. They will moreover learn about successful decision making in complex situations.

In Entrepreneurship the students are taught which steps are necessary to start a business and which are the prerequisites for a successful and sustainable business start-up.

##### PERSONALE UND SOZIALE KOMPETENZ

In group presentations and group discussions, the students learn to assess pertinently their own contributions and performance within a group or a team. They learn how to argue coherently and they learn and train how to treat each other with respect. They are able to give feedback in a constructive and appreciative manner.

##### ÜBERGREIFENDE HANDLUNGSKOMPETENZ

The students strengthen their skills in intercultural and respectful exchange with each other. They know how to act purposefully and confidently in an intercultural context. The module extends over 2 semesters. The third semester takes place in Switzerland, the fourth semester takes place in France.

Students are obligated to choose at least one elective (unit) in this second academic year. However, they are free to choose more than one unit. The elective (unit) with the best grade is then included in the overall evaluation. The lecturers usually work with their own scripts. Special reading recommendations are given individually to students who want to immerse themselves deeper in the subjects.

## LERNEINHEITEN UND INHALTE

LEHR- UND LERNEINHEITEN	PRÄSENZZEIT	SELBSTSTUDIUM
Chinese I	30	60
-		
Spanish I	30	60
-		
Sociology, Media & Sports Management	30	60
This course has run in various forms since 1982. Originally designed to introduce US students to the sporting culture of the UK, it has been extended over time to include students from all over Europe and beyond.		
The Business of Sustainability	30	60
- Introduction to Environmental Science - Environmental Economics and Valuation - Active Reading, Critical Thinking, and Essay Writing - Ecosystem Services and Resource Depletion - Resource-Based Supply Chains - The Business Case of Sustainability - Mock Exam Essay, Discussions, Negotiations, Cross-Industry Learnings		
Decision-Making	30	60
- Introduction to Decision-Making - The Neurobiology of Decision-Making - Thinking Mistakes and (Unconscious) Bias - Implications and Mitigation Strategies - Decision-Making Theory, Models and Processes - Case Study		
Chinese II	30	60
Approfondissement des acquis du premier semestre de chinois dans le cadre de la communication orale et écrite en chinois moderne. Analyse de sujets socioculturels politiques et historiques.		
Spanish II	30	60
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## BESONDERHEITEN

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## VORAUSSETZUNGEN

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## LITERATUR

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## General Management IV (W3IBMT\_302)

### General Management IV

#### FORMALE ANGABEN ZUM MODUL

MODULNUMMER	VERORTUNG IM STUDIENVERLAUF	MODULDAUER (SEMESTER)	MODULVERANTWORTUNG	SPRACHE
W3IBMT_302	2. Studienjahr	2	Prof. Dr. Reiner Max Hillemanns, Prof. Dr. Wolfgang Schmid-Grotjohann	Deutsch/Englisch/Französisch

#### EINGESETZTE LEHRFORMEN

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#### EINGESETZTE PRÜFUNGSFORMEN

PRÜFUNGSLEISTUNG	PRÜFUNGSUMFANG (IN MINUTEN)	BENOTUNG
Kombinierte Modulprüfung - Klausur und Präsentation	Siehe Pruefungsordnung	ja
Kombinierte Modulprüfung - Klausur und Präsentation	Siehe Pruefungsordnung	ja
Kombinierte Modulprüfung - Klausur und Präsentation	Siehe Pruefungsordnung	ja
Kombinierte Modulprüfung - Klausur und Präsentation	Siehe Pruefungsordnung	ja

#### WORKLOAD UND ECTS-LEISTUNGSPUNKTE

WORKLOAD INSGESAMT (IN H)	DAVON PRÄSENZZEIT (IN H)	DAVON SELBSTSTUDIUM (IN H)	ECTS-LEISTUNGSPUNKTE
360	120	240	12

#### QUALIFIKATIONSZIELE UND KOMPETENZEN

##### FACHKOMPETENZ

The goal of the course is to create an in-depth knowledge of the relationship between modern corporate management and digitization. The students should be able to perform an appropriate assessment of digitization issues in companies and they should be able to recognize interfaces between company organization and digitization. In addition, the development of service companies is examined especially against the background of advancing digitization in this industry. The students should furthermore understand the implications of advancing digitization for strategic decisions of the company. This is particularly topical for the banking sector, for example.

##### METHODENKOMPETENZ

The students shall be enabled to perform a professional assessment of the relevance of digitization in the company and they should be able to perform an assessment of the practicability and limits of digitization in a company especially in a service orientated company.

##### PERSONALE UND SOZIALE KOMPETENZ

The students have to understand that the advancing digitization of the world of work also has a social component. Employees have to adapt to new digital requirements at ever shorter intervals. This does not remain without influence on the physical and mental state of the person. Students need to be aware of this and they should be able to weigh up the advantages and disadvantages of digitization for the individual in the working process.

##### ÜBERGREIFENDE HANDLUNGSKOMPETENZ

Students will be able to evaluate how digitization affects social structures and they should develop a reflected view on the societal, social and ecological implications of the digitization of the world of work.

#### LERNEINHEITEN UND INHALTE

LEHR- UND LERNEINHEITEN	PRÄSENZZEIT	SELBSTSTUDIUM
Services Management	30	60

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## LERNEINHEITEN UND INHALTE

LEHR- UND LERNEINHEITEN	PRÄSENZZEIT	SELBSTSTUDIUM
Strategic Management	30	60
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Corporate Management and Digitization	30	60
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Digital Transformation	30	60
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## BESONDERHEITEN

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## VORAUSSETZUNGEN

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## LITERATUR

- Chaffey, D. et al.: Business Information Management Improving Performance using Information Systems, Financial Times Management
- Fitzsimmons, J. A./Fitzsimmons, M. J.: Service Management: Operations, Strategy, and Information Technology, Irwin/McGraw-Hill
- Hill, Ch./Schilling, M./Jones, G.: Strategic Management: Theory & Cases: An Integrated Approach, Cengage Learning
- Jobber, D./Ellis-Chadwick, F.: Principles and Practice of Marketing, McGraw-Hill Education (UK)
- Johnson, G./Scholes, K./Whittington, R.: Fundamentals of Strategy, FT Prentice
- Laudon, K. C./Laudon, J. P.: Management Information Systems, Prentice Hall, 2009
- Kuckertz, A.: Management: Corporate Entrepreneurship, Springer Gabler
- Meffert, H./Bruhn, M./Hadwich, K.: Dienstleistungsmarketing, Springer/Gabler
- Metters, R. D./King-Metters, K. H./Pullman, M.: Successful Service Operations Management, Cengage Learning Emea
- Rangone, A.: Managing Corporate Innovation: Determinants, Critical Issues and Success Factors, Springer
- Schallmo, D. et al.: Digitale Transformation von Geschäftsmodellen, Springer Gabler



## Live Project II (W3IBMT\_802)

### Live Project II

#### FORMALE ANGABEN ZUM MODUL

MODULNUMMER	VERORTUNG IM STUDIENVERLAUF	MODULDAUER (SEMESTER)	MODULVERANTWORTUNG	SPRACHE
W3IBMT_802	2. Studienjahr	1	Prof. Dr. Michael Bächle, Prof. Dr. Wolfgang Schmid-Grotjohann	Deutsch/Englisch/Französisch

#### EINGESETZTE LEHRFORMEN

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#### EINGESETZTE PRÜFUNGSFORMEN

PRÜFUNGSLEISTUNG	PRÜFUNGSUMFANG (IN MINUTEN)	BENOTUNG
Bericht zum Ablauf und zur Reflexion des Praxismoduls	Siehe Pruefungsordnung	Bestanden/ Nicht-Bestanden
Projektarbeit	Siehe Pruefungsordnung	Bestanden/ Nicht-Bestanden

#### WORKLOAD UND ECTS-LEISTUNGSPUNKTE

WORKLOAD INSGESAMT (IN H)	DAVON PRÄSENZZEIT (IN H)	DAVON SELBSTSTUDIUM (IN H)	ECTS-LEISTUNGSPUNKTE
60	0	60	3

#### QUALIFIKATIONSZIELE UND KOMPETENZEN

##### FACHKOMPETENZ

In this second practical period, the aim is to expand the practical experience from the first live project and to put what has been acquired at the university into a practical working context. Even more than in the first practical phase, the students are invited to incorporate their theoretical knowledge into their practical work experience. As part of this practical phase, the students create their first scientific paper, the so-called DUT (Diplôme Universitaire Technique). This paper refers to the French university system and the students work on a topic that stems from their practical work using theoretical business management knowledge and methods.

##### METHODENKOMPETENZ

During the second practical phase, the methodological competence of the students is even more deepened. Students get to know practical methods and techniques and are able to compare them with their scientific knowledge and they are able to assess the relevance of the methods and techniques in the professional environment.

##### PERSONALE UND SOZIALE KOMPETENZ

Students get to know their coworkers and develop the ability to work in a team. They are willing to act in the interests of the company rather than follow their own individual interests. Students recognize the importance and the need of ethical and moral behavior in the company and they learn respect and responsibility in dealing with colleagues and employees.

##### ÜBERGREIFENDE HANDLUNGSKOMPETENZ

Students are able to assess the practical skills and methods against their theoretical backdrop. They adopt a reflective attitude towards societal and social problems in their daily work environment. The scientific paper (DUT) is presented and defended by the students in front of an international jury of professors. The jury decides on the grade. The language of the presentation must not correspond to the native language of the student. As in the first practical phase, in this second practical phase, the German students complete the practical phase at their partner company. The Swiss and French students have to find a company in which to do an internship by themselves. It's not seldom that Swiss and French students complete the second practical phase in the same company where they already were working during their first internship.

#### LERNEINHEITEN UND INHALTE

LEHR- UND LERNEINHEITEN	PRÄSENZZEIT	SELBSTSTUDIUM
Live Project II	0	60

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#### BESONDERHEITEN

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#### VORAUSSETZUNGEN

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#### LITERATUR

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## General Management III (W3IBMT\_301)

### General Management III

#### FORMALE ANGABEN ZUM MODUL

MODULNUMMER	VERORTUNG IM STUDIENVERLAUF	MODULDauer (SEMESTER)	MODULVERANTWORTUNG	SPRACHE
W3IBMT_301	3. Studienjahr	2	Prof. Dr. Reiner Max Hillemanns, Prof. Dr. Wolfgang Schmid-Grotjohann	Deutsch/Englisch/Französisch

#### EINGESETZTE LEHRFORMEN

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#### EINGESETZTE PRÜFUNGSFORMEN

PRÜFUNGSLEISTUNG	PRÜFUNGSUMFANG (IN MINUTEN)	BENOTUNG
Continuous Assessment	Siehe Prüfungsordnung	ja
Continuous Assessment	Siehe Prüfungsordnung	ja
Continuous Assessment	Siehe Prüfungsordnung	ja

#### WORKLOAD UND ECTS-LEISTUNGSPUNKTE

WORKLOAD INSGESAMT (IN H)	DAVON PRÄSENZZEIT (IN H)	DAVON SELBSTSTUDIUM (IN H)	ECTS-LEISTUNGSPUNKTE
270	90	180	9

#### QUALIFIKATIONSZIELE UND KOMPETENZEN

##### FACHKOMPETENZ

This module is very strongly characterized by the human aspect of corporate management.

Upon completion of this module students will firstly understand how a functioning Human Resource Management should look like and which requirements have to be met in the company in order to set up a competitive Human Resource Management. The students will be able to understand the interactions between a defined business strategy and a successful Human Resource strategy. Also, students will be able to apprehend the importance of Human Resource Management as a source of competitive advantage in organizations in the context of global megatrends.

Secondly, the students are familiarized with special key leadership theories in this module. They are supposed to discern between different leadership styles and learn about the tools to improve the corporate culture of a company through responsible leadership styles. The third element of this module deals with the ethical aspects of leadership. Here, the ethical concerns and dilemmas within a business context are to be addressed and possible solutions to resolve these dilemmas are demonstrated and discussed.

##### METHODENKOMPETENZ

Students are able to use Human Resource Management methods for the benefit of the company. Students learn to successfully implement the methods of the human value chain such as: workforce planning, talent acquisition, performance management, compensation management, talent management and exit management in current competitive local and international markets.

Students will be able to apply successful and modern leadership methods. They recognize the importance of active and employee-oriented development of staff and they assume ethically and morally appropriate leadership responsibility.

##### PERSONALE UND SOZIALE KOMPETENZ

Students recognize the importance and the need of ethical and moral behavior in the company. The students learn respect and responsibility in dealing with employees and learn to value them as the greatest asset of a company. The general aim of the course is to develop ethically and morally responsible future leaders.

##### ÜBERGREIFENDE HANDLUNGSKOMPETENZ

The students are supposed to develop an understanding of how questions of leadership styles as well as questions and employee development issues are to be assessed in an ethically responsible setting. This module extends over two semesters. The fifth semester takes place in Germany and is taught in German language. The sixth semester takes place in Switzerland. The language of instruction there is English.

#### LERNEINHEITEN UND INHALTE

LEHR- UND LERNEINHEITEN	PRÄSENZZEIT	SELBSTSTUDIUM
Leadership	30	60

## LERNEINHEITEN UND INHALTE

LEHR- UND LERNEINHEITEN	PRÄSENZZEIT	SELBSTSTUDIUM
Leadership characteristics and motivation theories <ul style="list-style-type: none"><li>- Leadership theories (person oriented theories, position oriented theories, situative theories, interaction oriented theories)</li><li>- Leadership styles and use in specific national and international company situations</li><li>- Indirect leadership via corporate vision, strategy, processes, organization and IT</li></ul> Transformational vs. transactional leadership approach <ul style="list-style-type: none"><li>- Management-by-concepts in practice including OKR-system of Google and its limitations</li><li>- Digital Leadership: Opportunities, limitations and tools</li><li>- Corporate culture assessment (Gomez, Bleicher, Deal/Kennedy, Geiselhard) and corporate culture case study based on DHBW-partner companies) including cultural transformation recommendations</li><li>- Agile organization structure, self-management practice for organizations (Holacracy), network organization design and team autonomy</li><li>- IMD Lausanne leadership case study</li></ul>		
Human Resource Management	30	60
<ul style="list-style-type: none"><li>- Introduction, Strategic HR Management and HR Strategies</li><li>- Workforce Planning and Talent Acquisition 1 (Marketing &amp; Attraction)</li><li>- Talent Acquisition 2 (Sourcing, Selection &amp; Closing) with business insights</li><li>- Talent Acquisition 3 (Social Media and digital tools). /Performance Management (target setting, performance evaluation &amp; feedback discussions)</li><li>- Talent Management (strategic positioning, human capital portfolio, potential evaluation &amp; succession planning)</li><li>- Compensation Management (short and long term products &amp; systems) and business insights</li><li>- HR-Competencies, HR-Roles and HR-Transformation</li></ul>		
Business Ethics	30	60
<ul style="list-style-type: none"><li>- Examine ethical concerns and dilemmas within business contexts</li><li>- Ethical theories and ethical decision-making frameworks and apply to resolve such dilemmas for real business cases</li><li>- Importance of business and human rights</li></ul>		

## BESONDERHEITEN

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## VORAUSSETZUNGEN

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## LITERATUR

- Byars, S./Stanberry, K.: Business Ethics, 12th Media Services
- Crane, A./Matten, D. et al.: Business Ethics: Managing Corporate Citizenship and Sustainability in the Age of Globalization, Oxford University Press
- Goleman, D. et al.: Primal Leadership, Realizing the Power of Emotional Intelligence. Boston, Massachusetts, Harvard Business Press
- Koning, P.: Agile Leadership Toolkit: Learning to Thrive with Self-Managing Teams, Addison Wesley
- Maister, D./ McKenna, P. J.: First among Equals: How to Manage a Group of Professionals, Free Press
- Miebach, B.: Handbuch Human Resource Management: Das Individuum und seine Potentiale für die Organisation, Springer
- Rowold, J.: Human Resource Management: Lehrbuch für Bachelor und Master, Springer Gabler
- Von Rosenstiel, L. et al.: Führung von Mitarbeitern: Handbuch für erfolgreiches Personalmanagement, Schäffer-Poeschel
- Sternberg, E.: Just Business: Business Ethics in Action, Phronimos Press
- Tarique, I./Briscoe, D./Schuler, R.: International Human Resource Management, Routledge

## Cross-Cultural Management III (W3IBMT\_303)

### Cross-Cultural Management III

#### FORMALE ANGABEN ZUM MODUL

MODULNUMMER	VERORTUNG IM STUDIENVERLAUF	MODULDAUER (SEMESTER)	MODULVERANTWORTUNG	SPRACHE
W3IBMT_303	3. Studienjahr	2	Prof. Dr. Wolfgang Schmid-Grotjohann	Deutsch/Englisch/Französisch

#### EINGESETZTE LEHRFORMEN

Vorlesung, Übung, Projekt, Case Study

#### EINGESETZTE PRÜFUNGSFORMEN

PRÜFUNGSLEISTUNG	PRÜFUNGSUMFANG (IN MINUTEN)	BENOTUNG
Kombinierte Modulprüfung - Seminararbeit (mit Präsentation) und Präsentation	Siehe Prüfungsordnung	ja
Kombinierte Modulprüfung - Seminararbeit (mit Präsentation) und Präsentation	Siehe Prüfungsordnung	ja

#### WORKLOAD UND ECTS-LEISTUNGSPUNKTE

WORKLOAD INSGESAMT (IN H)	DAVON PRÄSENZZEIT (IN H)	DAVON SELBSTSTUDIUM (IN H)	ECTS-LEISTUNGSPUNKTE
180	60	120	6

#### QUALIFIKATIONSZIELE UND KOMPETENZEN

##### FACHKOMPETENZ

In this module, students gain insight into the challenges of leadership in ever changing organisational structures within a global context. Students will be able to better classify how cultural diversity and technological trends affect leadership and international business practices. The course is based on intercultural events in the Basel area including students' presentations, intensive group work and discussions in culture specific locations with invited cultural and business experts from other universities, international companies and NGOs. It provides a systematic examination of the problems that current business leaders face and explores the characteristics of global leadership in different cultural environments. The students will furthermore recognize that cultural differences in human interactions can often lead to conflicts and students will be able to deal with these to find a solution to conflicts.

##### METHODENKOMPETENZ

The students will come in touch with different culturally determined leadership methods and the impact of culture on cross cultural leadership and relationship building. They will furthermore be able to use conflict resolution techniques in an international environment. They will understand the core elements and negotiation methods relevant for conflict resolution and they will develop an understanding for cognitive biases and cultural challenges in conflict resolution situations.

##### PERSONALE UND SOZIALE KOMPETENZ

Students will understand how culture influences values, attitudes and leadership behaviour. They should improve self-awareness and reflection of intercultural communication styles. Moreover, the course intends to enable students to make conflicts visible and address them. They learn to act in a participatory and culturally sensitive manner within a multinational context.

##### ÜBERGREIFENDE HANDLUNGSKOMPETENZ

Students learn and practice situation-appropriate action in an international environment. They develop an understanding of different cultures and their respective leadership behavior. This module spans the period of two semesters. The fifth semester takes place in Germany. The language of instruction is German. The sixth semester takes place in Switzerland. The language of instruction there is English.

#### LERNEINHEITEN UND INHALTE

LEHR- UND LERNEINHEITEN	PRÄSENZZEIT	SELBSTSTUDIUM
Cross Cultural Leadership	30	60

## LERNEINHEITEN UND INHALTE

LEHR- UND LERNEINHEITEN	PRÄSENZZEIT	SELBSTSTUDIUM
<ul style="list-style-type: none"><li>- Lessons from the The Globe Study on intercultural leadership</li><li>- Research on intercultural digital and transformational leadership</li><li>- Impact of culture on cross cultural leadership and relationship building in China, India, Japan, in Anglo-American, German speaking, Latin-American and Islamic country clusters.</li><li>- Meeting the needs of changing environmental circumstances including the impact of new technology on intercultural leadership</li><li>- Tools for developing and maintaining high-impact performers, empowerment and achieving personal mastery including emo-tional intelligence</li><li>- Challenges and successful management of intercultural project teams</li></ul>		
Conflict Management	30	60
<ul style="list-style-type: none"><li>- The Core Elements of Negotiation Theory Relevant for Conflict Resolution</li><li>- Conflict Resolution Models I: the Coleman Raider Model and the Olten Model.</li><li>- Case Analysis I: Interpersonal Conflicts</li><li>- Trust Development, Breach &amp; Repair / Case Analysis II: Inter-organisational Conflicts in Business</li><li>- Cognitive Biases &amp; Cultural Challenges in Conflict Resolution</li><li>- Key Theoretical Concepts &amp; Challenges in the Application of Conflict Resolution Methods</li><li>- Case Analysis III: International Political Conflicts.</li><li>- Final Presentations</li></ul>		

## BESONDERHEITEN

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## VORAUSSETZUNGEN

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## LITERATUR

- Gehrke, B./Claes, M.-Th.: Global Leadership Practices: A Cross-Cultural Management Perspective, Red Globe Press
- Goldsmith, M./ Greenberg, C. et al.: Global Leadership: The Next Generation, Financial Times Prent
- Greig, M./Owsiak, A./Diehl, P.: International Conflict Management, Polity
- Moodian, M.: Contemporary Leadership and Intercultural Competence: Exploring the Cross-Cultural Dynamics Within Organizations. SAGE Publications, Inc.
- Proksch, S.: Conflict Management, Springer
- Roche, W./Teague, P./Colvin, A.: The Oxford Handbook of Conflict Management in Organizations, Oxford University Press
- WTO: Understanding the WTO. Latest edition, WTO - World Trade Organization, Geneva

## Marketing III (W3IBMT\_304)

### Marketing III

#### FORMALE ANGABEN ZUM MODUL

MODULNUMMER	VERORTUNG IM STUDIENVERLAUF	MODULDAUER (SEMESTER)	MODULVERANTWORTUNG	SPRACHE
W3IBMT_304	3. Studienjahr	2	Prof. Dr. Tilmann Raff	Deutsch/Englisch/Französisch

#### EINGESETZTE LEHRFORMEN

Vorlesung, Übung, Projekt, Case Study

#### EINGESETZTE PRÜFUNGSFORMEN

PRÜFUNGSLEISTUNG	PRÜFUNGSUMFANG (IN MINUTEN)	BENOTUNG
Kombinierte Modulprüfung - Klausur und Seminararbeit (mit Präsentation)	Siehe Prüfungsordnung	ja
Kombinierte Modulprüfung - Klausur und Seminararbeit (mit Präsentation)	Siehe Prüfungsordnung	ja

#### WORKLOAD UND ECTS-LEISTUNGSPUNKTE

WORKLOAD INSGESAMT (IN H)	DAVON PRÄSENZZEIT (IN H)	DAVON SELBSTSTUDIUM (IN H)	ECTS-LEISTUNGSPUNKTE
180	60	120	6

#### QUALIFIKATIONSZIELE UND KOMPETENZEN

##### FACHKOMPETENZ

This module deals intensively and at a high level with marketing and marketing strategies.

First and foremost, the students gain a deep insight into basic analytical tools necessary for market analysis. They are able to understand and cope with the frameworks, concepts, and methods necessary for the development of an effective marketing strategy. In this respect, the module is about the analysis of markets and customers.

The students are able to deal with competitor analysis as well as channel analysis of competitors, strategic groups and business environment, ABC analysis, customer- lifetime value analysis and so on. Last but not least this module comprises a clear marketing strategy formulation like cost leadership, differentiation, segmentation strategies, timing strategies and location strategies. The students are furthermore supposed to gain expertise in digital marketing strategies and they are supposed to create an understanding of organizational structures and procedures that enable digital marketing.

##### METHODENKOMPETENZ

Students will be able to apply appropriate tools to analyze marketing opportunities within their companies. They have the ability to assess the effectiveness of marketing strategies. Students will furthermore learn methods of online marketing and they will learn how to create, maintain and optimize websites. Students are provided with useful methods on how to develop an online marketing strategy and the appropriate tools to use in that strategy. They learn why and when a website is necessary for marketing and how to get customers to that website.

##### PERSONALE UND SOZIALE KOMPETENZ

Students are motivated to be creative and are being provided an impetus for further development and innovation in the field of marketing. The independent search for situationally appropriate solutions in the field of marketing is encouraged.

##### ÜBERGREIFENDE HANDLUNGSKOMPETENZ

The course wants to initiate a reflected attitude towards the social implications of online marketing. Ultimately, there will be an understanding of the influence of online trading and online marketing on the socio- cultural structures of society. This module spans the period of two semesters. The fifth semester takes place in Germany. The language of instruction is German. The sixth semester takes place in Switzerland. The language of instruction there is English.

#### LERNEINHEITEN UND INHALTE

LEHR- UND LERNEINHEITEN	PRÄSENZZEIT	SELBSTSTUDIUM
Marketing Strategy and Planning	30	60

## LERNEINHEITEN UND INHALTE

### LEHR- UND LERNEINHEITEN

### PRÄSENZZEIT

### SELBSTSTUDIUM

- Analysis of the company: defining the business, product cycle theory, portfolio analysis, learning curve, SWOT analysis
- Analysis of markets and customers: analysis of competitors, strategic groups and business environment, ABC analysis, customer lifetime value analysis
- Marketing strategy formulation: cost leadership, differentiation, segmentation strategies, timing strategies, location strategies

#### Digital Marketing

30

60

- Overview of online marketing
- Online marketing strategy and planning
- Social media marketing
- Google ads (Bing ads)
- Email marketing
- Search engine optimization (SEO)
- Website builders
- Optimizing website experience / UX-website-principles

### BESONDERHEITEN

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### VORAUSSETZUNGEN

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### LITERATUR

- Burk Wood, M.: The Marketing Plan – A Handbook, Prentice Hall
- Chaffey, D.: Digital Marketing, Pearson
- Kingsnorth, S.: Digital Marketing Strategy: An Integrated Approach to Online Marketing, Kogan Page Ltd.
- Kotler, Ph./Armstrong, G./Saunders, J./Wong, V.: Grundlagen des Marketing, Pearson Studium
- Kotler, Ph./Armstrong, G.: Principles of Marketing. Activebook 2.0, Prentice Hall
- Meffert, H.: Marketing: Grundlagen marktorientierter Unternehmensführung, Gabler
- Nieschlag, R./Dichtl, E./Hörschgen, H.: Marketing. 2002, Duncker & Humblot, Berlin
- Terstiege, M.: Digitales Marketing – Erfolgsmodelle aus der Praxis, Wiesbaden: Springer Gabler
- Winer, R. S.: Marketing Management, Prentice Hall



## Economics and Methods IV (W3IBMT\_305)

### Economics and Methods IV

#### FORMALE ANGABEN ZUM MODUL

MODULNUMMER	VERORTUNG IM STUDIENVERLAUF	MODULDAUER (SEMESTER)	MODULVERANTWORTUNG	SPRACHE
W3IBMT_305	3. Studienjahr	2	Prof. Dr. Wolfgang Schmid-Grotjohann	Deutsch/Englisch/Französisch

#### EINGESETZTE LEHRFORMEN

Vorlesung, Seminar, Projekt, Case Study

#### EINGESETZTE PRÜFUNGSFORMEN

PRÜFUNGSLEISTUNG	PRÜFUNGSUMFANG (IN MINUTEN)	BENOTUNG
Kombinierte Modulprüfung - Klausur und Seminararbeit (mit Präsentation)	Siehe Prüfungsordnung	ja
Kombinierte Modulprüfung - Klausur und Seminararbeit (mit Präsentation)	Siehe Prüfungsordnung	ja

#### WORKLOAD UND ECTS-LEISTUNGSPUNKTE

WORKLOAD INSGESAMT (IN H)	DAVON PRÄSENZZEIT (IN H)	DAVON SELBSTSTUDIUM (IN H)	ECTS-LEISTUNGSPUNKTE
180	60	120	6

#### QUALIFIKATIONSZIELE UND KOMPETENZEN

##### FACHKOMPETENZ

In this module students are supposed to gain a deep insight in the foundations of international trade with a strong focus on trade between the three nations of Switzerland, Germany and France. The students are able to understand and assess the effects of globalization on stability and growth in domestic markets. They are able to apply the principles of comparative and absolute advantage to explain how international trade changes domestic economy and national policies and they will be able to explain the different trade policy instruments and the options of economic integration available to a country in terms of free trade and multilateral agreements. These global considerations of trade are then specifically applied to the Tri-Rhena (Upper Rhine) region. Students will furthermore get in touch with the constitutional and political structures of the Upper Rhine region and they will learn about the institutional bodies of the Upper Rhine region and their political actors.

##### METHODENKOMPETENZ

Students get the tools on hand that allow them to apply international trade theory in order to analyze specific case studies in international trade. They can assess the advantages and disadvantages of cross-border trade especially between the European Union and countries outside the European Union like Switzerland. They can assess the dangers of protectionist behavior and can show alternatives to protectionist behavior.

##### PERSONALE UND SOZIALE KOMPETENZ

The students develop an understanding of the difficulties of trade between the European Union and countries that do not belong to the European Union. Students will reflect the effects of national politics in the context of globalized labor and goods markets. They can assess the advantages and disadvantages of international trade, especially with regard to the sustainable use of scarce resources.

##### ÜBERGREIFENDE HANDLUNGSKOMPETENZ

Students are supposed to create a reflected attitude towards and opinion on the societal implications of globalized markets in general and the Tri-Rhena (Upper Rhine) area in particular. Through case studies and company visits, students get up close and personal with the challenges of cross-border trade. This module spans the period of two semesters. The fifth semester takes place in Germany. The language of instruction is German. The sixth semester takes place in Switzerland. The language of instruction there is English.

#### LERNEINHEITEN UND INHALTE

LEHR- UND LERNEINHEITEN	PRÄSENZZEIT	SELBSTSTUDIUM
International Economics	30	60

## LERNEINHEITEN UND INHALTE

### LEHR- UND LERNEINHEITEN

### PRÄSENZZEIT

### SELBSTSTUDIUM

International trade in perspective

- International trade in the context of globalization
- Drivers of globalization and deglobalization
- Main features of international trade
- Attitudes toward globalization

Empirical evidence on the effects of economic globalization

- Globalization and economic stability
- Globalization and economic growth
- Globalization and labor markets
- Globalization and income inequality

Theories of international trade

- Comparative advantage and trade
- Economies of scale and trade

Economic analysis of trade restrictions

- Popular arguments for restricting trade
- Problems with protection
- Alternatives to protectionism

International trade policy and preferential trading

- International institutions in the field of trade
- Preferential trading and regionalism
- The European Union

Trinational Political Economics

30

60

- The Basel area: assets and challenges of a trinational environment
- Triational Cooperation: three countries, two languages, different mindsets – but one ‘Kulturraum’
- Public and private transport: the pulsating heart of the Upper-Rhine region
- Institutional, formal cooperation: success or failure?
- Joint projects in trinational tourism (consideration of an existing tourism management example)
- Agglomeration policy: How to create cross-border infrastructure (SWOT)
- Analysis on an existing infrastructure)
- An international company with headquarters in Switzerland and subsidiaries in Germany and France

### BESONDERHEITEN

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### VORAUSSETZUNGEN

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### LITERATUR

- Feenstra, R./Taylor, A.: International Economics, Worth
- Krugman, P. R./Obstfeld, M.: International Economics – Theory and Policy. Prentice Hall
- Pugel, Th.: International Economics, McGraw-Hill
- Reinert, K.: An Introduction to International Economics: New Perspectives on the World Economy, Cambridge University Press

## Economics and Methods V (W3IBMT\_306)

### Economics and Methods V

#### FORMALE ANGABEN ZUM MODUL

MODULNUMMER	VERORTUNG IM STUDIENVERLAUF	MODULDAUER (SEMESTER)	MODULVERANTWORTUNG	SPRACHE
W3IBMT_306	3. Studienjahr	2	Prof. Dr. Wolfgang Schmid-Grotjohann	Deutsch/Englisch/Französisch

#### EINGESETZTE LEHRFORMEN

Vorlesung, Seminar, Übung, Case Study

#### EINGESETZTE PRÜFUNGSFORMEN

PRÜFUNGSLEISTUNG	PRÜFUNGSUMFANG (IN MINUTEN)	BENOTUNG
Kombinierte Modulprüfung - Klausur und Assignment	Siehe Prüfungsordnung	ja
Kombinierte Modulprüfung - Klausur und Assignment	Siehe Prüfungsordnung	ja

#### WORKLOAD UND ECTS-LEISTUNGSPUNKTE

WORKLOAD INSGESAMT (IN H)	DAVON PRÄSENZZEIT (IN H)	DAVON SELBSTSTUDIUM (IN H)	ECTS-LEISTUNGSPUNKTE
180	60	120	6

#### QUALIFIKATIONSZIELE UND KOMPETENZEN

##### FACHKOMPETENZ

This module is about the economic impacts on environment in view of the demand for responsible and sustainable economic behavior by economic actors.

In a broader approach, students are made aware of the limitations of natural resources and the hereby resulting consequences for economic activity. Specifically, the module enables the students to examine and assess the effects of entrepreneurial decisions on environmental issues. Students will be able to classify and analyze environmental problems rationally. Students will be shown ways how entrepreneurs can cope with these problems and bring these problems to a solution. Students will gain insight into the political process of legislation and international agreements that define sustainability goals. Thereby, students will learn that moral and ethics are no categories market processes rely on naturally but social ones and have to be integrated in the economic framework by adequate institutions. Students will finally understand the meaning of entrepreneurship and its impact on innovativeness to solve environmental problems.

##### METHODENKOMPETENZ

The students will be demonstrated approaches to environmentally conscious and moral behavior. Students learn how to act economically while being considerate of environmental issues. They are able to integrate environmental economic aspects into their entrepreneurial actions. They can correctly assess the ecological challenges of the 21st century and can show methods and ways to cope successfully with these challenges.

##### PERSONALE UND SOZIALE KOMPETENZ

Students will come in contact with approaches to an appreciative treatment of the natural environment in a world of dwindling resources. The aim of the course is to create awareness of one's own responsibility towards society and the natural environment. Moreover, students should be able to provide possible solutions to questions like: what major environmental issues do we face in the twenty-first century and what principles can promote economic and ecological sustainability?

##### ÜBERGREIFENDE HANDLUNGSKOMPETENZ

Students are taught mindfulness and prudence in dealing with the natural environment. They should be able to reflect their own position in the face of the need for ethical and moral action. This module spans the period of two semesters. The fifth semester takes place in Germany. The language of instruction is German. The sixth semester takes place in Switzerland. The language of instruction is English.

#### LERNEINHEITEN UND INHALTE

LEHR- UND LERNEINHEITEN	PRÄSENZZEIT	SELBSTSTUDIUM
Sustainable Entrepreneurship	30	60

## LERNEINHEITEN UND INHALTE

### LEHR- UND LERNEINHEITEN

### PRÄSENZZEIT

### SELBSTSTUDIUM

The course gives insight into

- the history and theories of entrepreneurship and its impact on innovation to solve societal and social problems such as environmental problems.
- the political process of legislation and international agreements such as the SDG's of the UN which define sustainability goals to be reached in 2030.
- the theoretical basis of environmental economics and it will be shown how environmental problems can be analyzed rationally and can be made accessible for solutions by entrepreneurs. Thereby it will be shown that moral and ethics are no categories market processes that rely on naturally but social ones to be integrated by adequate institutions.

Sustainable Economics

30

60

- Differences between ecological and environmental economics
- Externalities
- Optimal management of common property and public goods and natural resources over time
- Economic valuation of environmental goods and services
- Economics of global climate change
- Renewable Energy
- Water: Economics and Policy
- Policies for Sustainable Development

### BESONDERHEITEN

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### VORAUSSETZUNGEN

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### LITERATUR

- Baldwin, R./Wyplosz, Ch.: The Economics of European Integration, McGraw-Hill Education Ltd.
- Gutterman, A.: Sustainable Entrepreneurship, Business Expert Press
- Krugman, P. R./Obstfeld, M.: International Economics – Theory and Policy, Prentice Hall.
- Matsushita, M./Schoenbaum, Th. et al.: The World Trade Organization: Law, Practice and Theory, Oxford University Press
- Ratten, V./Jones, P./Braga, V./Marques, C.: Sustainable Entrepreneurship: The Role of Collaboration in the Global Economy, Springer
- Weidinger, Ch./Fischler, F./Schmidpeter, R.: Sustainable Entrepreneurship: Business Success through Sustainability, Springer

## Languages III (W3IBMT\_307)

### Languages III

#### FORMALE ANGABEN ZUM MODUL

MODULNUMMER	VERORTUNG IM STUDIENVERLAUF	MODULDAUER (SEMESTER)	MODULVERANTWORTUNG	SPRACHE
W3IBMT_307	3. Studienjahr	2	Prof. Dr. Wolfgang Schmid-Grotjohann	Deutsch/Englisch/Französisch

#### EINGESETZTE LEHRFORMEN

Vorlesung, Seminar, Übung, Case Study

#### EINGESETZTE PRÜFUNGSFORMEN

PRÜFUNGSLEISTUNG	PRÜFUNGSUMFANG (IN MINUTEN)	BENOTUNG
Continuous Assessment	Siehe Prüfungsordnung	ja
Continuous Assessment	Siehe Prüfungsordnung	ja
Continuous Assessment	Siehe Prüfungsordnung	ja
Continuous Assessment	Siehe Prüfungsordnung	ja
Continuous Assessment	Siehe Prüfungsordnung	ja
Continuous Assessment	Siehe Prüfungsordnung	ja

#### WORKLOAD UND ECTS-LEISTUNGSPUNKTE

WORKLOAD INSGESAMT (IN H)	DAVON PRÄSENZZEIT (IN H)	DAVON SELBSTSTUDIUM (IN H)	ECTS-LEISTUNGSPUNKTE
270	90	180	12

#### QUALIFIKATIONSZIELE UND KOMPETENZEN

##### FACHKOMPETENZ

The students will develop professional language skills in all three languages. Accordingly, the students will be able to articulate themselves freely and fluently in the three languages. In English, students will prepare for the speaking and listening tests of the Cambridge Advanced Exam (CAE).

##### METHODENKOMPETENZ

Students will master linguistic self-organization in a country with a different language and culture. Intensive language training with special business vocabulary completes their linguistic proficiency. A business fluency of the three languages is essential and the overall goal of this module.

In English, students learn from each other by listening to others' business cases and responding in English to challenging questions. They learn to assess the ethical claims of businesses and express their own holistic approach to these in English. Students are motivated by the C1 level CAE exam (Cambridge Advanced Exam) and are keen to develop reading strategies and build their vocabulary to help them reach this level.

In French, the students will reach autonomy in general socio-economic culture and extend their knowledge of French civilization with general cultural, social and political topics like mobility, energy, business culture and written summaries.

In German, the students should recognize and examine rhetorical devices in speeches of famous speakers (Heinrich Böll, Hannah Arendt, Navid Kermani etc.) They are able to use rhetorical devices in writing and orally. They come in contact with the most philosophical currents of the 20th and 21st Centuries in German speaking areas. They are to prepare and deliver a speech of a chosen topic and they should be able to justify and defend their ideas.

##### PERSONALE UND SOZIALE KOMPETENZ

The students develop an awareness of the country whose language they are learning and learn about specific linguistic features of the language in question. They also learn that for a successful communication language skills are indispensable.

##### ÜBERGREIFENDE HANDLUNGSKOMPETENZ

The aim is to create an affection for the culture of another language area. The students will have the ability to professionally contribute to a successful cultural interaction with their professional language skills. Students are exempt from language courses in their own mother tongue. The module stretches over 2 semesters. The fifth semester takes place in Germany, the sixth semester takes place in Switzerland.

#### LERNEINHEITEN UND INHALTE

LEHR- UND LERNEINHEITEN	PRÄSENZZEIT	SELBSTSTUDIUM
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## LERNEINHEITEN UND INHALTE

LEHR- UND LERNEINHEITEN	PRÄSENZZEIT	SELBSTSTUDIUM
English V	30	60
<ul style="list-style-type: none"><li>- Students will prepare for the speaking and listening tests of the Cambridge Advanced Exam.</li><li>- Students will revise the grammar of prepositions and phrasal verbs, and will improve their grammatical accuracy through grammar exercises.</li><li>- Students will extend their academic and general vocabulary through self-study tasks.</li></ul>		
French V	30	60
<ul style="list-style-type: none"><li>- Society 4.0 (industry, economy, education ...)</li><li>- Establishing companies abroad and international presence</li><li>- Trade fairs and exhibitions</li><li>- Business communication in practice</li><li>- Presentations</li></ul>		
German V	30	60
<ul style="list-style-type: none"><li>- Culture in the DACH area using the example of lyrics and cinema art</li><li>- Analyse and question cinematic poetic interpretations</li><li>- Interpreting a poem on film</li><li>- Watch a film and analyse a scene</li></ul>		
English VI	0	0
-		
French VI	0	0
-		
German VI	0	0
-		

## BESONDERHEITEN

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## VORAUSSETZUNGEN

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## LITERATUR

Literature will be made available in the course.

## Electives III (W3IBMT\_308)

### Electives III

#### FORMALE ANGABEN ZUM MODUL

MODULNUMMER	VERORTUNG IM STUDIENVERLAUF	MODULDAUER (SEMESTER)	MODULVERANTWORTUNG	SPRACHE
W3IBMT_308	3. Studienjahr	2	Prof. Dr. Wolfgang Schmid-Grotjohann	Deutsch/Englisch/Französisch

#### INGESETZTE LEHRFORMEN

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#### INGESETZTE PRÜFUNGSFORMEN

PRÜFUNGSLEISTUNG	PRÜFUNGSUMFANG (IN MINUTEN)	BENOTUNG
beste Leistung	Siehe Prüfungsordnung	ja
Portfolio	Siehe Prüfungsordnung	ja
Portfolio	Siehe Prüfungsordnung	ja
Portfolio	Siehe Prüfungsordnung	ja
Portfolio	Siehe Prüfungsordnung	ja
Portfolio	Siehe Prüfungsordnung	ja
Portfolio	Siehe Prüfungsordnung	ja
Portfolio	Siehe Prüfungsordnung	ja

#### WORKLOAD UND ECTS-LEISTUNGSPUNKTE

WORKLOAD INSGESAMT (IN H)	DAVON PRÄSENZZEIT (IN H)	DAVON SELBSTSTUDIUM (IN H)	ECTS-LEISTUNGSPUNKTE
90	30	60	3

## QUALIFIKATIONSZIELE UND KOMPETENZEN

### FACHKOMPETENZ

As in the previous elective modules of the first and second study year, the students have the opportunity to select one or more units based on their preferences and their fields of interest. First of all, the module offers the opportunity to continue learning Spanish and Chinese. In addition, the focus of the module is on preparing the students for a management role in the company. Accordingly, lectures on leadership topics are offered. In addition, the students have the opportunity to familiarize with higher financial mathematics. In this respect, students will acquire qualifications and professional competences in languages, leadership and financial math.

### METHODENKOMPETENZ

Here, the students have the opportunity to continue to learn Spanish and Chinese.

In Conscious/Mindful leadership, the students are prepared for managerial tasks. Various management situations are acted out and practiced in role-playing games.

The students learn how people behave in different situations and how a somewhat deeper understanding of the human thinking can be helpful here.

In Financial Mathematics, the students delve into advanced financial mathematics. This lecture is interesting for all those students who are aiming for a master's degree in the field of financial management.

In Strategy Consulting in Professional Football, the students are introduced to the strategy making in the world of sports. They learn strategy, leadership and management tools and apply them to the sports industry. Successful leaders from the sports industry will share their insights and experience with students during guest lectures.

### PERSONALE UND SOZIALE KOMPETENZ

The students are prepared to take on responsibility in the company. They will develop leadership skills in a team and they are able to assess the social and societal implications of their actions. They develop participatory and culturally sensitive behaviour in a multinational context.

### ÜBERGREIFENDE HANDLUNGSKOMPETENZ

They use their knowledge to act successfully in professional situations and they will develop drive and initiative to successfully act in a global work environment.

The module extends over 2 semesters. The fifth semester takes place in Switzerland, the sixth semester takes place in France. Students are obligated to choose at least one elective (unit) in this third academic year. However, they are free to choose more than one unit. The elective (unit) with the best grade is then included in the overall evaluation.

The lecturers usually work with their own scripts. Special reading recommendations are given individually to students who want to immerse themselves deeper in the subjects.

## LERNEINHEITEN UND INHALTE

### LEHR- UND LERNEINHEITEN

Strategy Consulting in Professional Football

### PRÄSENZZEIT

30

### SELBSTSTUDIUM

60

The course introduces students to the world of strategy consulting through a hands-on consulting experience. The course combines theoretical input and practical application. The main focus will be on conceptual frameworks, theories and tools used by the world's leading consulting firms to equip students with a great tool kit and to help them better structure their work. Students will form small consulting teams and work on a real task from a client.

Students will immerse themselves in a step by step problem-solving approach:

- Defining the problem,
- Structuring the problem,
- Conducting analyses,
- Communicating a recommendation.

Spanish

30

60

-

Financial Mathematics

30

60

- Understanding the time value of money
- Simple interest and compound interest
- Compounding and discounting techniques
- Computation of Future value and Present value of cash flows
- Annuity factors
- Amortization tables of credit arrangements
- Effective Annual Interest Rate (EAR)

Conscious Leadership

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60

- The course is designed to offer the skills and knowledge necessary to become a leader by influence
- How the human brain is structured and why leaders should know about it
- Multiple intelligence; there is not only one – explore more
- How the learning process works and why it is important to know it
- Uncertainty caused by external circumstances – how good leaders cope with it
- How to create objectives and separate strategies from actions



#### LERNEINHEITEN UND INHALTE

LEHR- UND LERNEINHEITEN	PRÄSENZZEIT	SELBSTSTUDIUM
Chinese	30	60
-		
Spanish	30	60
-		
Mindful Leadership	30	60
-		

#### BESONDERHEITEN

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#### VORAUSSETZUNGEN

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#### LITERATUR

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## DUT Thesis (W3IBMT\_700)

### FORMALE ANGABEN ZUM MODUL

MODULNUMMER	VERORTUNG IM STUDIENVERLAUF	MODULDAUER (SEMESTER)	MODULVERANTWORTUNG	SPRACHE
W3IBMT_700	3. Studienjahr	1	Prof. Dr. Wolfgang Schmid-Grotjohann	Deutsch/Englisch/Französisch

### EINGESETZTE LEHRFORMEN

Seminararbeit mit Präsentation

### EINGESETZTE PRÜFUNGSFORMEN

PRÜFUNGSLEISTUNG	PRÜFUNGSUMFANG (IN MINUTEN)	BENOTUNG
Seminararbeit (mit Präsentation)	Siehe Prüfungsordnung	ja

### WORKLOAD UND ECTS-LEISTUNGSPUNKTE

WORKLOAD INSGESAMT (IN H)	DAVON PRÄSENZZEIT (IN H)	DAVON SELBSTSTUDIUM (IN H)	ECTS-LEISTUNGSPUNKTE
90	0	90	3

### QUALIFIKATIONSZIELE UND KOMPETENZEN

#### FACHKOMPETENZ

The DUT ("Diplôme Universitaire de Technologie - Techniques de Commercialization (DUT)" thesis corresponds to French higher education law. The DUT thesis is a scientific work that students have to complete in the practical phase after the 2nd semester of their IBM studies. The thesis is based on a specific practical problem, which arises during the practical phase (internship) in companies or public institutions. This practical problem is to be processed using scientific methods. The DUT consists of a written scientific work (around 20 DIN A 4 pages) as well as a presentation (soutenance) of the scientific work in front of a jury consisting of representatives of the 3 universities involved in the program. Following the presentation, the jury members ask questions arising from the content of the thesis.

#### METHODENKOMPETENZ

The students learn how to work on a practical problem arising in the corporate sector using scientific methodology and find a solution. In preparation for this scientific work, the "academic writing" lecture is offered in the 3rd semester.

#### PERSONALE UND SOZIALE KOMPETENZ

The students acquire the personal ability to work on an economic question scientifically. In the subsequent presentation (soutenance), they will learn how to present the results of their work to a jury in a convincing manner. The jury gives feedback on the content of the work as well as the way in which the students present it. In this respect, presentation techniques are also practised and improved.

#### ÜBERGREIFENDE HANDLUNGSKOMPETENZ

The students learn how to write and present a scientific paper.

### LERNEINHEITEN UND INHALTE

LEHR- UND LERNEINHEITEN	PRÄSENZZEIT	SELBSTSTUDIUM
Diplome universitaire de Technologie (DUT)	0	90
Diplome universitaire de Technologie (DUT)		

### BESONDERHEITEN

The DUT thesis can be written in either German, English or French. It can also be presented to the jury in any one of these three languages. In the subsequent presentation the jury asks questions regarding the content of the scientific work, which the students then have to answer in the language of the question.

### VORAUSSETZUNGEN

The DUT thesis can be written in either German, English or French. It can also be presented to the jury in any one of these three languages. In the subsequent presentation the jury asks questions regarding the content of the scientific work, which the students then have to answer in the language of the question.

Depending on the content of the scientific work

## Live Project III (W3IBMT\_803)

### Live Project III

#### FORMALE ANGABEN ZUM MODUL

MODULNUMMER	VERORTUNG IM STUDIENVERLAUF	MODULDAUER (SEMESTER)	MODULVERANTWORTUNG	SPRACHE
W3IBMT_803	3. Studienjahr	1	Prof. Dr. Michael Bächle, Prof. Dr. Wolfgang Schmid-Grotjohann	Deutsch/Englisch/Französisch

#### EINGESETZTE LEHRFORMEN

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#### EINGESETZTE PRÜFUNGSFORMEN

PRÜFUNGSLEISTUNG	PRÜFUNGSUMFANG (IN MINUTEN)	BENOTUNG
Bericht zum Ablauf und zur Reflexion des Praxismoduls	Siehe Prüfungsordnung	Bestanden/ Nicht-Bestanden
Projektarbeit	Siehe Prüfungsordnung	Bestanden/ Nicht-Bestanden

#### WORKLOAD UND ECTS-LEISTUNGSPUNKTE

WORKLOAD INSGESAMT (IN H)	DAVON PRÄSENZZEIT (IN H)	DAVON SELBSTSTUDIUM (IN H)	ECTS-LEISTUNGSPUNKTE
60	0	60	18

#### QUALIFIKATIONSZIELE UND KOMPETENZEN

##### FACHKOMPETENZ

The students are supposed to complete their practical skills and knowledge in their internship company. The primary goal in this phase is the creation of a bachelor thesis. After the DUT (Diplôme Universitaire Technique), the bachelor thesis is the second scientific paper that has to be created by the students. Here, too, the students show their ability to scientifically examine a practical problem from the company and to find a solution for it. However, the requirements regarding the scientific content of the bachelor thesis are higher than for the DUT. Students are supported by an academic supervisor when working on their bachelor thesis.

##### METHODENKOMPETENZ

As part of the writing of the bachelor thesis, the students apply scientific methods to solve practical problems. Working on a bachelor thesis requires a systematic approach as well as structured and thorough work. The limitations of applying theoretical models and methods to practical problems become apparent.

##### PERSONALE UND SOZIALE KOMPETENZ

Working on a bachelor thesis requires diligence and perseverance. The search for independent solutions promotes and enhances the creativity and personal responsibility of the students even more.

##### ÜBERGREIFENDE HANDLUNGSKOMPETENZ

Critical thinking is encouraged, as is critical observation and the systematic search for alternative approaches and solutions. Students adopt a reflective attitude towards societal and social problems in their daily work environment. The third practical phase is the longest practical phase during the whole study time. It extends over 42 weeks. At the end of this phase, the students present their bachelor thesis. The thesis is not only presented but also The bachelor thesis is presented and defended by the students in front of an international jury of professors. The jury decides on the grade. The language of the presentation must not correspond with the native language of the student.

#### LERNEINHEITEN UND INHALTE

LEHR- UND LERNEINHEITEN	PRÄSENZZEIT	SELBSTSTUDIUM
Live Project III	0	60

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#### BESONDERHEITEN

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## VORAUSSETZUNGEN

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## LITERATUR

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