

Module Handbook

Business Studies

School of Business

Business Administration

degree programme

Business Administration

Field of study

International Business

International Business

Study Academy

VILLINGEN-SCHWENNINGEN

Curriculum (compulsory and elective modules)

Due to the large number of different combinations of modules, the specific programmes offered cannot be shown in detail here. Not every module can be combined in any way and may not be offered in every academic year. The total ECTS of all modules, including the Bachelor's thesis, is 210 credits.

NUMBER	DEFINED MODULE AREA MODULE NAME	LOCATION	ECTS
W3BW_901	Bachelor thesis	-	12
W3BW_101	Fundamentals of business administration	1st academic year	5
W3BW_102	Corporate accounting	1st academic year	5
W3BW_103	Financial accounting technology	1st academic year	5
W3BW_501	Fundamentals of economics and microeconomics	1st academic year	5
W3BW_504	Civil law	1st academic year	5
W3BW_601	Mathematics and statistics	1st academic year	5
W3BW_IB704	Key qualifications I	1st academic year	5
W3BW_IB201	International Business and its Environment	1st academic year	5
W3BW_IB202	Principles of Intercultural Management	1st academic year	5
W3BW_IB203	Foundations of Communication in Business	1st academic year	5
W3BW_IB801	Practical module I	1st academic year	20
W3BW_104	Accounting and taxation	2nd academic year	5
W3BW_105	Human resources management, organisation and project management	2nd academic year	5
W3BW_502	Macroeconomics	2nd academic year	5
W3BW_505	Commercial law	2nd academic year	5
W3BW_IB705	Key qualifications II	2nd academic year	5
W3BW_IB204	International Market Research	2nd academic year	5
W3BW_IB205	Operational Management in International Business	2nd academic year	8
W3BW_IB206	Applied Intercultural Management	2nd academic year	6
W3BW_IB207	Applied Communication in Business	2nd academic year	6
W3BW_IB802	Practical module II	2nd academic year	20
W3BW_106	Integrated management	3rd academic year	5
W3BW_503	Economic policy	3rd academic year	5
W3BW_IB706	Key qualifications III	3rd academic year	5
W3BW_IB208	Strategic Management in International Business	3rd academic year	5
W3BW_IB209	Interdisciplinary Communication in Business	3rd academic year	5
W3BW_IB210	Integration seminar on industry topics	3rd academic year	5
W3BW_IB803	Practical module IIIghjkh	3rd academic year	8

NUMBER	VARIABLE MODULE RANGE MODULE NAME	LOCATION	ECTS
W3BW_IB301	International HRM: Leadership and Core Processes	3rd academic year	5
W3BW_IB305	International Managerial Accounting	3rd academic year	5
W3BW_IB307	International Supply Chain Design	3rd academic year	5
W3BW_IB321	International Marketing: International Marketing Strategy	3rd academic year	5
W3BW_IB323	International Sales Strategy and Organisation	3rd academic year	5
W3BW_IB302	International HRM: Organisational and Support Processes	3rd academic year	5
W3BW_IB306	International Financial Accounting	3rd academic year	5
W3BW_IB308	International Supply Chain Management	3rd academic year	5
W3BW_IB322	International Marketing: Customer Behaviour, CRM, E-Commerce	3rd academic year	5
W3BW_IB324	International Sales Negotiations and Controlling	3rd academic year	5

Bachelor thesis (W3BW_901) Bachelor Thesis

FORMAL INFORMATION ON THE MODULE

MODULE NUMBER	LOCATION IN THE COURSE OF STUDY	MODULE DURATION (SEMESTER)	MODULE RESPONSIBILITY	LANGUAGE
W3BW_901	-	1		

FORMS OF TEACHING USED

Project

FORMS OF EXAMINATION USED

EXAM PERFORMANCE	EXAM DURATION (IN MINUTES)	GRADING
Bachelor thesis	See examination regulations	yes

WORKLOAD AND ECTS CREDITS

TOTAL WORKLOAD (IN H)	OF WHICH ATTENDANCE TIME (IN H)	OF WHICH SELF-STUDY (IN H)	ECTS CREDIT POINTS
360	0	360	12

QUALIFICATION OBJECTIVES AND COMPETENCES

PROFESSIONAL COMPETENCE

Students have broad specialist knowledge and are able to identify and solve practical and scientific issues in their subject area on the basis of the current state of research and their practical findings.

METHODOLOGICAL EXPERTISE

Students know the range of methods available in their discipline and can critically reflect on and apply these in the context of practical and scientific problems.

PERSONAL AND SOCIAL COMPETENCE

Students are able to work independently and autonomously on operational problems and introduce new innovative topics into the practical discussion. Against the background of good problem solving, they pay particular attention to smooth cooperation with colleagues and third parties. In this context, they demonstrate competences such as communication skills, teamwork and the ability to deal with conflict.

OVERARCHING COMPETENCE

Students can apply their specialised knowledge and understanding of methods to derive an innovative and current operational problem for their final thesis. They solve the problem, which should have a clear reference to the respective field of study, independently, taking into account current scientific findings in the chosen subject area within a prescribed period of time. In doing so, they take into account current scientific and industry-related sources as well as the rules of scientific work. Critical reflection on theoretical approaches and practical solution patterns is a matter of course for students. Students are also proficient in specialist terminology and are able operationalise concepts, collect and evaluate data and visualise results.

LEARNING UNITS AND CONTENT

TEACHING AND LEARNING UNITS	PRESENCE TIME	SELF-STUDY
Bachelor thesis	0	360

Independent processing and solution of a generally operational problem, which should be clearly related to the respective field of study, taking into account current scientific findings in the chosen subject area.

Written preparation of the solution approaches in the form of a scientific paper in accordance with the general guidelines and specifications of the examination regulations.

SPECIAL FEATURES

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PREREQUISITES

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LITERATURE

Current specialised literature and online sources on the selected topics and functional areas.

Fundamentals of Business Administration (W3BW_101)

Principles of Business Administration

FORMAL INFORMATION ON THE MODULE

MODULE NUMBER	LOCATION IN THE COURSE OF STUDY	MODULE DURATION (SEMESTER)	MODULE RESPONSIBILITY	LANGUAGE
W3BW_101	1st academic year	1	Prof Dr Simone Besemer	German/English

FORMS OF TEACHING USED

Lecture

FORMS OF EXAMINATION USED

EXAM PERFORMANCE	EXAM DURATION (IN MINUTES)	GRADING
Written exam	120	yes

WORKLOAD AND ECTS CREDITS

TOTAL WORKLOAD (IN H)	OF WHICH ATTENDANCE TIME (IN H)	OF WHICH SELF-STUDY (IN H)	ECTS CREDIT POINTS
150	60	90	5

QUALIFICATION OBJECTIVES AND COMPETENCES

PROFESSIONAL COMPETENCE

Students are able to understand the fundamental interrelationships of business management thinking and behaviour. Building on this, they will be able to describe and exemplify the essential framework-giving constitutive decision-making fields and be familiar with the subtasks in the entrepreneurial decision-making cycle. To the same extent, students are able to outline the basic steps of the economic performance process of a company.

This applies in particular to market-orientated processes. Students can explain the basic ideas, tasks and methods of marketing and explain the complexity of market processes. They will be able to explain why marketing processes should not be seen in isolation but embedded in the economic and social context. Students have gained an overview of the steps in the marketing planning process and are familiar with various marketing strategies. They will be able to comment the understanding of the term marketing planning from a scientific and practical perspective. They will also have gained an initial understanding of the interaction of marketing instruments for influencing consumer behaviour and controlling customer processes.

METHODOLOGICAL EXPERTISE

On the basis of decision-oriented, behavioural science and system-oriented thinking, students have a fundamental pattern of analysis with which they can analyse and interpret simple and complex problems in a goal-oriented manner in the further course of their studies. Students can independently analyse and structure given problems in the field of marketing on the basis of given information and lead them to a solution.

PERSONAL AND SOCIAL COMPETENCE

Students know the target dimensions of a company and are familiar with the divergent demands of different interest groups. They will have developed a basic understanding of the economic, political, social, ecological and ethical perspectives of a company by analysing alternative rationality principles of economic activity. As part of this module, students learn about the possibilities and limits of influencing people through information and have critically analysed the resulting economic, social and ethical areas of tension.

OVERARCHING COMPETENCE

Students know the objectives of business administration as a science as well as the different approaches of business administration research concepts. They can describe simple problems in the context of the performance and management process of a company using business management terminology. After completing this module, students will be able to independently analyse clearly defined decision-making problems using basic business management methods and formulate simple explanatory approaches. They will have developed an understanding of the marketing orientation of a company and the application of the instruments of the marketing mix. Students are able to apply their knowledge, skills and abilities to problems in marketing practice.

LEARNING UNITS AND CONTENT

TEACHING AND LEARNING UNITS	PRESENCE TIME	SELF-STUDY
Introduction to business administration	40	60
<ul style="list-style-type: none">- The company as an economic and social system- Basic scientific theoretical positions in business administration- Models and methods of business administration- Corporate environment: goals and decisions- Core functions of management: legal forms, rights of disposal and corporate constitution, concentration and co-operation- Location decisions- Dimensions of the value creation process at a glance		
Marketing	20	30
<ul style="list-style-type: none">- Basics, goals and tasks of marketing- Approaches and recent developments in marketing- Marketing planning process- Marketing strategies- Instruments of the marketing mix- Marketing organisation- Recognising, analysing and understanding customer needs		

SPECIAL FEATURES

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PREREQUISITES

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LITERATURE

- Bruhn, M.: Marketing : Grundlagen für Studium und Praxis, Wiesbaden: Springer - Gabler
- Esch, F.-R./Herrmann, A./Sattler, H.: Marketing. A management-orientated introduction, Munich: Vahlen
- Homburg, Chr.: Grundlagen des Marketingmanagements: Einführung in Strategie, Instrumente, Umsetzung und Unternehmensführung, Wiesbaden: Springer - Gabler
- Jung, H.: Allgemeine Betriebswirtschaftslehre, Munich - Vienna: Oldenbourg
- Kirsch, J./Müllerschön, B.: Marketing kompakt, Sternenfels: Verl. Wiss. und Praxis
- Meffert, H./Burmman, C./Kirchgeorg, M.: Marketing; Grundlagen marktorientierter Unternehmensführung; Konzepte - Instrumente - Praxisbeispiele, Wiesbaden: Gabler
- Thommen, J.-P. et al: Allgemeine Betriebswirtschaftslehre: Umfassende Einführung aus managementorientierter Sicht, Springer: Wiesbaden
- Vahs, D./Schäfer-Kunz, J.: Einführung in die Betriebswirtschaftslehre, Stuttgart: Schäffer-Poeschel
- Wöhe, G./Döring, U./Brösel, G.: Einführung in die Allgemeine Betriebswirtschaftslehre, Munich: Vahlen

Corporate Accounting (W3BW_102)

Corporate Accounting

FORMAL INFORMATION ON THE MODULE

MODULE NUMBER	LOCATION IN THE COURSE OF STUDY	MODULE DURATION (SEMESTER)	MODULE RESPONSIBILITY	LANGUAGE
W3BW_102	1st academic year	1	Prof Dr Wolfgang Bihler	German/English

FORMS OF TEACHING USED

Lecture, exercise

FORMS OF EXAMINATION USED

EXAM PERFORMANCE	EXAM DURATION (IN MINUTES)	GRADING
Written exam	120	yes

WORKLOAD AND ECTS CREDITS

TOTAL WORKLOAD (IN H)	OF WHICH ATTENDANCE TIME (IN H)	OF WHICH SELF-STUDY (IN H)	ECTS CREDIT POINTS
150	60	90	5

QUALIFICATION OBJECTIVES AND COMPETENCES

PROFESSIONAL COMPETENCE

Students have basic knowledge of internal corporate accounting and can systematically analyse interrelationships. They can apply their knowledge in a targeted manner to solve operational tasks in cost and performance accounting as well as in the context of investment and financing decisions. They are able to assess the significance and consequences of internal corporate accounting in operational situations.

METHODOLOGICAL EXPERTISE

Students master the key methods of internal corporate accounting and can critically reflect on their strengths and weaknesses. They are able to apply appropriate methods in decision-making situations and to interpret and evaluate the results.

PERSONAL AND SOCIAL COMPETENCE

Students are able to discuss questions of cost and performance accounting as well as investment and financing in teams and develop constructive solutions. They will be able to , critically reflect on and further develop their own points of view. They will be able to evaluate, prepare and communicate results in an addressee-orientated manner.

OVERARCHING COMPETENCE

Students are able and willing to solve internal corporate accounting tasks in a professional and methodologically competent, team-orientated and reflective manner.

LEARNING UNITS AND CONTENT

TEACHING AND LEARNING UNITS	PRESENCE TIME	SELF-STUDY
Cost and activity accounting	30	45
<ul style="list-style-type: none"> - Basics of cost and activity accounting - Full cost accounting: cost type, cost centre, cost unit accounting/operating result accounting - Partial cost accounting: basic principles and decision-orientated applications 		

LEARNING UNITS AND CONTENT

TEACHING AND LEARNING UNITS	PRESENCE TIME	SELF-STUDY
Investment and financing	30	45
<ul style="list-style-type: none">- Fundamentals of investment and financing- Operational investment decisions, in particular static and dynamic methods of investment calculation- Financing alternatives- Financial and liquidity planning		

SPECIAL FEATURES

Prof. Dr Heike Schwadorf (Ravensburg) - Module leader

PREREQUISITES

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LITERATURE

- Bieg, H./Kußmaul, H./Waschbusch, G.: Investition. Munich: Vahlen
- Coenenberg, A. G./Fischer, T. M./ Günther, T.: Kostenrechnung und Kostenanalyse. Stuttgart: Schäffer-Poeschel
- Drukarczyk, J./Lobe, S.: Finanzierung. Munich: UKV/Lucius
- Ermschel, U./Möbius, C./Wengert, H.: Investment and Financing. Berlin: Springer
- Friedl, G./Hofmann, C./Pedell, B.: Kostenrechnung: eine entscheidungsorientierte Einführung. Munich: Vahlen
- Macha, R.: Grundlagen der Kosten- und Leistungsrechnung. Munich: Vahlen
- Perridon, L./Steiner, M./Rathgeber, A.: Finanzwirtschaft der Unternehmung. Munich: Vahlen
- Putnoki, H./Schwadorf, H./Then Bergh, F.: Investment and Financing. Munich: Vahlen
- Walz, H./Gramlich, D.: Investment and financial planning. Frankfurt: Law and Economics

Financial accounting technology (W3BW_103)

Methods of Financial Accounting

FORMAL INFORMATION ON THE MODULE

MODULE NUMBER	LOCATION IN THE COURSE OF STUDY	MODULE DURATION (SEMESTER)	MODULE RESPONSIBILITY	LANGUAGE
W3BW_103	1st academic year	2	Prof Stefan Fünfgeld	German/English

FORMS OF TEACHING USED

Lecture, exercise

FORMS OF EXAMINATION USED

EXAM PERFORMANCE	EXAM DURATION (IN MINUTES)	GRADING
Written exam	120	yes

WORKLOAD AND ECTS CREDITS

TOTAL WORKLOAD (IN H)	OF WHICH ATTENDANCE TIME (IN H)	OF WHICH SELF-STUDY (IN H)	ECTS CREDIT POINTS
150	60	90	5

QUALIFICATION OBJECTIVES AND COMPETENCES

PROFESSIONAL COMPETENCE

Students know the basic concepts of double-entry bookkeeping and can categorise them in the accounting system. They are familiar with the legal principles, know the relevant principles of proper accounting and can prepare annual financial statements from the opening entries to the current entries to the closing entries. They will understand the key principles and terms of the German Commercial Code (HGB) (e.g. acquisition and production costs, future fulfilment amount) and know selected differences compared to tax treatment.

METHODOLOGICAL EXPERTISE

Students will be able to the main accounting transactions independently. They know the requirements of internal and external recipients and can organise financial accounting in accordance with the law.

PERSONAL AND SOCIAL COMPETENCE

Students will be able to justify complex specialised topics in financial accounting to their discussion partners at university and at work and work out solutions together.

OVERARCHING COMPETENCE

On completion of this module, students will have laid important foundations for the accounting of business people who are required to keep accounts. Students will be able to recognise basic facts in financial accounting and derive a balance sheet and a profit and loss account in accordance with the law. The significance and importance of the fundamentals learnt for the content based on them (accounting, business taxation, group accounting) are known.

LEARNING UNITS AND CONTENT

TEACHING AND LEARNING UNITS	PRESENCE TIME	SELF-STUDY
Fundamentals of financial accounting	30	45

- Concept, tasks, objectives, addressees, legal basis, types of merchants
- Double-entry bookkeeping system, principles of proper accounting
- Transactions recognised directly in equity and in profit or loss
- Chart of accounts, VAT, movement of goods, private transactions
- Other selected current posting cases (e.g. personnel postings, private withdrawals, tax postings)
- Accounting cases (from the opening of the accounts to the annual financial statements)

LEARNING UNITS AND CONTENT

TEACHING AND LEARNING UNITS	PRESENCE TIME	SELF-STUDY
Advanced financial accounting	30	45
<ul style="list-style-type: none">- Further principles of proper accounting- Preparation of financial statements, closing entries, accruals and deferrals- Special features from tax law for current accounting in accordance with HGB- Accounting principles from the perspective of the financial accountant- Selected accounting cases, e.g. fixed assets (depreciation), current assets (valuation simplification), receivables (depreciation, individual and general value adjustments), liabilities, provisions, accruals and deferrals		

SPECIAL FEATURES

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PREREQUISITES

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LITERATURE

- Bornhofen, M./Bornhofen, M. C.: Accounting 1
- Bornhofen, M./Bornhofen, M. C.: Accounting 2
- Falterbaum, H./Bolk, W./Reiß, W., et al: Accounting and balance sheet
- Horschitz, H./Groß, W./Fanck, B., et al: Accounting tax law and bookkeeping
- Wöhe, G./Kußmaul, H.: Fundamentals of accounting and balance sheet technology

Fundamentals of Economics and Microeconomics (W3BW_501)

Principles of Economics and Microeconomics

FORMAL INFORMATION ON THE MODULE

MODULE NUMBER	LOCATION IN THE COURSE OF STUDY	MODULE DURATION (SEMESTER)	MODULE RESPONSIBILITY	LANGUAGE
W3BW_501	1st academic year	2	Prof Dr Petra Radke	German/English

FORMS OF TEACHING USED

Lecture, exercise

FORMS OF EXAMINATION USED

EXAM PERFORMANCE	EXAM DURATION (IN MINUTES)	GRADING
Written exam	120	yes

WORKLOAD AND ECTS CREDITS

TOTAL WORKLOAD (IN H)	OF WHICH ATTENDANCE TIME (IN H)	OF WHICH SELF-STUDY (IN H)	ECTS CREDIT POINTS
150	60	90	5

QUALIFICATION OBJECTIVES AND COMPETENCES

PROFESSIONAL COMPETENCE

Students are able to understand the fundamentals and development of economics. They will be able to describe the economic behaviour of households and companies as well as the functioning of markets. Students can explain under which assumptions the interaction of households and companies leads to an efficient market result and which government interventions contribute to improving efficiency in the event of market failure.

METHODOLOGICAL EXPERTISE

Students have the competence to apply the concepts, models and methods they have learnt to basic microeconomic problems.

PERSONAL AND SOCIAL COMPETENCE

Through introductory questions on welfare economics, students can already derive their first scientifically sound judgements on market failures and place these in a social, historical and ethical framework.

OVERARCHING COMPETENCE

Sound knowledge of pricing in different market forms helps students to understand the situation in their respective companies and to develop solutions to problems where necessary.

LEARNING UNITS AND CONTENT

TEACHING AND LEARNING UNITS	PRESENCE TIME	SELF-STUDY
Introduction to economics and the basics of microeconomics	30	45

- Basic questions and concepts of economics
- Contents, delimitation, methods of economics
- Demand, supply and market equilibrium on a goods market
- Factor market
- Market efficiency with perfect competition
- State intervention in price formation

LEARNING UNITS AND CONTENT

TEACHING AND LEARNING UNITS	PRESENCE TIME	SELF-STUDY
Advanced Microeconomics	30	45
<ul style="list-style-type: none">- Household theory- Business theory- Pricing in different market forms (polypole, monopoly, oligopoly, monopolistic competition)- Advanced aspects of microeconomics (e.g. market failure, behavioural economics, new institutional economics)		

SPECIAL FEATURES

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PREREQUISITES

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LITERATURE

- Beck, H.: Behavioural Economics, Heidelberg: Springer-Gabler
- Erlei, M./Leschke, M./Sauerland, D.: Neue Institutionenökonomik, Stuttgart: Schäffer Poeschel
- Goolsbee, A./Levitt, S./Syverson, C.: Microeconomics, Stuttgart: Schäffer-Poeschel
- Mankiw, N.G.: Grundzüge der Volkswirtschaftslehre, Stuttgart: Schäffer-Poeschel
- Mankiw, N.G./Taylor, M.P.: Economics, Mason (Ohio): Thomson South Western
- Natrop, J.: Grundzüge der Angewandten Mikroökonomie, Munich: Oldenbourg
- Pindyck, R.S./Rubinfeld, D.L.: Microeconomics, Munich: Pearson
- Varian, H.R.: Fundamentals of Microeconomics, Munich: Oldenbourg

Civil Law (W3BW_504)

Civil Law

FORMAL INFORMATION ON THE MODULE

MODULE NUMBER	LOCATION IN THE COURSE OF STUDY	MODULE DURATION (SEMESTER)	MODULE RESPONSIBILITY	LANGUAGE
W3BW_504	1st academic year	2	Prof Dr Klaus Sakowski	German/English

FORMS OF TEACHING USED

Lecture, Case Study

FORMS OF EXAMINATION USED

EXAM PERFORMANCE	EXAM DURATION (IN MINUTES)	GRADING
Written exam or portfolio	120	yes

WORKLOAD AND ECTS CREDITS

TOTAL WORKLOAD (IN H)	OF WHICH ATTENDANCE TIME (IN H)	OF WHICH SELF-STUDY (IN H)	ECTS CREDIT POINTS
150	60	90	5

QUALIFICATION OBJECTIVES AND COMPETENCES

PROFESSIONAL COMPETENCE

After participating in the module course, students will recognise the comprehensive practical relevance of the subject and have basic factual knowledge of civil law. They will be able to name and explain the most important BGB regulations and contexts and apply them to selected practical cases. In this way, they are to analyse and critically discuss the legal problems of such cases and a justifiable solution.

METHODOLOGICAL EXPERTISE

Students know and understand the most important methods for interpreting regulations, particularly with regard to undefined legal terms. They will understand the legal expert opinion method and be able to apply it to cases. They will be familiar with teaching and learning methods using digital media and will be able to use these successfully, particularly for the purposes of self-study.

PERSONAL AND SOCIAL COMPETENCE

Students are able to work effectively in a working group (case study). They are to apply and maintain appropriate time management during examinations.

OVERARCHING COMPETENCE

Students have the ability to recognise potential legal problems in operational circumstances at an early stage and can either legally structure them themselves or at least communicate them to an expert third party (e.g. lawyer, legal department) in a problem-oriented manner. They also have the ability to critically reflect on prevailing doctrines and court judgements.

LEARNING UNITS AND CONTENT

TEACHING AND LEARNING UNITS	PRESENCE TIME	SELF-STUDY
Fundamentals of law, BGB general part and law of obligations general part	30	45

- Overview of the legal system, areas of law, court structure and legal working techniques
- Introduction to the BGB
- Legal subjects and legal objects, declaration of intent
- Contestation
- Principle and limits of contractual freedom
- Substitution
- Statute of limitations
- Deadlines and dates
- Obligations, damages, fault, defaults
- General Terms and Conditions

LEARNING UNITS AND CONTENT

TEACHING AND LEARNING UNITS	PRESENCE TIME	SELF-STUDY
Law of obligations, property law and basics of procedural law	30	45
<ul style="list-style-type: none">- Consumer contracts (especially distance selling)- Resignation- Total debt- Purchase contract- Contract for work- Other types of contracts in outline (depending on the field of study, e.g. rental agreement, loan agreement, service contract)- Basic principles of unjust enrichment- Unauthorised acts- Basics of property law (possession, ownership, security rights)- Overview of procedural and litigation law		

SPECIAL FEATURES

The Law module is suitable for the use of teaching, learning and examination methods involving digital media. Exam duration refers to the written exam.

PREREQUISITES

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LITERATURE

- Brox, H./Walker, W.-D.: Allgemeiner Teil des BGB. Munich: Vahlen
- Brox, H./Walker, W.-D.: Allgemeines Schuldrecht. Munich: C. H. Beck
- Brox, H./Walker, W.-D.: Besonderes Schuldrecht. Munich: C. H. Beck
- Eisenhardt, U: Introduction to civil law. Stuttgart: Utb, Facultas
- Ens, R./Hümer, M./Knies, J./Scheel, T.: Unternehmensrecht, Bad Wörishofen: Holzmann (from Scheel, T.: Zivilrecht)
- Führich, E.: Wirtschaftsprivatrecht. Munich: Vahlen
- Führich, E./Werdan, I: Wirtschaftsprivatrecht in Fragen und Fällen. Munich: Vahlen
- Kallwass, W./Asbels, P.: Privatrecht. Munich: Vahlen
- Musielak, H.-J./Hau, W: Grundkurs BGB. Munich: Vahlen
- Musielak, H.-J./Voit, W: Grundkurs ZPO. Munich: Vahlen
- Sakowski, K.: Fundamentals of Civil Law. Berlin Heidelberg: Springer Gabler
- Wolf, M./Wellenhofer, M.: Sachenrecht. Munich: Beck

Mathematics and Statistics (W3BW_601) Mathematics and Statistics

FORMAL INFORMATION ON THE MODULE

MODULE NUMBER	LOCATION IN THE COURSE OF STUDY	MODULE DURATION (SEMESTER)	MODULE RESPONSIBILITY	LANGUAGE
W3BW_601	1st academic year	2	Prof Dr Joachim Weber	German/English

FORMS OF TEACHING USED

Lecture, exercise

FORMS OF EXAMINATION USED

EXAM PERFORMANCE	SCOPE OF EXAMINATION (IN MINUTES)	RATING
Exam	60	Yes
Written exam or portfolio	60	Yes

WORKLOAD AND ECTS CREDITS

TOTAL WORKLOAD (IN H)	OF WHICH ATTENDANCE TIME (IN H)	OF WHICH SELF-STUDY (IN H)	ECTS CREDIT POINTS
150	60	90	5

QUALIFICATION OBJECTIVES AND COMPETENCES

PROFESSIONAL COMPETENCE

On completion of the module, students have a basic knowledge and critical understanding of mathematics and statistics for economic issues. They are able to apply the methods and approaches to specific analysis, planning and decision-making problems and to present and interpret the results in a goal-oriented manner.

METHODOLOGICAL EXPERTISE

Students have grasped the ideas of mathematical techniques and have acquired the skills to apply them to economic issues. They have understood statistics as a decision-making aid in business practice or as an aid in the empirical testing of hypotheses and have acquired the ability to explain the possible influence of the data creation process, the data sources and the data presentation on the result and to independently analyse and assess given data sets with regard to the desired information.

PERSONAL AND SOCIAL COMPETENCE

On completion of the module, students know that quantitative methods one way (among others) of gaining knowledge, in particular that reality cannot be depicted in figures alone. They are aware of the influence of the methods on the result and are thus sensitised to a responsible approach.

OVERARCHING COMPETENCE

Students have gained an overview of the possible applications of mathematical and statistical methods economics and business administration and have practised their application using appropriate examples. This enables them to apply these methods independently and to analyse the results in a factual context.

LEARNING UNITS AND CONTENT

TEACHING AND LEARNING UNITS	PRESENCE TIME	SELF-STUDY
Mathematics	30	45

- Fundamentals of mathematics (sets of numbers, basic algebraic structures, logic)
- Analysis (essential elements of calculus for functions with one and more independent variables)
- Financial mathematics (sequences and series, applied financial mathematics)
- Linear algebra (systems of equations, matrices, vectors, determinants)
- Subject-related extensions according to subject relevance and previous student knowledge.

LEARNING UNITS AND CONTENT

TEACHING AND LEARNING UNITS	PRESENCE TIME	SELF-STUDY
Statistics	30	45
<ul style="list-style-type: none">- Basics (data creation)- Descriptive statistics (univariate and multivariate frequency distributions with their descriptive measures)- Inductive statistics (especially probability theory)- Inferential statistics (estimates, test procedures, economic statistical applications)- Subject-related extensions according to subject relevance and previous student knowledge		

SPECIAL FEATURES

- Module with two examinations
- Exam after the first semester
- Written exam or portfolio examination after the second semester
- The examination duration refers only to the written examination

PREREQUISITES

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LITERATURE

- Bamberg, G./Baur, F./Krapp, M.: Statistics, Munich: Oldenbourg
- Bleytmüller, J./Gehlert, G./Gülicher, H.: Statistik für Wirtschaftswissenschaftler, Munich: Vahlen
- Bosch, K.: Mathematics for economists, Munich: Oldenbourg
- Bronstein, I./Semendjajev, K. A.: Taschenbuch der Mathematik, Thun/Frankfurt a. M.: Verlag Harri Deutsch
- Heinrich, G.: Basiswissen Mathematik, Statistik und Operations Research für Wirtschaftswissenschaftler, Munich: Oldenbourg
- Holey, T./Wiedemann, A.: Mathematik für Wirtschaftswissenschaftler, Heidelberg: Physica-Verlag
- Sachs, M.: Wahrscheinlichkeitsrechnung und Statistik, Munich: Hanser
- Stiefl, J.: Wirtschaftsstatistik, Munich: Oldenbourg
- Sydsaeter, K./Hammond, P.: Mathematik für Wirtschaftswissenschaftler, Hallbergmoos: Pearson Studium
- Tietze, J.: Einführung in die angewandte Wirtschaftsmathematik, Wiesbaden: Springer Spektrum
- Tietze, J.: Einführung in die Finanzmathematik, Wiesbaden: Springer Spektrum

Key qualifications I (W3BW_IB704)

Key Qualifications I

FORMAL INFORMATION ON THE MODULE

MODULE NUMBER	LOCATION IN THE COURSE OF STUDY	MODULE DURATION (SEMESTER)	MODULE RESPONSIBILITY	LANGUAGE
W3BW_IB704	1st academic year	2	Prof Dr Joachim Weber	German/English

FORMS OF TEACHING USED

Lecture, seminar, laboratory exercise, business game/simulation, role play

FORMS OF EXAMINATION USED

EXAM PERFORMANCE	EXAM DURATION (IN MINUTES)	GRADING
Ungraded proof of performance	See examination regulations	Passed/ Not passed

WORKLOAD AND ECTS CREDITS

TOTAL WORKLOAD (IN H)	OF WHICH ATTENDANCE TIME (IN H)	OF WHICH SELF-STUDY (IN H)	ECTS CREDIT POINTS
150	60	90	5

QUALIFICATION OBJECTIVES AND COMPETENCES

PROFESSIONAL COMPETENCE

Students have initial basic qualifications for scientific studies and can critically assess their applicability to practical situations. Furthermore, they are able to work on an operational problem in a structured scientific approach.

METHODOLOGICAL EXPERTISE

The students can

- use methods and techniques in different situations in a reflected and competent manner,
- Carry out literature research and source-critical analyses of the literature,
- select and apply suitable scientific research methods and techniques.

PERSONAL AND SOCIAL COMPETENCE

The students can

- communicate openly,
- recognise, critically analyse and assess their own and others' communication patterns,
- represent their own positions autonomously and confidently and understand other positions,
- apply the methods learnt in a rational, understanding-oriented and fair manner and in a non-manipulative way,
- Manage conflicts in a balanced way,
- recognise the ethical implications and responsibilities of research,
- plurality of theories and methods sensibly.

OVERARCHING COMPETENCE

The students

- can quickly find their way in new situations, familiarise themselves with new tasks and integrate into teams and cultures,
- are convincing as independent thinkers and responsible personalities with the ability to make critical judgements in business and society,
- are characterised by sound technical knowledge, an understanding of overarching contexts and the ability to transfer theoretical knowledge into practice,
- solve problems in a professional environment in a methodical and targeted manner and act in a team-orientated manner.

LEARNING UNITS AND CONTENT

TEACHING AND LEARNING UNITS	PRESENCE TIME	SELF-STUDY
Basics of scientific work	30	45

LEARNING UNITS AND CONTENT

TEACHING AND LEARNING UNITS	PRESENCE TIME	SELF-STUDY
<ul style="list-style-type: none">- Academic work techniques (e.g. skills, learning theory, learning strategies and techniques (e.g. mind map, memo techniques/retention strategies), workplace and learning organisation, reading, writing/presentation techniques and methods, stress management (e.g. time management, self-management), communication and collaboration with others- Science, Target spectrum of scientific work, Scientific methods in the human sciences- Requirements for scientific work (including objectivity, honesty/truthfulness, verifiability, reliability, validity, logical argumentation, comprehensibility)- Basic editing process of a topic (initial situation: Problem/question formulation, analysis/precision, searching for and finding solutions, implementation, processing results)- Processing phases of a scientific paper (choice of topic/objective, topic delimitation/specification, objective of the paper and derivation of the research question)- Scientific exposé- Project planning (communication with supervisors, time/resource planning, time management, work aids)- Familiarisation phase (literature study, selection, research), main and preparation phase (design of introductory chapters, structuring alternatives, final chapter), revision phase- Formal design (cover page/title page (including blocking note, if applicable), indexes, implementation section, appendix, bibliography, declaration of honour), design elements- Citation (including types of citations, citation rules, plagiarism), literary genres, bibliography and references		
Presentation and communication skills	30	45
<p>Presentation skills</p> <ul style="list-style-type: none">- Areas of application and objectives of a presentation- Content structure of a presentation/presentation dramaturgy- Use of media and visualisation techniques (e.g. text images, graphics and symbols)- Presentation techniques- Voice work and rhetoric- Non-verbal communication: body language, facial expressions and gestures- Dealing with stage fright- Follow-up of the presentation- Specifics of scientific presentations- Exercises related to the respective field of study <p>Communication skills</p> <ul style="list-style-type: none">- Communication psychology research and communication theories- Communication and interaction- Rhetoric- Teaching communicative and rhetorical skills- Negotiation techniques- Active listening- Question technique- Objection handling- Communication disorders- Conflict discussions, moderation, feedback and appraisal interviews, communication in teams- Exercises against the background of current topics in the respective field of study with subsequent discussion		

SPECIAL FEATURES

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PREREQUISITES

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LITERATURE

- Bortz, J./Döring, N.: Forschungsmethoden und Evaluation für Human- und Sozialwissenschaftler, Heidelberg: Springer
- Kornmeier, M.: Wissenschaftstheorie und wissenschaftliches Arbeiten. Heidelberg: Physica
- Kromrey, H.: Empirical Social Research. Stuttgart: Lucius & Lucius
- Renner, H.-G. and Strasmann, J. Das Outdoor-Seminar in der betrieblichen Praxis, Hamburg:Verlag Windmühle
- Schnell, R./Hill, P. B. / Esser, E.: Methoden der empirischen Sozialforschung. Munich: Oldenbourg
- Schwaiger, M./Meyer, A.: Theorien und Methoden der Betriebswirtschaft. Munich: Vahlen
- Stickel-Wolf, C. /Wolf, J.: Wissenschaftliches Arbeiten und Lerntechniken, Wiesbaden: Gabler
- Theisen, M. R.: Wissenschaftliches Arbeiten. Munich: Vahlen

International Business and its Environment (W3BW_IB201)

International Business and its Environment

FORMAL INFORMATION ON THE MODULE

MODULE NUMBER	LOCATION IN THE COURSE OF STUDY	MODULE DURATION (SEMESTER)	MODULE RESPONSIBILITY	LANGUAGE
W3BW_IB201	1st academic year	2	Prof Dr Margitte Müller	German/English

FORMS OF TEACHING USED

Lecture, exercise

FORMS OF EXAMINATION USED

EXAM PERFORMANCE	EXAM DURATION (IN MINUTES)	GRADING
Written exam or seminar paper (without presentation)	120	yes

WORKLOAD AND ECTS CREDITS

TOTAL WORKLOAD (IN H)	OF WHICH ATTENDANCE TIME (IN H)	OF WHICH SELF-STUDY (IN H)	ECTS CREDIT POINTS
150	60	90	5

QUALIFICATION OBJECTIVES AND COMPETENCES

PROFESSIONAL COMPETENCE

Students recognise and understand the determinants of international business activities. They can analyse and critically evaluate the framework conditions of internationally operating companies.

Students will recognise how international trade and direct investment develop. They gain an overview of theoretical explanatory approaches to international trade and direct investment and can compare these approaches with each other.

Students will be able to analyse how companies can react to different aspects of the political, legal and economic business environment. Students will be able to explain internationalisation decisions. They have an overview of possible internationalisation strategies and forms of market entry and can evaluate them comparatively. They will be able to analyse and evaluate the opportunities and risks of global business activities.

In addition, students will have familiarised themselves with various design options for value creation in an international context. They will be able to categorise and critically assess make-or-buy decisions and design options in procurement using examples such as their own partner company. They know the alternatives in order processing, can recognise push and pull control in their own partner company and evaluate them with regard to multi-layered objectives. They understand the importance of planning for coordination between the parties involved and synchronisation of processes and their influence on buffers and transport.

METHODOLOGICAL EXPERTISE

Students have understood the explanatory models for international trade and direct investment, know the underlying assumptions and can assess their limitations.

Students have learnt methods for simple make-or-buy decisions and for strategic procurement decisions and can apply them in simple examples. They will be familiar with basic scheduling procedures and their limitations and will be able to apply them.

They are familiar with methods that serve to reduce complexity in the design of value creation and can apply them to efficiently process problem areas.

PERSONAL AND SOCIAL COMPETENCE

On completion of the module, students will have acquired the skills to view the international business activities of companies and globalisation from different perspectives, including the arguments of critical observers of these phenomena. They are of the responsibility of globally operating companies for a sustainable balance between economic success, environmental protection and social responsibility. They are sensitised to the conflicts and coordination problems in the internal and cross-company value creation process and are able to deal with them constructively. Students have acquired the competence to communicate appropriately about the aspects of international business dealt with. They are to explain basic concepts and discuss their significance for internationally active companies.

OVERARCHING COMPETENCE

Students are able to work independently on selected problems that arise in the course of the internationalisation of companies using their knowledge of globalisation issues, develop simple solution strategies and discuss these in a team. Their knowledge of basic literature and relevant terminology facilitates their independent access to advanced analyses in this area. Students are able to assess the feasibility and advantageousness of relevant concepts for given internal and external framework conditions.

You will be able to identify process stages, products and suppliers that are critical to success. You will recognise potential for improvement, develop concepts ready for decision-making under guidance and defend these in arguments in the event of collegial disagreement. You will be able to identify and assess processes that are critical to success and devise alternative designs and defend or further develop them in the event of opposition from colleagues.

LEARNING UNITS AND CONTENT

TEACHING AND LEARNING UNITS

Principles of International Business and its Environment

PRESENCE TIME

30

SELF-STUDY

45

Explanatory approaches to international trade and direct investment; development of international trade and direct investment; state influence on international trade: causes and instruments (e.g. protectionism); regional economic integration; significance and tasks of selected international organisations; reactions of companies to differences between national political and economic systems.

Principles of International Business Models and Operations

30

45

Globalisation: development, evaluation and effects from a corporate perspective; the international company: internationalisation and market entry strategies; configuration of the international supply chain in the area of conflict between responsiveness, costs, environmental protection and social responsibility; outsourcing versus vertical integration; global sourcing strategies; global logistics strategy; design of order processing; inventory management in international process chains; coordination and cooperation in the international supply chain.

SPECIAL FEATURES

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PREREQUISITES

None

LITERATURE

- Bretzke, W.-R.: Logistic Networks, Berlin: Springer.
- Cavusgil, S. T./Knight, G. A./Riesenberger, J. R.: International Business: Strategy, Management, and the New Realities, Upper Saddle River: Pearson Prentice Hall.
- Christopher, M.: Logistics and Supply Chain Management. Creating Value-Adding Networks, Harlow: Prentice Hall.
- Collinson, S./Narula, R./ Rugman, A. M.: International Business, Harlow: Pearson.
- Daniels, J. D./Radebaugh, L./Sullivan, D.: International Business, Upper Saddle River: Pearson Prentice Hall.
- Hill, Ch. W. L.: International Business: Competing in the Global Marketplace, New York: McGraw-Hill.
- Neiberger, C./Bertram, H.: Moving goods around the world. Strategies and Locations in the Management of Global Supply Chains, Mannheim: MetaGIS Informationssysteme.
- Slack, N./Brandon-Jones, A.: Operations Management, Harlow: Pearson Education.

Principles of Intercultural Management (W3BW_IB202)

Principles of Intercultural Management

FORMAL INFORMATION ON THE MODULE

MODULE NUMBER	LOCATION IN THE COURSE OF STUDY	MODULE DURATION (SEMESTER)	MODULE RESPONSIBILITY	LANGUAGE
W3BW_IB202	1st academic year	2	Prof Dr Clive Flynn	German/English

FORMS OF TEACHING USED

Lecture, Case Study

FORMS OF EXAMINATION USED

EXAM PERFORMANCE	EXAM DURATION (IN MINUTES)	GRADING
Portfolio	See examination regulations	yes

WORKLOAD AND ECTS CREDITS

TOTAL WORKLOAD (IN H)	OF WHICH ATTENDANCE TIME (IN H)	OF WHICH SELF-STUDY (IN H)	ECTS CREDIT POINTS
150	60	90	5

QUALIFICATION OBJECTIVES AND COMPETENCES

PROFESSIONAL COMPETENCE

The students with the influences of the increasing internationalisation of business activities and immigration on the shaping of the various cultural levels. They familiarised themselves with the central concepts for strengthening the perception of their social and cultural environment and reflected on their dealings with "foreigners".

As a basis for their orientation in an international environment, students learnt about the central concepts of culture and gained an overview of the possible applications and limitations of key traditional and modern cultural theories. They have familiarised themselves with the main features of acculturation theory and are able to assess the limitations and possibilities of different cultures or groups coming together. You will have analysed the key factors influencing situations of intercultural communication and developed a basic understanding of cultural influences in interpersonal situations.

Against the background of the business activities of internationally active companies, students deal with the complicated interplay of cultural levels and their influence on employees and corporate culture. Furthermore, they are able to recognise the influence of cultural differences on corporate strategy, organisational design, management concepts and negotiation strategies and to act in a targeted manner.

METHODOLOGICAL EXPERTISE

Students are familiar with traditional and modern approaches to cultural theory and can differentiate between them. Students are of the importance of a diverse, multicultural society for private and business relationships. They have acquired the skills to understand the differences and similarities of different social groups and to develop a suitable acculturation strategy.

Furthermore, students know the difference between corporate culture and corporate climate as well as the influence of "national" and professional cultures on these two. They are familiar with the significance of cultural influences on corporate organisation, management and leadership styles, motivation, conflict management and resolution and therefore on productivity and innovation performance in companies.

Students are able to transfer this knowledge to their company and, by analysing data and information collected independently from various internal and external sources, to develop behavioural patterns for themselves and recommendations for action for their company and thus an active role in the company's international environment.

PERSONAL AND SOCIAL COMPETENCE

Students have reflected cognitively and affectively on their own cultural imprint. They are aware of the necessity of a model-based analysis of intercultural interaction and the inherent risk of stereotyping. They are open to suggestions and are able to apply given methods to specific problems independently.

Students have developed a feeling for the multi-layered influences and effects of culture on economic contexts. They are able to reflect on their own behaviour against the background of other value systems and to analyse the behaviour of others from different perspectives. Students are able to work constructively in an international working group.

OVERARCHING COMPETENCE

Students are able to evaluate and critically compare different approaches. They have basic patterns of analysis with which they can structure problems of intercultural interaction in a goal-oriented way. On the basis of the knowledge they have already acquired about different socio-cultural contexts, they will be able to identify and critically evaluate options for action in specific situations and give plausible reasons for their choice of alternative action.

LEARNING UNITS AND CONTENT

TEACHING AND LEARNING UNITS

Principles of Intercultural Management

PRESENCE TIME

30

SELF-STUDY

45

The multicultural society: effects of internationalisation and immigration; cultural theory in transition: from anthropology to management theory; traditional and modern cultural theory approaches; ethnocentrism/ethnorelativism; "The Perceptual Lens": self-image/foreign image; stereotyping; diversity; social and cultural intelligence; acculturation theory; intercultural communication.

International Organisational Behavior

30

45

Corporate culture and climate; cultural influences on corporate organisation; influence of culture on management and leadership styles; motivation; conflict management and leadership -cultural diversity and its influence on productivity and the organisation's Innovation performance in companies; expectations and job satisfaction.

SPECIAL FEATURES

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PREREQUISITES

None

- Bowe, H. J./Martin, K./Manns, H.: Communication Across Cultures. Mutual Understanding in a Global World, Port Melbourne: Cambridge University Press.
- Browaeys, M.-J./Price, R.: Understanding Cross-Cultural Management, Harlow: Pearson Education.
- Chhokar, J.S./Brodbeck, F.C./House, R.J.: Culture and Leadership Across the World. The GLOBE Book of In-depth Studies of 25 Societies, Mahwah: Lawrence Erlbaum Associates.
- Deresky, H.: International Management. Managing Across Borders and Cultures, Harlow: Pearson Education.
- Deardorff, D.K. (ed.): The SAGE Handbook of Intercultural Competence. Thousand Oaks: SAGE Publications.
- House, R.J./Hanges, P.J./Javidan, M./Dorfman, P.W./Gupta, V. (eds.): Culture, Leadership, and Organisations. The GLOBE Study of 62 Societies, Thousand Oaks: SAGE Publications.
- House, R.J./Dorfman, P.W./Javidan, M./Hanges, P.J./Sully de Luque, M.F.: Strategic Leadership Across Cultures. The GLOBE Study of CEO Leadership Behaviour and Effectiveness in 24 Countries, Thousand Oaks: Sage Publications.
- Lüsebrink, H.-J.: Intercultural communication. Interaction, perception of others, cultural transfer, Stuttgart: Metzler. Luthans, F./Doh, J.P.: International Management. Culture, Strategy and Behaviour, New York: McGraw-Hill.
- Martin, J.N./Nakayama, T.K.: Intercultural Communication in Contexts, New York: McGraw-Hill.
- Nakayama, T.K./Halualani, R.T. (eds.): The Handbook of Critical Intercultural Communication, Chichester: Wiley-Blackwell.
- Schneider, S.C./Barsoux, J.-L./Stahl, G.K.: Managing Across Cultures, Harlow: Pearson.
- Schneider, U./Hirt, C.: Multikulturelles Management, Munich: Oldenbourg.
- Thomas, D.C./Peterson, M.F.: Cross-Cultural Management: Essential Concepts, Thousand Oaks: SAGE Publications.

Foundations of Communication in Business (W3BW_IB203)

Foundations of Communication in Business

FORMAL INFORMATION ON THE MODULE

MODULE NUMBER	LOCATION IN THE COURSE OF STUDY	MODULE DURATION (SEMESTER)	MODULE RESPONSIBILITY	LANGUAGE
W3BW_IB203	1st academic year	2	Prof Dr Rainer Jochum	German/English/French/Spanish

FORMS OF TEACHING USED

Lecture, seminar, exercise, case study, role play

FORMS OF EXAMINATION USED

EXAM PERFORMANCE	EXAM DURATION (IN MINUTES)	GRADING
Portfolio	See examination regulations	yes

WORKLOAD AND ECTS CREDITS

TOTAL WORKLOAD (IN H)	OF WHICH ATTENDANCE TIME (IN H)	OF WHICH SELF-STUDY (IN H)	ECTS CREDIT POINTS
150	60	90	5

QUALIFICATION OBJECTIVES AND COMPETENCES

PROFESSIONAL COMPETENCE

On completion of the module, students will be able to understand important professional situations in the foreign language and use relevant specialised language actively and appropriately in written and oral communication.

METHODOLOGICAL EXPERTISE

After completing the module, students will have learnt how to effectively use methods to acquire and apply business-related language skills. They will also be able to select relevant and appropriate techniques for professional communication and have experience in using them.

PERSONAL AND SOCIAL COMPETENCE

Students can reflect on their learning process and identify learning strategies. In this module, students have also learnt to work together on problems. They can also justify their point of view in a comprehensible manner and criticise an appreciative way.

OVERARCHING COMPETENCE

After completing the module, students will be able to contribute to the understanding and solution of problems in multilingual professional working groups in the foreign language using appropriate technical language. They are thus able to act linguistically in an international working environment.

LEARNING UNITS AND CONTENT

TEACHING AND LEARNING UNITS	PRESENCE TIME	SELF-STUDY
Fundamentals of Business Communication	30	45
Repetition and consolidation of grammar and vocabulary for use in a professional context, company descriptions (products, services, organisational structure/process organisation, tasks)		
Communicating in Businesses	30	45
Communication in a foreign language in a professional context: business letters, telephone calls, presentations, meetings		

SPECIAL FEATURES

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PREREQUISITES

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LITERATURE

Brook-Hart, G.: Cambridge Professional English Business Benchmark. C1 BEC Higher Edition, Cambridge: Cambridge University Press.
Brook-Hart, G.: Cambridge Professional English Business Benchmark. Upper-intermediate, Vantage, Cambridge: Cambridge University Press.
Juan, O./ de Prada, M. et al: En equipo.es 2, Munich: Hueber.
Pastor, E.: Bürokommunikation Spanisch, Stuttgart: PONS.
Powell, M.: Presenting in English. How to give successful presentations, Stuttgart: Klett.
Sweeney, S.: English for Business Communication, Cambridge: Cambridge University Press.
Tano, M.: Expertos. Curso avanzado de español orientado al mundo del trabajo. (B 2), Stuttgart: Klett.
Taylor, S./Gartside, L.: Model Business Letters, n.d.: Financial Times.
Williams, E.: Presentations in English, Munich: Hueber.

Practical module I (W3BW_IB801) Practical Module I

FORMAL INFORMATION ON THE MODULE

MODULE NUMBER	LOCATION IN THE COURSE OF STUDY	MODULE DURATION (SEMESTER)	MODULE RESPONSIBILITY	LANGUAGE
W3BW_IB801	1. Academic year	2	Prof Dr Joachim Weber	German/English

FORMS OF TEACHING USED

Project

FORMS OF EXAMINATION USED

EXAM PERFORMANCE	EXAM DURATION (IN MINUTES)	GRADING
Project work	See examination regulations	Passed/ Not passed Passed/ Not passed
Report on the process and reflection of the practical module	See examination regulations	

WORKLOAD AND ECTS CREDITS

TOTAL WORKLOAD (IN H)	OF WHICH ATTENDANCE TIME (IN H)	OF WHICH SELF-STUDY (IN H)	ECTS CREDIT POINTS
600	0	600	20

QUALIFICATION OBJECTIVES AND COMPETENCES

PROFESSIONAL COMPETENCE

Students have an overview of their training company with regard to all important business, legal and social circumstances, especially in the context of international activities. They understand the purpose of the company and have an overview of the relevant market environment. Students are able to categorise their company in its international business environment. They are able to grasp and analyse the complexity of practical problems under guidance in order to develop proposals for solutions based on the content of the course.

METHODOLOGICAL EXPERTISE

On completion of the module, students will be able to select and apply appropriate methods for complex practical applications under guidance, including in an international context. They will be able to assess the possibilities, practicability and limitations of the methods used following a guided discussion.

PERSONAL AND SOCIAL COMPETENCE

Students are sensitised to dealing with the expectations associated with their role in their working environment. They are informed about intercultural and cross-cultural particularities in international activities. They contribute to common goals through their cooperative behaviour in heterogeneous teams. They assume responsibility for assigned tasks as far as possible.

OVERARCHING COMPETENCE

Under supervision, students are to implement, monitor and, if necessary, modify target-oriented action programmes in the national and international environment on the basis of largely independent situation analyses using their theoretical knowledge and skills.

LEARNING UNITS AND CONTENT

TEACHING AND LEARNING UNITS	PRESENCE TIME	SELF-STUDY
Practical module I - Project work I	0	600

LEARNING UNITS AND CONTENT

TEACHING AND LEARNING UNITS	PRESENCE TIME	SELF-STUDY
Operational performance 1. Company and industry knowledge: Product and service range; organisation of the entire company in national and international terms; interaction between the individual divisions; overview of important competitors, suppliers and customers in the international environment 2. Operational service provision: integration into the company as a whole; interaction between departments in Germany and abroad; country-specific production and service programme, production processes and process planning; order planning; programme planning; resource planning; control of the process flow; scheduling; introduction to operational order and project management against the background of transnational specifics 3. Purchasing and warehousing: Purchasing (procurement market research; criteria and process of supplier selection; phases of the purchasing process; global sourcing) Warehousing (transport planning; control and monitoring of incoming goods; storage systems and storage technology; material provision)		
Practical module I - Report on the course and reflection of the practical module	0	0
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SPECIAL FEATURES

Preparation of project work I.

The content of practical module I is based on the respective theoretical focus of the individual semesters and serves as the basis for the in-company training plan. The content of the company-based training plan should be adapted to the special features of the respective dual partner. In this context, it makes sense to set company priorities and make adjustments, and it is also possible to deviate from the chronological sequence of the framework plan.

PREREQUISITES

None

LITERATURE

- Bortz, J./Döring, N.: Forschungsmethoden und Evaluation für Human- und Sozialwissenschaftler, Heidelberg: Springer
- Kornmeier, M.: Wissenschaftstheorie und wissenschaftliches Arbeiten. Heidelberg: Physica-
- Kromrey, H.: Empirical Social Research. Stuttgart: Lucius & Lucius-
- Schnell, R./Hill, P. B. / Esser, E.: Methoden der empirischen Sozialforschung. Munich: Oldenbourg-
- Schwaiger, M./Meyer, A.: Theorien und Methoden der Betriebswirtschaft. Munich: Vahlen-
- Stickel-Wolf, C./Wolf, J.: Wissenschaftliches Arbeiten und Lerntechniken, Wiesbaden: Gabler-
- Theisen, M. R.: Wissenschaftliches Arbeiten. Munich: Vahlen

Accounting and taxation (W3BW_104)

Accounting and Taxation

FORMAL INFORMATION ON THE MODULE

MODULE NUMBER	LOCATION IN THE COURSE OF STUDY	MODULE DURATION (SEMESTER)	MODULE RESPONSIBILITY	LANGUAGE
W3BW_104	2. Academic year	1	Prof Dr Wolfgang Bihler	German/English

FORMS OF TEACHING USED

Lecture, exercise

FORMS OF EXAMINATION USED

EXAM PERFORMANCE	EXAM DURATION (IN MINUTES)	GRADING
Written exam	120	yes

WORKLOAD AND ECTS CREDITS

TOTAL WORKLOAD (IN H)	OF WHICH ATTENDANCE TIME (IN H)	OF WHICH SELF-STUDY (IN H)	ECTS CREDIT POINTS
150	55	95	5

QUALIFICATION OBJECTIVES AND COMPETENCES

PROFESSIONAL COMPETENCE

Students have basic knowledge of accounting and taxation. They understand the central commercial and tax regulations for preparing annual financial statements. They will be able to apply these in business cases and critically assess their consequences. Students will be able to identify significant differences to international accounting. They are able to analyse and interpret annual financial statements. They will be able to assess the significance and consequences of annual financial statements as an important information tool.

METHODOLOGICAL EXPERTISE

Students understand the relevant legal texts and can apply them independently to operational issues. They are proficient in the main methods of preparing and analysing annual financial statements. Tax calculations can be carried out independently and analysed with regard to their impact on decision-making.

PERSONAL AND SOCIAL COMPETENCE

Students are aware of the dynamic changes in the area of accounting and taxation. They are able to continuously up-to-date knowledge. They are able to adopt, critically reflect on and further develop their own points of view. They are able and willing to discuss accounting and taxation issues in a team, develop solutions and communicate them in an appropriate manner. They have learnt that responsibility and trust are indispensable in the context of accounting.

OVERARCHING COMPETENCE

Students are able and willing to solve accounting and taxation tasks in a professional and methodologically competent, team-orientated and reflective manner.

LEARNING UNITS AND CONTENT

TEACHING AND LEARNING UNITS	PRESENCE TIME	SELF-STUDY
Accounting and basic principles of analysing annual financial statements	33	57
<ul style="list-style-type: none"> - Principles of the annual financial statements - Accounting according to commercial law (HGB), in particular balance sheet - Profit and loss account - Options for the annual accounts policy - International Financial Reporting Standards (IFRS) at a glance - Basics of analysing annual financial statements 		

LEARNING UNITS AND CONTENT

TEACHING AND LEARNING UNITS	PRESENCE TIME	SELF-STUDY
Business taxation	22	38
<ul style="list-style-type: none">- Tax law principles- Tax types, in particular income tax, corporation tax, trade tax, VAT- Influence of taxation on business decisions		

SPECIAL FEATURES

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PREREQUISITES

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LITERATURE

- Baetge, J./Kirsch, H.-J./Thiele, S.: Bilanzen, Düsseldorf: IDW
- Breithecker, V.: Einführung in die Betriebswirtschaftliche Steuerlehre, Berlin: ESV
- Brönnner, H. et al: Die Bilanz nach Handels- und Steuerrecht, Stuttgart: Schäffer-Poeschel
- Buchholz, R.: Grundzüge des Jahresabschlusses nach HGB und IFRS, Munich: Vahlen
- Coenenberg, A. G./Haller, A./Schultze, W.: Jahresabschluss und Jahresabschlussanalyse, Stuttgart: Schäffer-Poeschel
- Küting, P./Weber, C.-P.: Die Bilanzanalyse: Beurteilung von Abschlüssen nach HGB und IFRS, Stuttgart: Schäffer-Poeschel
- Kußmaul, H.: Steuern: Einführung in die betriebswirtschaftliche
- Scheffler, W.: Besteuerung von Unternehmen, Heidelberg: C. F. Müller

Human Resources Management, Organisation and Project Management (W3BW_105)

Human Resource Management, Organisation and Project Management

FORMAL INFORMATION ON THE MODULE

MODULE NUMBER	LOCATION IN THE COURSE OF STUDY	MODULE DURATION (SEMESTER)	MODULE RESPONSIBILITY	LANGUAGE
W3BW_105	2nd academic year	1	Prof Dr Uwe Schirmer	German/English

FORMS OF TEACHING USED

Lecture, case study, inverted classroom, role play

FORMS OF EXAMINATION USED

EXAM PERFORMANCE	EXAM DURATION (IN MINUTES)	GRADING
Written exam or presentation	120	yes

WORKLOAD AND ECTS CREDITS

TOTAL WORKLOAD (IN H)	OF WHICH ATTENDANCE TIME (IN H)	OF WHICH SELF-STUDY (IN H)	ECTS CREDIT POINTS
150	55	95	5

QUALIFICATION OBJECTIVES AND COMPETENCES

PROFESSIONAL COMPETENCE

Students will be able to understand and evaluate the relevance of personnel policy decisions for the company as a whole. They will have gained an overview of all relevant HR management processes, from personnel planning to redundancies, and will also be able to categorise the relevance of co-determination in the company.

They are also familiar with the basic theories and concepts of organisational design. They are familiar with the various forms and models of structural and procedural organisation, including the framework conditions and special features of project management. On this basis, they are able to make qualified assessments of real organisational concepts.

METHODOLOGICAL EXPERTISE

Students learn about the instruments of operational HR work and theoretical organisational concepts and are able to assess their respective relevance and transfer them to practical applications - e.g. in the context of project management.

PERSONAL AND SOCIAL COMPETENCE

Students learn about the characteristics participative, culturally sensitive and tolerant behaviour. They will also have developed a deeper understanding of the social/ethical responsibility of corporate HR work and will be able to categorise the importance of works councils. In addition, they have developed an understanding of the behaviour-shaping power of organisational regulations.

OVERARCHING COMPETENCE

Based on the overall strategic orientation of a company, students are able to recognise and evaluate the fundamental framework conditions for personnel management and the organisation. They will have become familiar with the range of human resources management instruments and will be able to understand their effects; students will also recognise the importance of organisational design as an essential element in the management process, will be able to assess the contribution of organisational policy decisions to corporate management and will be able to transfer this to specific fields of action in project management.

LEARNING UNITS AND CONTENT

TEACHING AND LEARNING UNITS	PRESENCE TIME	SELF-STUDY
Human resources management	33	57

LEARNING UNITS AND CONTENT

TEACHING AND LEARNING UNITS	PRESENCE TIME	SELF-STUDY
<ul style="list-style-type: none">- Objectives and tasks of operational HR work- Personnel requirements planning- Basics of personnel marketing- Recruitment- Company remuneration policy- Personnel development- Personnel release- Organisational models for the HR area		
Organisation and project management	22	38
<ul style="list-style-type: none">- Company and organisation- Organisational theories- Organisational structure- Process organisation/process management- Shaping organisational change (organisational development)- Project management (project conception, project realisation, project control)		

SPECIAL FEATURES

Module coordinator Prof. Dr Ernst Deuer (RV)

PREREQUISITES

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LITERATURE

- Bach, N.; Brehm, C.; Buchholz, W.; Petry, T.: Wertschöpfungsorientierte Organisation. Architectures - Processes - Structures, Wiesbaden: SpringerGabler
- Berthel, J.; Becker, F. G.: Personal-Management. Basic principles for concepts of operational personnel work, Stuttgart: Schäffer-Poeschel
- Lindner, D.; Lindner-Lohmann, F.; Schirmer, U.: Personalmanagement, Heidelberg: Springer
- Oechsler, W.A. / Paul, C: Personal und Arbeit, Munich, Vienna: Oldenbourg
- Scholz, C.: Personalmanagement. Information-oriented and behavioural theoretical foundations, Munich: Vahlen
- Schulte-Zurhausen, M.: Organisation, Munich: Vahlen
- Schreyögg, G. / Geiger, G.: Organisation. Fundamentals of modern organisational design, Heidelberg: Springer
- Stock-Homburg, R.: Personalmanagement. Theories - Concepts - Instruments, Wiesbaden: SpringerGabler
- Vahs, D.: Organisation: Ein Lehr- und Managementbuch, Stuttgart: Schäffer-Poeschel

Macroeconomics (W3BW_502) Macroeconomics

FORMAL INFORMATION ON THE MODULE

MODULE NUMBER	LOCATION IN THE COURSE OF STUDY	MODULE DURATION (SEMESTER)	MODULE RESPONSIBILITY	LANGUAGE
W3BW_502	2nd academic year	2	Dr Jan Greitens	German/English

FORMS OF TEACHING USED

Lecture, exercise

FORMS OF EXAMINATION USED

EXAM PERFORMANCE	EXAM DURATION (IN MINUTES)	GRADING
Written exam	120	yes

WORKLOAD AND ECTS CREDITS

TOTAL WORKLOAD (IN H)	OF WHICH ATTENDANCE TIME (IN H)	OF WHICH SELF-STUDY (IN H)	ECTS CREDIT POINTS
150	55	95	5

QUALIFICATION OBJECTIVES AND COMPETENCES

PROFESSIONAL COMPETENCE

Students are to describe short and long-term macroeconomic developments in the economy and analyse them using models. Students will be able to describe the creation of money, the value of money and the effects of money using various concepts and in connection with the financial system and apply them to current issues. They will be familiar with important relationships in monetary theory and will be able to explain monetary policy decisions.

METHODOLOGICAL EXPERTISE

Students have acquired the skills to apply the concepts, models and methods they have learnt to fundamental macroeconomic problems. They are to carry out the necessary abstractions and simplifications to the essential factors and to argue in causal chains.

PERSONAL AND SOCIAL COMPETENCE

Students are able to recognise the complexity of macroeconomic relationships and compare the sometimes contradictory explanations. Students understand the dependence of economic explanations on historical and cultural conditions.

OVERARCHING COMPETENCE

In this module, students learn about the dependencies of a company on macroeconomic developments. They understand how a company is influenced by economic processes or monetary policy decisions and what reactions to such developments are possible. Students will be able to understand the possibilities, but also the limits and risks of using models and their assumptions in macroeconomics.

LEARNING UNITS AND CONTENT

TEACHING AND LEARNING UNITS	PRESENCE TIME	SELF-STUDY
Fundamentals of macroeconomics	28	48

- Economic cycle and national accounts
- Basic ideas of macroeconomic paradigms: Keynesian vs. neoclassical approaches
- Model-based macroeconomic analysis of the closed economy (e.g. IS-LM model, AS-AD model, Solow model)
- Economic policy implications (e.g. fiscal and monetary policy)

LEARNING UNITS AND CONTENT

TEACHING AND LEARNING UNITS	PRESENCE TIME	SELF-STUDY
Money and currency	27	47
<ul style="list-style-type: none">- Basic monetary concepts, financial system- Money demand and money supply- Fundamentals of monetary policy- Institutional organisation of monetary policy- Inflation and deflation- Current topics in monetary policy- Foreign exchange market- Exchange rate theories- International monetary order		

SPECIAL FEATURES

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PREREQUISITES

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LITERATURE

- Arnold, L.: Macroeconomics, Mohr Siebeck, Tübingen
- Beck, H.: Globalisation and Foreign Trade, Vahlen, Munich
- Blanchard, O./Illing, G.: Macroeconomics, Pearson, Munich
- Görgens, E./Ruckriegel, K./Seitz, F.: Europäische Geldpolitik, UVK-Verlag, Konstanz
- Issing, O.: Introduction to Monetary Theory, Vahlen, Munich
- Mankiw, N. G.: Macroeconomics, Schäffer Poeschel, Stuttgart
- Rose, K., Sauernheimer, K.: Theorie der Außenwirtschaft, Vahlen, Munich
- Spahn, P.: Monetary Policy, Vahlen, Munich
- Stiglitz, J. E./Walsh, C. E.: Macroeconomics, Oldenbourg, Munich

Business Law (W3BW_505)

Economic Law

FORMAL INFORMATION ON THE MODULE

MODULE NUMBER	LOCATION IN THE COURSE OF STUDY	MODULE DURATION (SEMESTER)	MODULE RESPONSIBILITY	LANGUAGE
W3BW_505	2nd academic year	2	Prof Dr Klaus Sakowski	German/English

FORMS OF TEACHING USED

Lecture, exercise, case study

FORMS OF EXAMINATION USED

EXAM PERFORMANCE	EXAM DURATION (IN MINUTES)	GRADING
Written exam or portfolio	120	yes

WORKLOAD AND ECTS CREDITS

TOTAL WORKLOAD (IN H)	OF WHICH ATTENDANCE TIME (IN H)	OF WHICH SELF-STUDY (IN H)	ECTS CREDIT POINTS
150	55	95	5

QUALIFICATION OBJECTIVES AND COMPETENCES

PROFESSIONAL COMPETENCE

After attending the module course, students have basic factual knowledge and a critical understanding of the legal matters taught. They know the most important regulations and can apply these to selected practical cases. They will be able to analyse and critically discuss the legal problems of such cases and find a justifiable solution.

METHODOLOGICAL EXPERTISE

Students will be able to work on case studies in an analytical, critical and methodological manner. They are familiar with teaching and learning methods using digital media and can these successfully, particularly for the purposes of self-study.

PERSONAL AND SOCIAL COMPETENCE

Students are able to work effectively in a working group (case study). They are to apply and maintain appropriate time management during examinations.

OVERARCHING COMPETENCE

Students have the ability to recognise potential legal problems in operational situations at an early stage. They can either organise these legally themselves or at least communicate them to an expert third party (e.g. lawyer, legal department) in a problem-oriented manner. They have the ability to critically reflect on prevailing doctrines and court judgements and can communicate with experts or laypersons.

LEARNING UNITS AND CONTENT

TEACHING AND LEARNING UNITS	PRESENCE TIME	SELF-STUDY
Commercial and company law	28	48

- Principles and legal sources of commercial law
- Merchant
- Commercial register
- Company
- Powers of attorney
- Auxiliary persons, commercial agents (overview)
- Basic principles of commercial transactions (e.g. freedom of form)
- Importance of commercial practices, commercial purchase
- Overview of company forms (national/EU), mixing of types
- Establishment, ongoing operations, management and representation
- Property regulations
- Overview of raising and maintaining capital, liability, termination
- Group overview

LEARNING UNITS AND CONTENT

TEACHING AND LEARNING UNITS	PRESENCE TIME	SELF-STUDY
Labour law, basics of insolvency law	27	47
(Note: Insolvency Law optional, depending on specialisation)		
<ul style="list-style-type: none">- Basic concepts and legal sources of labour law- Definition of employee- Initiation and establishment of the employment relationship- Obligations of the employee- Obligations of the employer (private and public law)- Selected contents of the employment relationship (e.g. scope, remuneration, holiday, sickness, use of media in working life, employee data protection)- Termination of the employment relationship- Collective bargaining law- Right to strike- Works constitution law		
<ul style="list-style-type: none">- Standard insolvency proceedings- Consumer insolvency proceedings- Bodies of the insolvency proceedings- Legal status of the insolvency administrator- Reasons for insolvency- Insolvency application- Security measures- Effects of the initiated proceedings - influence on contractual relationships- Realisation of collateral- Disadvantage to creditors- Contestable acts and legal consequences- Liability and insolvency offences		

SPECIAL FEATURES

The Law module is suitable for the use of teaching, learning and examination methods involving digital media.

PREREQUISITES

Basic knowledge from the Civil Law module

LITERATURE

- Bitter, G./Heim, S.: Gesellschaftsrecht. Munich: Vahlen
- Bork, R.: Introduction to Insolvency Law. Tübingen: Mohr-Siebeck
- Brox, H./Rüthers, B./Henssler, M.: Labour Law. Stuttgart: Kohlhammer
- Brox, H./Henssler, M.: Handels- und Wertpapierrecht. Munich: Beck
- Keller, U.: Insolvenzrecht. Munich: Vahlen
- Paulus, C.: Insolvenzrecht. Munich: Beck
- Preis, U.: Labour law - individual labour law. Cologne: Dr Otto Schmidt
- Preis, U.: Labour Law - Collective Labour Law. Cologne: Dr Otto Schmidt
- Sakowski, K.: Labour Law. Berlin Heidelberg: Springer Gabler

Key qualifications II (W3BW_IB705)

Key Qualifications II

FORMAL INFORMATION ON THE MODULE

MODULE NUMBER	LOCATION IN THE COURSE OF STUDY	MODULE DURATION (SEMESTER)	MODULE RESPONSIBILITY	LANGUAGE
W3BW_IB705	2nd academic year	2	Prof Dr Joachim Weber	German/English

FORMS OF TEACHING USED

Lecture, seminar, laboratory exercise, business game/simulation, role play

FORMS OF EXAMINATION USED

EXAM PERFORMANCE	EXAM DURATION (IN MINUTES)	GRADING
Ungraded proof of performance	See examination regulations	Passed/ Not passed

WORKLOAD AND ECTS CREDITS

TOTAL WORKLOAD (IN H)	OF WHICH ATTENDANCE TIME (IN H)	OF WHICH SELF-STUDY (IN H)	ECTS CREDIT POINTS
150	55	95	5

QUALIFICATION OBJECTIVES AND COMPETENCES

PROFESSIONAL COMPETENCE

Students have advanced qualifications for scientific studies and can critically assess their applicability to practical situations. Furthermore, they are able to work on an operational problem in a structured scientific approach.

METHODOLOGICAL EXPERTISE

The students can

- use methods and techniques in different situations in a reflected and competent manner,
- Carry out literature research and perform source-critical analyses of the literature,
- select and apply suitable scientific research methods and techniques.

PERSONAL AND SOCIAL COMPETENCE

The students can

- communicate openly,
- recognise, critically analyse and assess their own and others' communication patterns,
- represent their own positions autonomously and confidently and understand other positions,
- Manage conflicts in a balanced way,
- recognise the ethical implications and responsibilities of research,
- apply the methods learnt in a rational, understanding-oriented and fair manner and in a non-manipulative way,
- plurality of theories and methods sensibly.

OVERARCHING COMPETENCE

The students

- can quickly find their way in new situations, familiarise themselves with new tasks and integrate into teams and cultures,
- are convincing as independent thinkers and responsible personalities with the ability to make critical judgements in business and society,
- are characterised by sound technical knowledge, an understanding of overarching contexts and the ability to transfer theoretical knowledge into practice,
- solve problems in a professional environment in a methodical and targeted manner and act in a team-orientated manner.

LEARNING UNITS AND CONTENT

TEACHING AND LEARNING UNITS	PRESENCE TIME	SELF-STUDY
Philosophy of science and methods of empirical research	28	48

LEARNING UNITS AND CONTENT

TEACHING AND LEARNING UNITS	PRESENCE TIME	SELF-STUDY
<p>Philosophy of science:</p> <ul style="list-style-type: none">- Science and philosophy of science, categorisation of disciplines- Basic positions in the philosophy of science (e.g. rationalism, empiricism, critical rationalism, historical philosophy of science, constructivism)- Basic concepts of philosophy of science (e.g. statements, axiom, hypothesis, model, theory)- Research logic (induction, deduction, scientific explanatory models)- Business administration as a science- Ethics in economics <p>Methods of empirical social research:</p> <ul style="list-style-type: none">- Typology of scientific work (conceptual/ modelling work, empirical studies, meta-studies) and methodology- Operationalise and measure- Selection procedure (sampling, bias, weighting)- Forms of research and data collection (observation, survey, content analysis, experiment)- Data preparation and initial analysis (data preparation/coding, documentation, frequencies, cross-tabulations, positional measures)- Advanced data analysis (scattering, correlations, multivariate methods, significance statements)- Special features of qualitative social research, phases of the research process- Principles of presentation and interpretation (visualisation, interpretation, data sources)		
Study programme-related social skills	27	47
The course teaches social skills related to the degree programme that go beyond and complement the specialist, methodological and social skills taught in the core and elective modules. The seminars can also be held in the form of outdoor seminars.		

SPECIAL FEATURES

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PREREQUISITES

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LITERATURE

- Bortz, J./Döring, N.: Forschungsmethoden und Evaluation für Human- und Sozialwissenschaftler, Heidelberg: Springer
- Kornmeier, M.: Wissenschaftstheorie und wissenschaftliches Arbeiten. Heidelberg: Physica
- Kromrey, H.: Empirical Social Research. Stuttgart: Lucius & Lucius
- Oppel, K.: Business Knigge International. Freiburg: Haufe
- Schneider, D.: Betriebswirtschaftslehre, Band 4: Geschichte und Methoden der Wirtschaftswissenschaften. Munich: Oldenbourg
- Schnell, R./Hill, P. B. / Esser, E.: Methoden der empirischen Sozialforschung. Munich: Oldenbourg
- Schwaiger, M./Meyer, A.: Theorien und Methoden der Betriebswirtschaft. Munich: Vahlen
- Stickel-Wolf, C. /Wolf, J.: Wissenschaftliches Arbeiten und Lerntechniken, Wiesbaden: Gabler
- Theisen, M. R.: Wissenschaftliches Arbeiten. Munich: Vahlen

International Market Research (W3BW_IB204)

International Market Research

FORMAL INFORMATION ON THE MODULE

MODULE NUMBER	LOCATION IN THE COURSE OF STUDY	MODULE DURATION (SEMESTER)	MODULE RESPONSIBILITY	LANGUAGE
W3BW_IB204	2nd academic year	2	Prof Dr Martin Kornmeier	German/English

FORMS OF TEACHING USED

Lecture, seminar, project

FORMS OF EXAMINATION USED

EXAM PERFORMANCE	EXAM DURATION (IN MINUTES)	GRADING
Project report (with presentation)	See examination regulations	yes

WORKLOAD AND ECTS CREDITS

TOTAL WORKLOAD (IN H)	OF WHICH ATTENDANCE TIME (IN H)	OF WHICH SELF-STUDY (IN H)	ECTS CREDIT POINTS
150	55	95	5

QUALIFICATION OBJECTIVES AND COMPETENCES

PROFESSIONAL COMPETENCE

Students learn about the special requirements that arise in the field of (market) research in an international environment. In particular, they become familiar with the essential stages / processes / methods / content of relevant (empirical) research in order to be able to apply this knowledge in the context of studies ("Market, Legal or Organisational Studies") independently or in a team. Using concrete (practical) examples, students recognise and understand the importance of empirical research for companies. As they learn to assess the applicability of subject-related content (international market research), students develop a critical understanding of how to deal with relevant knowledge; for example, they can also make qualified judgements on the results of existing studies.

METHODOLOGICAL EXPERTISE

Students can independently apply their knowledge of existing research approaches and methods to specific problems. They are able to collect relevant data and information (e.g. about companies / organisations, competitors, consumers, products) from various internal and external sources, evaluate them in principle, prepare them according to specified criteria, analyse them and interpret them. Using these methods, they can ultimately make well-founded assessments of markets, competitors, trends, success factors or, for example, opportunities and risks, or describe and evaluate the behaviour of people in organisations (e.g. employee satisfaction, motivation, quality of internal communication).

PERSONAL AND SOCIAL COMPETENCE

Students improve their ability to reflect on the content taught and learn to transfer/apply their own knowledge and skills independently and autonomously to existing requirements and changed situations. They increasingly use the available learning and working materials independently to acquire knowledge or to find appropriate solutions for the situation. By working on the student research project, students assume (co-)responsibility. They can justify their point of view on the basis of a theoretically sound argument and give appropriate feedback. Through the project-related work, students improve their stamina, perseverance and ability to work under pressure; they also improve their ability to prioritise tasks according to their relevance.

Students take responsibility for their own work; they can present their actions and the associated consequences in a plausible and appropriate manner and justify them in a comprehensible manner. They can express and accept criticism of results in an appreciative manner. Through project-related group work in the student research project, they learn to take responsibility in a team and to involve all project members in the various stages of the entire research process based on the division of labour. When solving problems together, they are able to make conflicts of objectives transparent and point out possible solutions in a communicative and moderating manner. Through their cooperative behaviour, the project members contribute to the team completing the research project together.

OVERARCHING COMPETENCE

Students develop their understanding of overarching interrelationships and processes: They understand, for example, that knowledge of international markets, but also knowledge of their own company and knowledge of its organisation/management are of fundamental importance for the success of an international company. After completing the module, students will be able to assess the potential benefits of the available research approaches and methods for practice. They will also be able to critically reflect on their contribution to the content of the project and their group-related behaviour - also in comparison to the other group members - and derive consequences for future research projects and for future teamwork. Students can evaluate and critically compare optional research methods and transfer them to their practical work or new questions.

LEARNING UNITS AND CONTENT

TEACHING AND LEARNING UNITS	PRESENCE TIME	SELF-STUDY
Principles of International Market Research	22	38
Methodological principles and special features of international (comparative) studies (terms, delimitations, definitions, tasks); information requirements of international companies; typical research process in the context of market, legal and organisational studies (e.g. definition of the research problem, formulation of hypotheses, information requirements, research design); methods of information acquisition (qualitative / quantitative methods, information sources, secondary / primary research); selection procedures, Analysis, documentation and presentation of research results (data evaluation/analysis, measurement theory principles, statistical test procedures, Study/research report, oral presentation, forms of presentation); fields of application in practice (e.g. comparative studies, legal studies, organisational studies, attitude/image).		

LEARNING UNITS AND CONTENT

TEACHING AND LEARNING UNITS	PRESENCE TIME	SELF-STUDY
Applied International Market Research	33	57
<p>Consolidation of the content taught in the teaching and learning unit Principles of International Market Research by applying it to a specific practical case, i.e. (practical) implementation on the basis of a small, time-limited (ideally empirical) research project; possible topics would be, for example, comparative studies on legal differences between countries; comparative cultural analyses, e.g. of organisations/companies; customer satisfaction studies; analysis of employees' willingness to innovate; cross-national analysis of consumers/target groups. On the basis of the (empirically oriented) project, students should learn and internalise the essential steps of planning and conducting a market, legal or organisational study, i.e. design, collection, data analysis using data analysis software and presentation. In addition to regular, committed participation in the group project, clearly recognisable involvement in the final project report is also essential. In addition to the in-depth analysis, development of proposed solutions and documentation of the results, this also includes their presentation.</p>		

SPECIAL FEATURES

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PREREQUISITES

Basic knowledge of marketing / statistics

LITERATURE

Backhaus, K./Erichson, B./Plinke, W./Weiber, R.: Multivariate Analysemethoden: Eine anwendungsorientierte Einführung, Berlin, Heidelberg: Springer. Bauer, E.: Internationale Marketingforschung: Informationsgewinnung für das internationale Marketing, Munich: Oldenbourg.

Birn, R. J.: The Handbook of International Market Research Techniques, London: Kogan Page.

Bryman, A.: Social research methods, Oxford: Oxford University Press.

Döring, N./Bortz, J.: Forschungsmethoden und Evaluation in den Sozial- und Humanwissenschaften, Berlin, Heidelberg: Springer.

Harkness, J. A./van de Vijver, F. J. R./Mohler, P. P.: Cross-cultural survey methods, Hoboken/NJ: Wiley-Interscience.

Herrmann, A./Homburg, C./Klarmann, M.: Handbuch Marktforschung: Methoden - Anwendungen - Praxisbeispiele, Wiesbaden: Springer Gabler.

Hug, T./Poscheschnik, G.: Empirisch forschen: Die Planung und Umsetzung von Projekten im Studium, Konstanz: UVK.

Koch, J./Gebhardt, P./Riedmüller, F.: Marktforschung: Grundlagen und praktische Anwendungen, Berlin: De Gruyter Oldenbourg.

Kühl, S./Strodtholz, P./Taffertshofer, A. (eds.): Handbuch Methoden der Organisationsforschung: Quantitative und Qualitative Methoden, Wiesbaden: VS Verlag für Sozialwissenschaften.

Kumar, V.: International marketing research, Upper Saddle River/N.J.: Prentice Hall.

Titscher, S./Meyer, M./Mayrhofer, W.: Organisationsanalyse: Konzepte und Methoden, Stuttgart: UTB.

Operational Management in International Business (W3BW_IB205)

Operational Management in International Business

FORMAL INFORMATION ON THE MODULE

MODULE NUMBER	LOCATION IN THE COURSE OF STUDY	MODULE DURATION (SEMESTER)	MODULE RESPONSIBILITY	LANGUAGE
W3BW_IB205	2nd academic year	2	Prof Dr Simone Maier	German/English

FORMS OF TEACHING USED

Lecture, exercise

FORMS OF EXAMINATION USED

EXAM PERFORMANCE	EXAM DURATION (IN MINUTES)	GRADING
Written exam	150	yes

WORKLOAD AND ECTS CREDITS

TOTAL WORKLOAD (IN H)	OF WHICH ATTENDANCE TIME (IN H)	OF WHICH SELF-STUDY (IN H)	ECTS CREDIT POINTS
240	88	152	8

QUALIFICATION OBJECTIVES AND COMPETENCES

PROFESSIONAL COMPETENCE

Students are familiar with the design options that arise for companies through the internationalisation of goods and financial flows. An understanding of the underlying models enables students to identify the potential and limits of internationalisation decisions. They will be able to compare the basic alternatives for internationalisation decisions from offshoring to the use of service providers, strategic partnerships, joint ventures and the various forms of direct investment. They can also alternative locations in terms of their opportunities and risks.

Students understand the financial implications of internationalisation decisions. They can assess the financial risks and recommend suitable hedging instruments and strategies. They will be familiar with the instruments for carrying out and financing international trade transactions. They are familiar with common procedures for the financial optimisation of the flow of goods in the company.

They assess decisions from different perspectives within the company, such as the customer, financial and logistics viewpoints. They are able to identify and evaluate the associated risks and are familiar with risk management measures. Students will be able to assess the applicability of theories and models and use them to understand and evaluate globalisation decisions in their own company.

METHODOLOGICAL EXPERTISE

Students know basic models and procedures of capacity management, inventory management, sales forecasting, order processing and transport management for the organisation of the international flow of goods and can apply these to simple examples.

They are familiar with financing models, in particular for taking account of interest and exchange rate developments in alternative financing plans, and can identify financial risks. They use methods to assess country-specific opportunities and risks.

They are able to make a comprehensive comparative assessment of alternative location and financing decisions both in international trade and for direct investments. They are familiar with simple evaluation methods for decisions under uncertainty, such as sensitivity analysis or decision tree methods. They are proficient in basic elements of risk management and can apply these.

PERSONAL AND SOCIAL COMPETENCE

Students understand the effects of globalisation decisions and the associated flows of goods and finance with regard to the economy, society and the environment. They critically analyse economic, social and ethical areas of conflict. They will be able to categorise the differences between real economic financing instruments compared to speculative financing and their consequences in the international environment.

OVERARCHING COMPETENCE

Students are able to evaluate internationalisation decisions from different perspectives within the company. They assess the effects on the economy, society and the environment holistically and thus identify conflicts of interest with stakeholders at an early stage. This enables them to well-founded decisions on internationalisation both internally and externally.

LEARNING UNITS AND CONTENT

TEACHING AND LEARNING UNITS

	PRESENCE TIME	SELF-STUDY
International Operations Management	44	76
Processes in operations and supply chain management; design options for global supply chains; order fulfilment; capacity management/inventory management; Make-or-buy; sourcing; international transactions; risk exposure in international supply chains.		
International Financial Management	44	76
Determination of risk exposures in internationalisation strategies (e.g. transaction risk, translation risk, economic currency risk) Transaction risk, translation risk, economic currency risk); hedging of risk exposures via derivatives (hedging strategies, forwards, futures, options); documents in foreign trade (customs documents, certificates of origin, shipping documents, order documents, insurance documents, movement certificates, SGS and PSI certificates); Foreign trade financing (Hermes guarantees, international export and investment guarantee cover, forms of risk cover, foreign credit institutions, KfW project financing, forfaiting, buyer credits); International payment transactions (international bill of exchange transactions, BOE versus promissory notes, discounting of bills of exchange, acceptances, drafts and endorsements, documentary collection transactions, letters of credit); Use of supply chain financing to optimise business processes (e.g. factoring, leasing, cash forwards); Use of international payment transactions (e.g. international bills of exchange, BOE versus promissory notes, discounting of bills of exchange, acceptances, drafts and endorsements, documentary collection transactions, letters of credit).e.g. factoring, leasing, cash forwarding); optimisation of working capital (e.g. cash management, receivables management, payables management, capital structure management)		

SPECIAL FEATURES

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PREREQUISITES

None

LITERATURE

Brealey, R./ Myers, S./ Allen, F.: Principles of Corporate Finance, New York: McGraw-Hill.
Bretzke, W.-R.: Logistical Networks, Berlin: Springer.
Cooper, R.: Corporate Treasury and Cash Management, Basingstoke: Macmillan.
Coyle, J.J./ Novack, R.A./ Gibson, B.J./ Bardi E.J.: Transportation. A Supply Chain Perspective, South-Western: Cengage Learning.
Eun, C.S./ Resnick, B.G.: International Finance, Maidenhead: McGraw-Hill.
Grant, D.B./ Lambert, D.M./ Stock, J.R./ Ellram, L.M.: Fundamentals of Logistics Management, London: McGraw-Hill.
Heizer, J./ Render, B.M.: Operations Management, Harlow: Pearson.
Ivanov, D./ Tsipoulanidis, A.: Global Supply Chain & Operation Management, Zurich: Springer International Publishing.
Kouvelis, P./ Dong L.: Handbook of Integrated Risk Management in Global Supply Chains, Hoboken: Wiley.
Krajewski, L.J./ Malhotra, M.K.: Operations Management. Processes and Supply Chains, Harlow: Pearson.
Mieke, C./ Nagel, M.: Production and Logistics. The most important methods, Konstanz: UVK.
Perridon, L./ Steiner, M.: Finanzwirtschaft der Unternehmung, Munich: Vahlen. Shapiro, A.C.: Multinational Financial Management, Hoboken: Wiley.
Wachowitz, J./ Van Horne: Fundamentals of Financial Management, New York: Prentice Hall.

Applied Intercultural Management (W3BW_IB206)

Applied Intercultural Management

FORMAL INFORMATION ON THE MODULE

MODULE NUMBER	LOCATION IN THE COURSE OF STUDY	MODULE DURATION (SEMESTER)	MODULE RESPONSIBILITY	LANGUAGE
W3BW_IB206	2nd academic year	2	Prof Dr Clive Flynn	German/English

FORMS OF TEACHING USED

Lecture, Case Study

FORMS OF EXAMINATION USED

EXAM PERFORMANCE	EXAM DURATION (IN MINUTES)	GRADING
Portfolio	See examination regulations	yes

WORKLOAD AND ECTS CREDITS

TOTAL WORKLOAD (IN H)	OF WHICH ATTENDANCE TIME (IN H)	OF WHICH SELF-STUDY (IN H)	ECTS CREDIT POINTS
180	66	114	6

QUALIFICATION OBJECTIVES AND COMPETENCES

PROFESSIONAL COMPETENCE

The cultural background of managers and the corporate culture represent a complex structure that has a profound influence on the prevailing management and leadership styles in the company. Building on the basic knowledge already acquired, students have further knowledge of the complex interplay of cultural levels and their influence on corporate management and strategic orientation.

Modern companies are not only confronted with the question of profit maximisation, but increasingly with the issues of ethics and sustainability. The students analysed various international aspects of ethics, e.g. in production, in order to gain a situational understanding of the problem. As a further development of the newly acquired knowledge, they addressed the question of the cultural factors influencing the basic understanding of sustainability and its social significance. They gained knowledge about the complex interplay between culture, the socio-economic environment and sustainability and were thus able to develop recommendations for action for their companies.

With the growing heterogeneity of the workforce and the increasing internationalisation of companies, a basic understanding of employees' expectations and motivation is just as important as an understanding of the way they make decisions and their willingness to take risks. Using case studies and group work, the students developed detailed knowledge of the factors influencing culture and cultural differences in selected specialised areas in companies.

METHODOLOGICAL EXPERTISE

Students have advanced knowledge of culture-related management and leadership styles as well as the influence of culture in relation to various selected specialist areas in the company and cooperation in international teams. A basic understanding of international ethical standpoints sustainability and the effects of ethical standpoints on the positions taken on sustainability is acquired. Students are thus able to understand the various international positions on these topics and, by analysing independently collected data and information from various internal and external sources, develop behavioural patterns for themselves and recommendations for action for their company.

PERSONAL AND SOCIAL COMPETENCE

Students have further refined their ability to reflect and act in situations of intercultural interaction and have developed a sense of their own intercultural competence. They are aware of the need for certain attitudes and behaviour in order to be able to interact effectively and appropriately in intercultural situations. Students increasingly assume responsibility for the success of their learning. They are able to give appropriate feedback and justify their point of view on the basis of a theoretically sound argument. They use all available learning and working materials to acquire knowledge.

Students have developed a feeling for the multi-layered and complex problems involved in working together in international teams and cross-border corporate cooperation. They are aware of their special responsibility when working with colleagues and business partners from different cultural backgrounds. Students are able to understand other ways of thinking and behaviour and to communicate their own point of view transparently and appreciatively against the background of their own value system.

Students have developed a feeling for the multi-layered influences and effects of culture on economic contexts. They are able to reflect on their own behaviour against the background of other value systems and to analyse the behaviour of others from different perspectives. Students are able to work constructively in an international working group.

OVERARCHING COMPETENCE

Students are of the importance of increasing diversity in the business environment. They have comprehensive knowledge of issues and methods of intercultural management. They are able to transfer and apply the acquired knowledge in terms of the action-orientated dimension of intercultural competence to real situations in intercultural cooperation. Against the background of the goal-orientation of business management, students are able to show flexibility adapted to the situation. They clearly represent their own point of view where necessary.

LEARNING UNITS AND CONTENT

TEACHING AND LEARNING UNITS	PRESENCE TIME	SELF-STUDY
Leadership, Ethics and Sustainability	33	57
Cultural management and leadership styles: in-depth studies; cooperation in international teams; basic understanding of ethics; international ethical standpoints; sustainability; ethics and sustainability: an international comparison.		
Intercultural Management in Selected Operational Areas	33	57
The influence of culture in relation to various selected specialist areas, e.g. HR management, production, development, marketing and controlling, is discussed and deepened: Communication, relationships, hierarchies, expectations, remuneration systems, willingness to take risks and the understanding of roles in an international environment are among the topics addressed.		

SPECIAL FEATURES

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PREREQUISITES

Principles of Intercultural Management

- Bowe, H. J./Martin, K./Manns, H.: Communication Across Cultures. Mutual Understanding in a Global World, Port Melbourne: Cambridge University Press.
- Browaeys, M.-J./Price, R.: Understanding Cross-Cultural Management, Harlow: Pearson Education.
- Chhokar, J.S./Brodbeck, F.C./House, R.J.: Culture and Leadership Across the World. The GLOBE Book of In-depth Studies of 25 Societies, Mahwah: Lawrence Erlbaum Associates.
- Deresky, H.: International Management. Managing Across Borders and Cultures, Harlow: Pearson Education.
- Deardorff, D. K. (ed.): The SAGE Handbook of Intercultural Competence, Thousand Oaks: SAGE Publications.
- House, R.J./Hanges, P.J./Javidan, M./Dorfman, P. W./Gupta, V. (eds.): Culture, Leadership, and Organisations. The GLOBE Study of 62 Societies, Thousand Oaks: SAGE Publications.
- House, R.J./Dorfman, P.W./Javidan, M./Hanges, P.J./Sully de Luque, M.F.: Strategic Leadership Across Cultures. The GLOBE Study of CEO Leadership Behaviour and Effectiveness in 24 Countries, Thousand Oaks: Sage Publications.
- Lüsebrink, H.-J.: Intercultural communication. Interaction, perception of others, cultural transfer, Stuttgart: Metzler. Luthans, F./Doh, J.P.: International management. Culture, Strategy and Behaviour, New York: McGraw-Hill.
- Martin, J.N./Nakayama, T.K.: Intercultural Communication in Contexts, New York: McGraw-Hill.
- Nakayama, T.K./Halualani, R.T. (eds.): The Handbook of Critical Intercultural Communication, Chichester: Wiley-Blackwell.
- Samovar, L.A./Porter, R.E./McDaniel, E.R./Roy, C.S.: Communication Between Cultures, Boston: Cengage Learning.
- Schneider, S.C./Barsoux, J.-L./Stahl, G.K.: Managing Across Cultures, Harlow: Pearson.
- Schneider, U./Hirt, C.: Multikulturelles Management, Munich: Oldenbourg.
- Thomas, D.C./Peterson, M.F.: Cross-Cultural Management: Essential Concepts, Thousand Oaks: SAGE Publications.

Applied Communication in Business (W3BW_IB207)

Applied Communication in Business

FORMAL INFORMATION ON THE MODULE

MODULE NUMBER	LOCATION IN THE COURSE OF STUDY	MODULE DURATION (SEMESTER)	MODULE RESPONSIBILITY	LANGUAGE
W3BW_IB207	2nd academic year	2	Prof Dr Enrico Purle	German/English/French/Spanish

FORMS OF TEACHING USED

Lecture, seminar, exercise, case study, role play

FORMS OF EXAMINATION USED

EXAM PERFORMANCE	EXAM DURATION (IN MINUTES)	GRADING
Portfolio	See examination regulations	yes

WORKLOAD AND ECTS CREDITS

TOTAL WORKLOAD (IN H)	OF WHICH ATTENDANCE TIME (IN H)	OF WHICH SELF-STUDY (IN H)	ECTS CREDIT POINTS
180	66	114	6

QUALIFICATION OBJECTIVES AND COMPETENCES

PROFESSIONAL COMPETENCE

After completing the module, students will be able to conduct negotiations in the foreign language in a goal-oriented and systematic manner. Students will be able to assess negotiation situations and negotiating partners and know methods for achieving their goals in negotiations, including in an international context. After completing the module, students will also have an overview of important communication techniques and their context-related use in an international business environment.

METHODOLOGICAL EXPERTISE

After completing the module, students will have learnt how to use negotiation methods effectively in an international context. They know the advantages and disadvantages of important communication technologies. They will be able to select relevant and appropriate technologies for professional communication and apply them to specific situations.

PERSONAL AND SOCIAL COMPETENCE

Students learn basic social negotiation techniques and can independently find solutions to conflicts and reach compromises with negotiating partners. They can critically reflect on different perspectives and opinions and utilise them constructively. They are able to identify opportunities and obstacles in the context of intercultural and interdisciplinary cooperation and in negotiations and to organise these successfully. Students are able to critically question their personal negotiation behaviour and adapt it to the situation. They are also able to reflect on communication behaviour across different communication technologies and adapt their communication to the situation.

OVERARCHING COMPETENCE

After completing the module, students will be able to communicate and negotiate in the foreign language in a targeted manner and using appropriate communication technologies in the context of different native languages and cultures.

LEARNING UNITS AND CONTENT

TEACHING AND LEARNING UNITS	PRESENCE TIME	SELF-STUDY
Negotiations	33	57

Prerequisites for successful negotiation in an international context, goal setting, negotiation strategies, goal-orientated negotiation, psychological and intercultural basics, negotiation techniques, lines of argumentation, objection handling, closing techniques, special features of negotiating in a foreign language and in an intercultural context.

LEARNING UNITS AND CONTENT

TEACHING AND LEARNING UNITS	PRESENCE TIME	SELF-STUDY
Communication and Technology	33	57
Basic models and methods of successful communication in an international context, situation-specific use of communication technologies in an international context, opportunities and risks of current developments in communication technologies and the resulting communication behaviour (e.g. through the use of digital communication platforms in the corporate environment)		

SPECIAL FEATURES

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PREREQUISITES

Foundations of Communication in Business

LITERATURE

Bozarth, J.: Show Your Work: The Payoffs and How-to's of Working Out Loud, San Francisco: Wiley.
D'Addario, M.: Teoría y práctica de la comunicación: Ciencia y tecnología de la información, North Charleston, SC: CreateSpace Independent Publishing Platform.
Grant, A.E./Meadows, J.H.: Communication Technology Update and Fundamentals, London; New York: Routledge.
Kolbaek, D.: Online Collaboration and Communication in Contemporary Organisations, IGI Global: Hershey, PA.
Krizan, A.C./Merrier, P./Logan, J.P./Williams, K.S.: Communicating in business, Mason, OH: South-Western/Cengage Learning.
Llamazares García-Lomas, O.: Negociación Internacional, Madrid: Global Marketing Strategies, S.L..
McCarthy, A./Hay, S.: Advanced Negotiation Techniques, Berkeley, CA: Apress.
Opresnik, M.O.: The Hidden Rules of Successful Negotiation and Communication, Cham: Springer.
Roy, S./Shaw, I.S.: Communicating Differences : Culture, Media, Peace and Conflict Negotiation, London: Palgrave Macmillan.
Wallwork, A.: Meetings, Negotiations, and Socialising: A Guide to Professional English, New York, NY: Springer.

Practical module II (W3BW_IB802) Practical Module II

FORMAL INFORMATION ON THE MODULE

MODULE NUMBER	LOCATION IN THE COURSE OF STUDY	MODULE DURATION (SEMESTER)	MODULE RESPONSIBILITY	LANGUAGE
W3BW_IB802	2nd academic year	2	Prof Dr Joachim Weber	German/English

FORMS OF TEACHING USED

Project

FORMS OF EXAMINATION USED

EXAM PERFORMANCE	EXAM DURATION (IN MINUTES)	GRADING
Project work	See examination regulations 30	y
Presentation	See examination regulations	e
Report on the process and reflection of the practical module	See examination regulations	s
		y
		e
		s
		Passed/ Not passed

WORKLOAD AND ECTS CREDITS

TOTAL WORKLOAD (IN H)	OF WHICH ATTENDANCE TIME (IN H)	OF WHICH SELF-STUDY (IN H)	ECTS CREDIT POINTS
600	0	600	20

QUALIFICATION OBJECTIVES AND COMPETENCES

PROFESSIONAL COMPETENCE

Students have in-depth insights into the areas relevant to the degree programme in the context of entrepreneurial and social as well as international and intercultural challenges. They understand the relevance of digital structures in the international sphere of action. They are to grasp and analyse the complexity of practical problems in order to develop proposals for solutions based on the content of the course.

METHODOLOGICAL EXPERTISE

On completion of the module, students will be able to select and apply appropriate methods for complex and, in particular, international practical applications. They will be able to assess the possibilities, practicability and limitations of the methods used and evaluate them against the background of international circumstances.

PERSONAL AND SOCIAL COMPETENCE

Students are sensitised to dealing with expectations linked to their role in their working environment. Through their cooperative behaviour in international and heterogeneous teams, they contribute to the achievement of common goals. They generally take responsibility for assigned tasks.

OVERARCHING COMPETENCE

Students are able to implement, monitor and, if necessary, modify target-oriented action programmes in the national and international environment on the basis of largely independent situation analyses using their theoretical knowledge and skills.

LEARNING UNITS AND CONTENT

TEACHING AND LEARNING UNITS	PRESENCE TIME	SELF-STUDY
Practical module II - Project work II	0	600

LEARNING UNITS AND CONTENT

TEACHING AND LEARNING UNITS	PRESENCE TIME	SELF-STUDY
Finance and accounting national and international standards/controlling 1. Financial accounting: stocktaking; asset accounting; accounts payable; accounts receivable (incl. payment transactions, account assignment and dunning/legal action); annual financial statements and analyses, HGB and IFRS, consolidation 2. International cost and activity accounting: planning accounting (cost centre/cost unit-related) and monitoring; operational accounting and internal cost allocation; calculation, OECD transfer pricing and taxation 3. Investment and financing: Company-specific and country-specific characteristics of capital budgeting/economic analysis; financing; financial management, international treasury 4. Controlling: International planning processes and budgeting; planning and control instruments; reporting; product controlling; project controlling; functional controlling (e.g. sales controlling). Country-specific controlling and consolidation of international reporting structures Personnel management and organisation 1. Management and corporate organisation in international and intercultural integration: international organisational structure (in-depth insight into the organisational structure of the company; differentiation from other structures; instruments of organisational structure; job planning; job evaluation) Process organisation (instruments of process organisation; process organisation studies (e.g. office organisation and communication)) 2. Personnel management against the background of the respective international corporate structures: personnel policy, personnel strategies; remuneration systems; flexibilisation; working time models; personnel requirement planning; personnel marketing; personnel recruitment measures; personnel selection; recruitment, transfer and departure of employees; personnel support and development (appraisal interviews - assessments; training and further training measures; payroll accounting), secondment of employees, international incentive structures 3. Labour law and occupational health and safety in an international and company-specific context: basic knowledge of labour and social law; Works Constitution Act in Germany; work regulations; participation rights of employee representatives		
Practical module II - Presentation	0	0
Technical placeholder		
Practical module II - Report on the course and reflection of the practical module	0	0
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SPECIAL FEATURES

Preparation of project work II and presentation of project work II.

The content of practical module II is based on the theoretical focus of the individual semesters and serves as the basis for the company training plan. The content of the company-based training plan should be adapted to the special features of the respective training company. It makes sense to focus on specific areas in the company.

PREREQUISITES

None

LITERATURE

- Bortz, J./Döring, N.: Forschungsmethoden und Evaluation für Human- und Sozialwissenschaftler, Heidelberg: Springer
- Kornmeier, M.: Wissenschaftstheorie und wissenschaftliches Arbeiten. Heidelberg: Physica
- Kromrey, H.: Empirical Social Research. Stuttgart: Lucius & Lucius
- Schnell, R. / Hill, P. B. / Esser, E.: Methoden der empirischen Sozialforschung. Munich: Oldenbourg
- Schwaiger, M. / Meyer, A.: Theorien und Methoden der Betriebswirtschaft. Munich: Vahlen
- Stickel-Wolf, C. / Wolf, J.: Wissenschaftliches Arbeiten und Lerntechniken, Wiesbaden: Gabler
- Theisen, M. R.: Wissenschaftliches Arbeiten. Munich: Vahlen

Integrated Management (W3BW_106)

Integrated Management

FORMAL INFORMATION ON THE MODULE

MODULE NUMBER	LOCATION IN THE COURSE OF STUDY	MODULE DURATION (SEMESTER)	MODULE RESPONSIBILITY	LANGUAGE
W3BW_106	3rd academic year	2	Prof Dr Carsten Brehm	German/English

FORMS OF TEACHING USED

Lecture

FORMS OF EXAMINATION USED

EXAM PERFORMANCE	EXAM DURATION (IN MINUTES)	GRADING
Written exam or portfolio	120	yes

WORKLOAD AND ECTS CREDITS

TOTAL WORKLOAD (IN H)	OF WHICH ATTENDANCE TIME (IN H)	OF WHICH SELF-STUDY (IN H)	ECTS CREDIT POINTS
150	50	100	5

QUALIFICATION OBJECTIVES AND COMPETENCES

PROFESSIONAL COMPETENCE

Students have an overview of the various approaches and/or components of employee and company management and can categorise them in an overall "integrative" understanding. They have knowledge of the relationships and dependencies between these approaches in integrated management. They will have analysed the key factors influencing corporate/management success and developed a comprehensive understanding of a situational interpretation of corporate management. They can also present the individual approaches in a structured manner, illustrate them with examples and summarise their content. In their assessment, they are able to separate causes and effects of success.

METHODOLOGICAL EXPERTISE

They are able to use case studies and/or leadership situations to analyse leadership challenges in a multidimensional way, to structure and understand their factual or social complexity and to solve them independently or in groups. They know the situation-appropriate, essential application possibilities and limits of the various management instruments and methods of corporate and employee management. They can assess the relevance of the methods and techniques in the professional context and in the professional field of application and adapt them if necessary.

PERSONAL AND SOCIAL COMPETENCE

Students can take responsibility for their own work. They are able to argue appropriately and comprehensibly with regard to their actions and their results. They can express and accept appreciative criticism of results. In social interaction when solving problems together, they can make conflicts of objectives transparent and point out solutions in a communicative and moderating manner. They are able to reflect on social, societal and ecological implications in relation to possible leadership behaviour as a person or as an institution.

OVERARCHING COMPETENCE

Upon completion, students will be able to critically reflect on their own observations, behaviour and decisions from an integrated management perspective and derive individually adapted actions appropriate to the situation. They are able to evaluate alternative approaches, compare them critically and apply them to their practical work and to the situation of their training company. With a view to future, new issues, they are able to adapt their solution patterns with foresight and prudence.

LEARNING UNITS AND CONTENT

TEACHING AND LEARNING UNITS	PRESENCE TIME	SELF-STUDY
Corporate management	25	50

LEARNING UNITS AND CONTENT

TEACHING AND LEARNING UNITS	PRESENCE TIME	SELF-STUDY
<ul style="list-style-type: none">- Fundamentals of holistic corporate management- Corporate management models (levels, functions)- Normative corporate governance- Sustainable, value-orientated corporate management- Strategic corporate management (planning and implementation) and business models- Operational management and controlling interface- Selected management systems/instruments- Current developments (e.g. disruption, digitalisation, networking)		
Employee management	25	50
<ul style="list-style-type: none">- Psychological basics- Motivation- Managers and properties- Leadership theories- Management styles/models- Management tools- Communication- Ethical and social responsibility of a manager- Current developments/management approaches		

SPECIAL FEATURES

Prof. Dr. Gerhard Jäger (Lörrach) - Module leader Exam

duration applies to written exam only

PREREQUISITES

-

LITERATURE

- Bleicher, K.: The Concept of Integrated Management, Berlin - New York: Campus
- Blessin, B./Wick, A.: Führen und führen lassen: Approaches, results and criticism of leadership research, Konstanz: UVK
- Dillerup, R./Stoi, R.: Unternehmensführung - Management & Leadership, Munich: Vahlen
- Hungenberg, H.: Strategisches Management, Ziele, Prozesse, Verfahren, Wiesbaden: Gabler
- Hungenberg, H./Wulf, T.: Grundlagen der Unternehmensführung, Heidelberg: Springer
- Macharzina, K./Wolf, J.: Unternehmensführung: das internationale Managementwissen; Konzepte, Methoden, Praxis, Wiesbaden: Gabler
- Müller-Stewens, G./Lechner, C.: Strategisches Management - wie strategische Initiativen zum Wandel führen, Stuttgart: Schäffer-Poeschel
- Rosenstiel, L.v./Regnet, E./Domsch, M.E.: Leadership of employees: Handbuch für erfolgreiches Personalmanagement, Stuttgart: Schaeffer-Poeschel
- Schirmer, U./Woydt, S.: Employee Management, Heidelberg: Springer
- Weibler, J.: Personalführung, Munich: Vahlen
- Wunderer, R.: Leadership and co-operation. Eine unternehmerische Führungslehre, Cologne: Luchterhand

Economic policy (W3BW_503)

Economic Policy

FORMAL INFORMATION ON THE MODULE

MODULE NUMBER	LOCATION IN THE COURSE OF STUDY	MODULE DURATION (SEMESTER)	MODULE RESPONSIBILITY	LANGUAGE
W3BW_503	3rd academic year	2	Prof . Dr Torsten Bleich	German/English

FORMS OF TEACHING USED

Lecture, exercise

FORMS OF EXAMINATION USED

EXAM PERFORMANCE	EXAM DURATION (IN MINUTES)	GRADING
Written exam or seminar paper (with presentation)	120	yes

WORKLOAD AND ECTS CREDITS

TOTAL WORKLOAD (IN H)	OF WHICH ATTENDANCE TIME (IN H)	OF WHICH SELF-STUDY (IN H)	ECTS CREDIT POINTS
150	50	100	5

QUALIFICATION OBJECTIVES AND COMPETENCES

PROFESSIONAL COMPETENCE

Students are able to use economic theories to analyse and evaluate foreign trade, economic policy and financial issues in a well-founded manner.

METHODOLOGICAL EXPERTISE

Students have acquired the skills to apply basic microeconomic and macroeconomic analysis methods to foreign trade, economic policy and financial issues. They are able to interpret statistical analyses and classify them in the theoretical and political background.

PERSONAL AND SOCIAL COMPETENCE

Students understand the significance of value judgements for different economic policy recommendations. They can apply the theoretical concepts they have learnt to current political issues and understand the conflicts between economic theory and political practice.

OVERARCHING COMPETENCE

In this module, students learn to adopt their own, well-founded and reflected position on economic policy issues. In doing so, they are able to tolerate other well-founded positions and in a constructive exchange about the different assumptions.

LEARNING UNITS AND CONTENT

TEACHING AND LEARNING UNITS	PRESENCE TIME	SELF-STUDY
Introduction to economic policy and foreign trade	25	50

- Introduction to economic policy: Objectives, instruments, sponsors
- Real foreign trade: theory and policy (e.g. absolute and comparative advantage, tariff and non-tariff trade barriers)
- Current topics in foreign trade (e.g. European integration, globalisation, trade policy)
- Selected areas of economic policy, e.g. stabilisation policy, labour market policy, social policy, competition policy, growth policy, distribution policy, allocation policy, environmental policy, financial policy.

LEARNING UNITS AND CONTENT

TEACHING AND LEARNING UNITS	PRESENCE TIME	SELF-STUDY
Selected topics of economic policy	25	50
<ul style="list-style-type: none">- Selected areas of economic policy, e.g. stabilisation policy, labour market policy, social policy, competition policy, growth policy, distribution policy, allocation policy, environmental policy, financial policy (if not covered in Unit 1)- Current topics in economic policy		

SPECIAL FEATURES

Exam duration only applies to written exam

PREREQUISITES

-

LITERATURE

- Beck, H.: Globalisation and Foreign Trade, Vahlen, Munich
- Bénassy-Quéré/Coeuré/Jaquet/Pisany-Ferry: Economic Policy
- Blankart, C. B.: Public Finance in Democracy, Vahlen, Munich
- Fritsch, M.: Market Failure and Economic Policy, Vahlen, Munich
- Görgens, E./Ruckriegel, K./Seitz, F.: Europäische Geldpolitik, UVK-Verlag, Konstanz
- Krugman, P. R./Obstfeld, M./Melitz, M. J.: International Economics, Pearson, Hallbergmoos
- Mankiw, N.G./Taylor, M.P.: Economics, Mason (Ohio): Thomson South Western
- Mussel, G./Pätzold, J.: Grundfragen der Wirtschaftspolitik, Vahlen, Munich
- Rose, K./Sauernheimer, K.: Theorie der Außenwirtschaft, Vahlen, Munich
- Zimmermann, H./Henke, K./Broer, M.: Finanzwissenschaft, Vahlen, Munich

Key qualifications III (W3BW_IB706)

Key Qualifications III

FORMAL INFORMATION ON THE MODULE

MODULE NUMBER	LOCATION IN THE COURSE OF STUDY	MODULE DURATION (SEMESTER)	MODULE RESPONSIBILITY	LANGUAGE
W3BW_IB706	3rd academic year	2	Prof Dr Joachim Weber	German/English

FORMS OF TEACHING USED

Lecture, seminar, laboratory exercise, business game/simulation, role play

FORMS OF EXAMINATION USED

EXAM PERFORMANCE	EXAM DURATION (IN MINUTES)	GRADING
Ungraded proof of performance	See examination regulations	Passed/ Not passed

WORKLOAD AND ECTS CREDITS

TOTAL WORKLOAD (IN H)	OF WHICH ATTENDANCE TIME (IN H)	OF WHICH SELF-STUDY (IN H)	ECTS CREDIT POINTS
150	50	100	5

QUALIFICATION OBJECTIVES AND COMPETENCES

PROFESSIONAL COMPETENCE

Students have all the qualifications required for scientific studies and can critically assess their applicability to practical situations. Furthermore, they are able to work on an operational problem in a structured scientific approach.

METHODOLOGICAL EXPERTISE

The students can

- use methods and techniques in different situations in a reflected and competent manner,
- Carry out literature research and perform source-critical analyses of the literature,
- select and apply suitable scientific research methods and techniques.

PERSONAL AND SOCIAL COMPETENCE

The students can

- Communicate openly
- recognise, critically analyse and assess their own and others' communication patterns,
- represent their own positions autonomously and confidently and understand other positions,
- apply the methods learnt in a rational, understanding-oriented and fair manner and in a non-manipulative way,
- Manage conflicts in a balanced way,
- recognise the ethical implications and responsibilities of research,
- plurality of theories and methods sensibly.

OVERARCHING COMPETENCE

The students

- can quickly find their way in new situations, familiarise themselves with new tasks and integrate into teams and cultures,
- are convincing as independent thinkers and responsible personalities with the ability to make critical judgements in business and society,
- are characterised by sound technical knowledge, an understanding of overarching contexts and the ability to transfer theoretical knowledge into practice,
- solve problems in a professional environment in a methodical and targeted manner and act in a team-orientated manner.

LEARNING UNITS AND CONTENT

TEACHING AND LEARNING UNITS	PRESENCE TIME	SELF-STUDY
Function-specific company simulation	25	50

LEARNING UNITS AND CONTENT

TEACHING AND LEARNING UNITS

PRESENCE TIME

SELF-STUDY

In the context of function-specific business simulation, simulations relating in particular to business functions or marketing instruments are carried out in the form of board games or computer-aided business games. Industry-specific simulations can, for example, be simulations on the topics listed below:

- Logistics
- Marketing
- Brand management
- Distribution

Subject-related case studies

25

50

Case studies with which the respective field of study can teach important subject-specific content and methods in a practical way.

SPECIAL FEATURES

-

PREREQUISITES

-

LITERATURE

- Bortz, J./Döring, N.: Forschungsmethoden und Evaluation für Human und Sozialwissenschaftler, Heidelberg: Springer
- Hollinger, T.: Leadership training with horses. Can people learn from animals? Hamburg: igel
- Kornmeier, M.: Wissenschaftstheorie und wissenschaftliches Arbeiten. Heidelberg: Physica
- Kromrey, H.: Empirical Social Research. Stuttgart: Lucius & Lucius
- Schneider, D.: Betriebswirtschaftslehre, Band 4: Geschichte und Methoden der Wirtschaftswissenschaften. Munich: Oldenbourg
- Schnell, R./Hill, P. B. / Esser, E.: Methoden der empirischen Sozialforschung. Munich: Oldenbourg
- Schwaiger, M./Meyer, A.: Theorien und Methoden der Betriebswirtschaft. Munich: Vahlen
- Stickel-Wolf, C. /Wolf, J.: Wissenschaftliches Arbeiten und Lerntechniken, Wiesbaden: Gabler
- Theisen, M. R.: Wissenschaftliches Arbeiten. Munich: Vahlen

Strategic Management in International Business (W3BW_IB208)

Strategic Management in International Business

FORMAL INFORMATION ON THE MODULE

MODULE NUMBER	LOCATION IN THE COURSE OF STUDY	MODULE DURATION (SEMESTER)	MODULE RESPONSIBILITY	LANGUAGE
W3BW_IB208	3rd academic year	2	Prof Dr Michael Nagel	German/English

FORMS OF TEACHING USED

Lecture, Case Study

FORMS OF EXAMINATION USED

EXAM PERFORMANCE	EXAM DURATION (IN MINUTES)	GRADING
Written exam or portfolio	120	yes

WORKLOAD AND ECTS CREDITS

TOTAL WORKLOAD (IN H)	OF WHICH ATTENDANCE TIME (IN H)	OF WHICH SELF-STUDY (IN H)	ECTS CREDIT POINTS
150	50	100	5

QUALIFICATION OBJECTIVES AND COMPETENCES

PROFESSIONAL COMPETENCE

Students should sound theoretical knowledge, an understanding of overarching interrelationships and the ability to transfer theoretical knowledge of international strategy development and implementation as well as international corporate governance to business practice.

METHODOLOGICAL EXPERTISE

Students should be able to independently apply the theories and methods taught to specific problems of international strategy development and strategy implementation as well as to the area of corporate governance. Students should be able to prepare problems from these areas according to specified criteria and evaluate them in a methodologically sound manner.

PERSONAL AND SOCIAL COMPETENCE

Students will have learnt to adapt their own skills independently to the constantly changing requirements. Students should have developed a feeling for the complex social influences and effects on strategy development and implementation and corporate governance. They should be able to contribute to processes of international strategy development and implementation and to corporate governance issues in a constructive and socially competent manner.

OVERARCHING COMPETENCE

Students are able to evaluate and critically compare different approaches to strategy development and implementation as well as corporate governance. They have basic patterns of analysis with which they can structure problems in a goal-oriented manner. On the basis of the knowledge they have acquired, they will be able to identify and critically evaluate options for action in specific situations and plausibly justify their decision in favour of the chosen alternative course of action.

LEARNING UNITS AND CONTENT

TEACHING AND LEARNING UNITS	PRESENCE TIME	SELF-STUDY
International Strategy Development and Implementation	25	50
Fundamentals of international strategy development and implementation; strategic planning (planning, goal setting, environmental analysis, company analysis); strategy selection; strategy implementation; strategic control; current case studies.		

LEARNING UNITS AND CONTENT

TEACHING AND LEARNING UNITS

Corporate Governance and Case Studies of International Business Strategies

PRESENCE TIME

25

SELF-STUDY

50

Fundamental objectives, tasks, challenges, theories, models, structures and codes of corporate governance; corporate governance in Germany and other selected regions; current case studies.

SPECIAL FEATURES

The examination duration only applies to the written examination.

PREREQUISITES

None

LITERATURE

Bea, F.X./Haas, J.: Strategisches Management, Munich: UTB.
Clarke, T.: International Corporate Governance - A Comparative Approach, Arbington: Routledge.
Cullen, J.B./Parboteeah, K.P.: Multinational Management. A Strategic Approach, Boston: Cengage Learning.
Goergen, M.: International Corporate Governance, Harlow: Pearson.
Huse, M.: Boards, Governance and Value Creation, Cambridge: Cambridge University Press.
Jones, G.R./Hill, C.W.: Theory of Strategic management. With Cases, Toronto: Cengage Learning.
Malin, C.: Corporate Governance, Oxford: Oxford University Press.
Nagel, M./Mieke, C.: BWL-Methoden. Handbuch für Studium und Praxis, Stuttgart: UTB.
Perlit, M./Schrack, R.: Internationales Management, Konstanz: UVK.
Tricker, B.: Corporate governance: principles, policies, and practices, Oxford: Oxford University Press.
Welge, M.K./Al-Laham, A.: Strategic Management. Fundamentals - Process - Implementation, Wiesbaden: SpringerGabler

Interdisciplinary Communication in Business (W3BW_IB209)

Interdisciplinary Communication in Business

FORMAL INFORMATION ON THE MODULE

MODULE NUMBER	LOCATION IN THE COURSE OF STUDY	MODULE DURATION (SEMESTER)	MODULE RESPONSIBILITY	LANGUAGE
W3BW_IB209	3rd academic year	2	Prof Dr Rainer Jochum	German/English/French/Spanish

FORMS OF TEACHING USED

Lecture, seminar, exercise, case study, role play

FORMS OF EXAMINATION USED

EXAM PERFORMANCE	EXAM DURATION (IN MINUTES)	GRADING
Portfolio	See examination regulations	yes

WORKLOAD AND ECTS CREDITS

TOTAL WORKLOAD (IN H)	OF WHICH ATTENDANCE TIME (IN H)	OF WHICH SELF-STUDY (IN H)	ECTS CREDIT POINTS
150	50	100	5

QUALIFICATION OBJECTIVES AND COMPETENCES

PROFESSIONAL COMPETENCE

After completing this module, students will have developed an in-depth understanding of problems that can arise in collaboration with colleagues from other professional disciplines and in international contexts. Students will be able to analyse and evaluate selected interdisciplinary issues and contexts for given subject areas. After completing the module, they will also be able to identify and analyse conflicts of objectives and ambiguities in interdisciplinary cooperation in an international context and develop appropriate recommendations for dealing with these competently.

METHODOLOGICAL EXPERTISE

Students will be able to recognise and analyse the complexity of international-interdisciplinary issues using suitable methods, develop appropriate options for action and apply procedures for conflict avoidance and resolution in a targeted manner, also in an international context.

PERSONAL AND SOCIAL COMPETENCE

After completing the module, students will have learnt how to deal critically with different media and sources. Students value different perspectives and opinions and consciously use them to improve work results and develop their personality. Students also consciously look for different perspectives on a topic in neighbouring subject areas in order to understand it as comprehensively as possible. Students are able to involve different colleagues or group members and find a solution that works for everyone involved, even in the event of conflicts.

OVERARCHING COMPETENCE

Students recognise differences between cultures and specialist disciplines and develop their own skills in the relevant context. Students understand that values, norms and ethical principles and their operational implementation in behaviour or sustainability initiatives a necessary basis for all economic activity. Students recognise that interdisciplinary contexts are highly relevant in perspective.

LEARNING UNITS AND CONTENT

TEACHING AND LEARNING UNITS	PRESENCE TIME	SELF-STUDY
Interdisciplinary Business Communication	25	50

Specialised foundations of interdisciplinary work in an international context, exemplary range of topics: leading interdisciplinary teams with an international composition, moderation, sustainability, information technology, engineering and technical sciences in an international context, business psychology

LEARNING UNITS AND CONTENT

TEACHING AND LEARNING UNITS

Interdisciplinary Communication Project

PRESENCE TIME

25

SELF-STUDY

50

Interdisciplinary project for the application, preparation and communication of established functional and industry-specific specialist and language skills in an international context

SPECIAL FEATURES

-

PREREQUISITES

-

LITERATURE

Arthur, W. B.: Complexity and the Economy, Oxford: Oxford University Press.

Bowe, H.J./Martin, K./Manns, H.: Communication Across Cultures: Mutual Understanding in a Global World, Cambridge: Cambridge University Press.

Ernst, R./Amm, U.: Dictionary of Industrial Technology, Wiesbaden: Brandstätter.

Mor Barak, M.E.: Managing Diversity - Toward a Globally Inclusive Workplace, London: Sage Publications.

Redlich, T. (ed.): Interdisciplinary Perspectives on the Future of Value Creation, Wiesbaden: Springer Gabler. Schein,

E.H.: Organisational Culture and Leadership, San Francisco: Jossey-Bass.

Integration seminar on industry topics (W3BW_IB210)

Seminar in Management: Selected Management Topics

FORMAL INFORMATION ON THE MODULE

MODULE NUMBER	LOCATION IN THE COURSE OF STUDY	MODULE DURATION (SEMESTER)	MODULE RESPONSIBILITY	LANGUAGE
W3BW_IB210	3rd academic year	2	Prof Dr Michael Nagel	German/English

FORMS OF TEACHING USED

Lecture

FORMS OF EXAMINATION USED

EXAM PERFORMANCE	EXAM DURATION (IN MINUTES)	GRADING
Seminar paper (with presentation)	See examination regulations	yes

WORKLOAD AND ECTS CREDITS

TOTAL WORKLOAD (IN H)	OF WHICH ATTENDANCE TIME (IN H)	OF WHICH SELF-STUDY (IN H)	ECTS CREDIT POINTS
150	50	100	5

QUALIFICATION OBJECTIVES AND COMPETENCES

PROFESSIONAL COMPETENCE

Students gain an in-depth insight into issues relating to the international management of companies, into general or sector-specific aspects of corporate and/or employee management, and into theoretical and/or practical concepts of corporate management.

METHODOLOGICAL EXPERTISE

Students should be able to independently apply the theories and methods taught to specific problems. Students should be able to prepare problems from these areas according to specified criteria and evaluate them methodically.

PERSONAL AND SOCIAL COMPETENCE

Students are given the opportunity to review, scrutinise and critically discuss their own substantive/theoretical and methodological arguments. In particular, they learn to justify their point of view using a theoretically sound argumentation. They develop a feeling for multi-layered problems and can deal constructively with complex, poorly structured situations.

Students are given the opportunity to critically scrutinise their own values and develop them further in an intensive discourse with the seminar participants.

OVERARCHING COMPETENCE

Students are given a platform on which they can practise dealing with complex and poorly structured problems in order to them for future professional challenges in the management environment. By dealing with systemic complexity in the final phase of their training, they learn to see complexity not as a burden, but as a challenge and an opportunity. To this end, they are given the opportunity to use suitable theoretical and modelling constructs as well as sensible pragmatic solution methods to find constructive solutions to the comprehensive questions posed and to subject them to intensive discussion.

LEARNING UNITS AND CONTENT

TEACHING AND LEARNING UNITS	PRESENCE TIME	SELF-STUDY
Integration seminar	50	100

The aim of the seminar is to analyse current developments in international management theory or, alternatively, developments in the management of the specific industry in a scientifically sound manner and to link them to current issues in international business practice.

SPECIAL FEATURES

None

PREREQUISITES

None

LITERATURE

Neumann, A.: Integrative Management Systems, Berlin: SpringerGabler

Further current literature is to be determined according to the thematic focus of the seminar.

Practical module III (W3BW_IB803) Practical Module III

FORMAL INFORMATION ON THE MODULE

MODULE NUMBER	LOCATION IN THE COURSE OF STUDY	MODULE DURATION (SEMESTER)	MODULE RESPONSIBILITY	LANGUAGE
W3BW_IB803	3rd academic year	2	Prof Dr Joachim Weber	German/English

FORMS OF TEACHING USED

Project

FORMS OF EXAMINATION USED

EXAM PERFORMANCE	EXAM DURATION (IN MINUTES)	GRADING
Oral examination	30	Yes
Report on the process and reflection of the practical module	See examination regulations	Passed/ Not passed

WORKLOAD AND ECTS CREDITS

TOTAL WORKLOAD (IN H)	OF WHICH ATTENDANCE TIME (IN H)	OF WHICH SELF-STUDY (IN H)	ECTS CREDIT POINTS
240	0	240	8

QUALIFICATION OBJECTIVES AND COMPETENCES

PROFESSIONAL COMPETENCE

Students have in-depth and comprehensive knowledge in the areas relevant to the degree programme in the context of entrepreneurial and social as well as international and intercultural challenges, especially in the subject area of the elective modules taken. They understand the relevance of digital structures in the international sphere of action. They are able to grasp and analyse the complexity of practical problems in order to develop efficient and effective solution proposals based on the course content.

METHODOLOGICAL EXPERTISE

On completion of the module, students will be able to select and apply appropriate methods for complex and, in particular, international practical applications. They will be able to assess the possibilities, practicability and limitations of the methods used and evaluate them against the background of international circumstances.

PERSONAL AND SOCIAL COMPETENCE

Students are sensitised to dealing with expectations linked to their role in their working environment. Through their cooperative behaviour in international and heterogeneous teams, they contribute to the achievement of common goals. They explicitly incorporate intercultural specialities. They take responsibility for assigned tasks.

OVERARCHING COMPETENCE

Students are able to independently implement, monitor and, if necessary, modify target-oriented action programmes at home and abroad on the basis of independent situation analyses using their theoretical knowledge and skills. In doing so, they also take into account potentially divergent political social systems.

LEARNING UNITS AND CONTENT

TEACHING AND LEARNING UNITS	PRESENCE TIME	SELF-STUDY
Practical module III - Oral examination	0	240
In-depth training in selected, mainly international areas: further specialisation, especially in the international elective subjects of the third year of study. academic year.		
Practical module III - Report on the course and reflection of the practical module	0	0

SPECIAL FEATURES

The content of practical module III is based on the theoretical focus of the individual semesters and serves as the basis for the company training plan. The content of the company-based training plan should be adapted to the special features of the respective training company. It makes sense to focus on international specialisations.

PREREQUISITES

None

LITERATURE

- Bortz, J./Döring, N.: Forschungsmethoden und Evaluation für Human- und Sozialwissenschaftler, Heidelberg: Springer
- Kornmeier, M.: Wissenschaftstheorie und wissenschaftliches Arbeiten. Heidelberg: Physica-
- Kromrey, H.: Empirical Social Research. Stuttgart: Lucius & Lucius-
- Schnell, R./Hill, P. B. / Esser, E.: Methoden der empirischen Sozialforschung. Munich: Oldenbourg-
- Schwaiger, M./Meyer, A.: Theorien und Methoden der Betriebswirtschaft. Munich: Vahlen-
- Stickel-Wolf, C./Wolf, J.: Wissenschaftliches Arbeiten und Lerntechniken, Wiesbaden: Gabler-
- Theisen, M. R.: Wissenschaftliches Arbeiten. Munich: Vahlen

International HRM: Leadership and Core Processes (W3BW_IB301)

International HRM: Leadership and Core Processes

FORMAL INFORMATION ON THE MODULE

MODULE NUMBER	LOCATION IN THE COURSE OF STUDY	MODULE DURATION (SEMESTER)	MODULE RESPONSIBILITY	LANGUAGE
W3BW_IB301	3rd academic year	1	Prof Dr Markus Brandenburger	German/English

FORMS OF TEACHING USED

Lecture, exercise

FORMS OF EXAMINATION USED

EXAM PERFORMANCE	EXAM DURATION (IN MINUTES)	GRADING
Written exam or assignment	120	yes

WORKLOAD AND ECTS CREDITS

TOTAL WORKLOAD (IN H)	OF WHICH ATTENDANCE TIME (IN H)	OF WHICH SELF-STUDY (IN H)	ECTS CREDIT POINTS
150	50	100	5

QUALIFICATION OBJECTIVES AND COMPETENCES

PROFESSIONAL COMPETENCE

Students will be able to understand and evaluate the relevance of corporate policy strategies for HR strategy. They will be able to establish the link to internationalisation strategies and place the posting situation in this context. They understand the secondment of employees as a secondment system, gain in-depth knowledge of core HR management processes and are able to evaluate these. They use this knowledge in a target-oriented manner, e.g. in the context of a balanced scorecard for the HR department. They are able to recognise, assess and take into account the relevance of human resources interaction partners. They are able to independently solve highly complex tasks and make, justify and reflect on human resources management decisions. They will be able to recognise and make a qualified assessment of the effects of theoretical and technological developments on human resources management.

METHODOLOGICAL EXPERTISE

Students learn about the instruments of corporate and international HR work as well as the theoretical concepts and are able to assess their respective relevance. They will be able to transfer them to practical applications, for example in the context of employee retention.

PERSONAL AND SOCIAL COMPETENCE

Students are able to reflect on and realistically assess their behaviour during the in-depth course. They refer to their experiences in the practical phases and are motivated to transfer learning between theory and practice. This takes place in the field of human resources management, which is why they are able to recognise and evaluate the social responsibility of company stakeholders in the context of human resources work and integrate it into their own actions. The importance of trade unions and works councils as organisations representing the interests of employees is taken into account here, as is the acceptance of diversity as an influencing factor and its consideration when making decisions. Students can work effectively in a working group, reflect on and evaluate their different roles and take on the role of group leader. They communicate objectively and respectfully with each other and honour agreements.

OVERARCHING COMPETENCE

Students learn the precise application of instruments and concepts of corporate HR work in various fields of activity, the interdependence and integration of HR management measures, the explanation and forecasting of HR management phenomena and their relevance for corporate practice. Ultimately, students develop a holistic understanding of operational HR work in the context of international business activities. They will be able to take on, analyse, evaluate and successfully solve HRM tasks in an (international) company.

LEARNING UNITS AND CONTENT

TEACHING AND LEARNING UNITS	PRESENCE TIME	SELF-STUDY
International HRM: Management and Core Processes	50	100

LEARNING UNITS AND CONTENT

TEACHING AND LEARNING UNITS

PRESENCE TIME

SELF-STUDY

Goals and strategies of national and international HR work; secondment system; core processes of national and international HR work: requirements planning and skills management; employee recruitment; personnel selection and preparation onboarding; employee deployment, performance management and potential assessment; international reward and incentive systems compensation); employee retention; employee release

SPECIAL FEATURES

The examination duration only applies to the written examination.

PREREQUISITES

Human resources management, organisation and project management

LITERATURE

Bamber, G.J./Lansbury, R.D./Wailles, N.: International and Comparative Employment Relations, London: Sage.
Bratton, J./Gold, J.: Human Resources Management. Theory and Practice, New York: Palgrave Macmillan.
Briscoe, D.R./Schuler, R.S./Claus, L.: International Human Resources Management. Policies and Practices for Multinational Enterprises, New York: Routledge Chapman & Hall.
Dessler, G.: A Framework for Human Resources Management, Upper Saddle River: Pearson Global.
Dowling, P.J./Festin, M./Engle, A.D.: International Human Resource Management, Andover: Cengage.
Harzing, A.-W./Pinnington, A. International Human Resource Management, London: Sage.
Oechsler, W.A./Paul, C.: Personal und Arbeit: Einführung in das Personalmanagement, Berlin, Munich, Boston: De Gruyter.
Scholz, C.: Fundamentals of Personnel Management, Munich: Vahlen.
Scholz, C.: Personalmanagement: Informationsorientierte und verhaltenstheoretische Grundlagen, Munich: Vahlen.
Tayeb, M.H.: International Human Resource Management. A Multinational Companies Perspective, Oxford, New York: Oxford University Press.

International Managerial Accounting (W3BW_IB305)

International Managerial Accounting

FORMAL INFORMATION ON THE MODULE

MODULE NUMBER	LOCATION IN THE COURSE OF STUDY	MODULE DURATION (SEMESTER)	MODULE RESPONSIBILITY	LANGUAGE
W3BW_IB305	3rd academic year	1	Prof Dr Uwe Nölte	German/English

FORMS OF TEACHING USED

Lecture, exercise

FORMS OF EXAMINATION USED

EXAM PERFORMANCE	EXAM DURATION (IN MINUTES)	GRADING
Written exam or portfolio	120	yes

WORKLOAD AND ECTS CREDITS

TOTAL WORKLOAD (IN H)	OF WHICH ATTENDANCE TIME (IN H)	OF WHICH SELF-STUDY (IN H)	ECTS CREDIT POINTS
150	50	100	5

QUALIFICATION OBJECTIVES AND COMPETENCES

PROFESSIONAL COMPETENCE

After completing the "International Managerial Accounting" module, students will be able to analyse and manage foreign (subsidiary) companies from the perspective of a domestic controller. They will also understand the planning and budgeting tasks of foreign subsidiaries and be able to prepare reports for the parent company. After completing the module "International Managerial Accounting", students will be able to analyse and manage foreign (subsidiary) companies from the perspective of a domestic controller. They will also understand the planning and budgeting tasks of foreign subsidiaries and be able to prepare reports for the parent company. Students will be able to differentiate between the functions of short-term operational and long-term strategic controlling systems. They will be able to independently initiate operational controlling processes and carry out relevant calculations (e.g. monthly planning, variance analyses, key figure calculations). They are also able to understand, analyse and justify long-term decisions (e.g. use of value-oriented key figures, design of incentive systems). They understand cost management methods (target costing, activity-based costing, etc.) and can differentiate between the respective methods and use them in a targeted manner.

METHODOLOGICAL EXPERTISE

In the accounting department of an internationally active company, it is necessary for students to understand why controlling and accounting systems differ internationally and can develop differently. After completing the module "International Managerial Accounting", students will be able to understand relevant planning and control concepts and apply them appropriately in the respective situation. They will be able to adopt the viewpoint of controllers in discussions and it to other departments. They will also be able to understand the connection between financial accounting and managerial accounting and categorise the different perspectives and tasks.

PERSONAL AND SOCIAL COMPETENCE

Students will be able to apply the knowledge, skills and abilities they have acquired to real-life problems. After completing the module, they will have a sound overview of the central issues and areas of conflict in international accounting. They will be able to analyse and evaluate international standards with perseverance and persistence. They will be able to stand up to discussions in controlling under pressure and convincingly their views using well-founded business arguments. They have learnt to deal with criticism, to criticise adequately and to give appropriate feedback to lecturers. Students ask specific questions to help them understand international accounting, are open to suggestions, actively participate in technical discussions and increasingly take responsibility for their learning success.

OVERARCHING COMPETENCE

Students are able to use available learning and working materials increasingly independently to acquire knowledge. They can collect data from various sources, assess the quality of different sources of information and prepare and present their findings according to specified criteria. Finally, they are able to apply given methods to specific problems increasingly independently.

LEARNING UNITS AND CONTENT

TEACHING AND LEARNING UNITS

International Managerial Accounting

PRESENCE TIME

50

SELF-STUDY

100

Basic concepts of cost accounting and cost accounting systems; planning, budgeting and forecasting concepts: e.g. top-down versus bottom-up budgeting, zero-base budgeting, forecasting models; controlling and cost management concepts: e.g. variance analyses, cost centre controlling, customer profitability analysis, product profitability analysis, multidimensional contribution margin accounting, internal control systems; decision-making and management concepts: e.g. transfer pricing systems, incentive systems, value-based management (EVA).

SPECIAL FEATURES

The examination duration only applies to the written examination.

PREREQUISITES

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LITERATURE

Blocher, E./Stout, D./Cokins, G.: Cost Management: A Strategic Emphasis, New York: McGraw Hill.
Friedl G./Hofmann C./Pedell B.: Cost Accounting, Stuttgart: Vahlen.
Horngren, C./Datar, S./Rajan, M.: Cost Accounting: A Managerial Emphasis, Upper Saddle River: Prentice-Hall.
Horvath P./Gleich R./Seiter M.: Controlling, Stuttgart: Vahlen.
Weygandt J./Kimmel P.: Managerial Accounting: Tools for Business Decision Making, Hoboken: Wiley.

International Supply Chain Design (W3BW_IB307)

International Supply Chain Design

FORMAL INFORMATION ON THE MODULE

MODULE NUMBER	LOCATION IN THE COURSE OF STUDY	MODULE DURATION (SEMESTER)	MODULE RESPONSIBILITY	LANGUAGE
W3BW_IB307	3rd academic year	1	Prof Dr Simone Maier	German/English

FORMS OF TEACHING USED

Lecture, seminar, exercise, case study

FORMS OF EXAMINATION USED

EXAM PERFORMANCE	EXAM DURATION (IN MINUTES)	GRADING
Written exam or assignment	120	yes

WORKLOAD AND ECTS CREDITS

TOTAL WORKLOAD (IN H)	OF WHICH ATTENDANCE TIME (IN H)	OF WHICH SELF-STUDY (IN H)	ECTS CREDIT POINTS
150	50	100	5

QUALIFICATION OBJECTIVES AND COMPETENCES

PROFESSIONAL COMPETENCE

Students will be able to classify international supply chain designs. They can assess the supply chain structures with regard to their suitability for a given supply chain strategy from different perspectives. They are able to identify the opportunities and risks associated with the design from an international perspective. You will be able to identify weaknesses and develop recommendations with regard to centralisation/decentralisation decisions and location decisions. They will understand the logistical importance of intermediaries in an international environment, both on the procurement and sales side, and will be able to recognise alternative concepts for their use.

METHODOLOGICAL EXPERTISE

Students are familiar with theories for the development of supply chain strategies. They can prepare international offshoring and outsourcing decisions on the basis of suitable theories (transaction costs, total cost of ownership, core competences, etc.). They are familiar with procedures and models that can be used to assess the attractiveness of locations with regard to a given supply chain strategy. You will be familiar with models and procedures for assessing and managing risks in the international supply chain.

PERSONAL AND SOCIAL COMPETENCE

Students understand the social and environmental impact of offshoring and outsourcing decisions. They recognise the active role that companies can play with regard to social and environmental aspects at home and abroad and are able to develop suitable ideas. Students are able to utilise all available learning and working materials to acquire knowledge or, if necessary, to develop it by asking comprehension questions. They analyse case studies in a team and defend their point of view using theoretically sound arguments. They use critical objections from the team constructively.

OVERARCHING COMPETENCE

Students can critically discuss and analyse case studies of international service provision in interdisciplinary teams. They develop ideas for reorganisation, derive implications and evaluate them.

LEARNING UNITS AND CONTENT

TEACHING AND LEARNING UNITS	PRESENCE TIME	SELF-STUDY
International Supply Chain Design	50	100

Supply chain strategies; centralisation and decentralisation of value creation processes;
 international location planning; vertical/horizontal integration in an international environment;
 international transport infrastructure; distributed warehousing; logistics service providers and intermediaries;

SPECIAL FEATURES

The examination duration only applies to the written examination.

PREREQUISITES

Operational Management in International Business
Mathematics and Statistics

LITERATURE

Chase, R.B./Jacobs, F.R.: Operations and Supply Management, Irwin: McGraw-Hill.
Christopher, M.: Logistics and SCM, Harlow: Pearson.
Grant, D.B./Lambert, D.M./Stock, J.R./Ellram, L.M.: Fundamentals of Logistics Management, London: McGraw-Hill.
Heizer, J./Render, B.M.: Operations Management, Harlow: Pearson.
Ivanov, D./Tsipoulanis, A.: Global Supply Chain & Operation Management, Zurich: Springer.
Kouvelis, P./Dong L.: Handbook of Integrated Risk Management in Global Supply Chains, Hoboken: Wiley.
Krajewski, L.J./Malhotra, M.K.: Operations Management. Processes and Supply Chains, Harlow: Pearson.
Langley, C. J./Coyle, J.J./Gibson, B.J./Novack, R.A./Bardi, E.J.: Managing Supply Chains. A Logistics Approach, Mason: South Western Cengage Learning.
Mangan, J.J./Lalwani, C.L.: Global Logistics and Supply Chain Management, London: Wiley.
Melzer-Ridinger, R.: Supply Chain Management, Munich: Oldenbourg.
Mieke, C./Nagel, M.: Produktion und Logistik. The most important methods, Konstanz: UVK.
Schneider, H.M./Buzacott, J.A./Rücker, T.: Operative Produktionsplanung und -steuerung. Concepts and models of information and material flow in complex manufacturing systems, Munich: Oldenbourg.
Schönsleben, P.: Integral Logistics Management. Operations and Supply Chain Management within and across Companies, Boca Raton: CRC Press.
Schulte, C.: Logistics. Ways to optimise the supply chain, Munich: Vahlen.
Slack, N./Brandon-Jones, A./Johnston, R.: Operations Management, Harlow: Pearson.
Zäpfel, G.: Taktisches Produktionsmanagement, Munich: Oldenbourg.

International Marketing: International Marketing Strategy (W3BW_IB321)

International Marketing: International Marketing Strategy

FORMAL INFORMATION ON THE MODULE

MODULE NUMBER	LOCATION IN THE COURSE OF STUDY	MODULE DURATION (SEMESTER)	MODULE RESPONSIBILITY	LANGUAGE
W3BW_IB321	3rd academic year	1	Prof Dr Clive Flynn	German/English

FORMS OF TEACHING USED

Lecture, Case Study

FORMS OF EXAMINATION USED

EXAM PERFORMANCE	EXAM DURATION (IN MINUTES)	GRADING
Written exam or seminar paper (without presentation)	120	yes

WORKLOAD AND ECTS CREDITS

TOTAL WORKLOAD (IN H)	OF WHICH ATTENDANCE TIME (IN H)	OF WHICH SELF-STUDY (IN H)	ECTS CREDIT POINTS
150	50	100	5

QUALIFICATION OBJECTIVES AND COMPETENCES

PROFESSIONAL COMPETENCE

The basic rules for successful marketing in Germany must be changed in key respects for international markets and supplemented with new aspects. International marketing requires a basic understanding of the economic, organisational, legal and cultural characteristics of the individual markets in order to be and remain successful.

Building on the marketing knowledge already acquired, students learn about the special features of international marketing and deepen their knowledge in the areas of country selection, market entry strategies, marketing mix and customer/buyer behaviour in an international environment. They become aware of the influence of cultural, political-sociological and economic factors on international markets and buyer behaviour so that they are able to develop market-oriented marketing strategies.

METHODOLOGICAL EXPERTISE

Students are able to independently apply predefined methods to specific problems. Students can collect data and information from various internal and external sources, evaluate them in principle and process them according to specified criteria. They can increasingly use the available learning and working materials independently to acquire knowledge.

PERSONAL AND SOCIAL COMPETENCE

Students are able to use all available learning and working materials to acquire knowledge and apply marketing methods independently with minimal guidance based on specific problems (projects/exercises). They take responsibility for their work, can evaluate it and deal constructively with critical comments. They ask specific comprehension questions, actively participate in differentiated technical discussions and are open to suggestions. They are able to justify and defend their point of view on the basis of a theoretically sound argument.

As part of this module, students deepen their awareness of the opportunities and challenges of influencing people through marketing instruments and critically the resulting economic, social and ethical areas of tension. They are sensitised to compliance with ethical and scientific standards when conducting empirical studies. You will be able to work effectively in a working group, recognise and, if necessary, take on the leadership of the group.

OVERARCHING COMPETENCE

Students are able to evaluate and critically compare different approaches to creating market-orientated or country-specific marketing strategies. They have basic patterns of analysis with which they can structure problems in a goal-oriented manner. On the basis of the knowledge they have acquired, they can identify and critically evaluate concrete options for action and plausibly justify their assessment of the chosen alternative course of action.

LEARNING UNITS AND CONTENT

TEACHING AND LEARNING UNITS	PRESENCE TIME	SELF-STUDY
International Marketing: International Marketing Strategy	50	100

LEARNING UNITS AND CONTENT

TEACHING AND LEARNING UNITS

PRESENCE TIME

SELF-STUDY

- Selected qualitative and quantitative methods of marketing for product, price and communication policy
- Product policy e.g. product portfolio management, new product launches, product-related services and service management
- Pricing policy e.g. determination of willingness to pay, price determination, condition systems and management
- Communication policy e.g. forms of communication policy
- Influence of cultural, technological and economic factors on the development and distribution of new products and services
- Influence of economic strength and willingness to pay on pricing
- Influence of technology maturity and media handling on marketing communication e.g. poster advertising vs. television advertising vs. social media channels
- International branding strategy and country of origin effect - market research and the influence of country-specific factors e.g. illiteracy, technology maturity, timeliness of data, political influence
- Selected legal aspects of marketing in international comparison e.g. comparative advertising, advertising with women and children, pricing
- Case studies/exercises

SPECIAL FEATURES

Other module leaders:

Kotthaus, Prof. Dr Ulrich - Villingen-Schwenningen

Rueß, Prof. Dr Michael - Villingen-Schwenningen

Restriction:

This module may not combined with modules W3IB_IB303 or W3IB_IB304. The examination

duration only applies to the written examination.

PREREQUISITES

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LITERATURE

- Baack, D. W./ Harris, E. G./ Baack, D.: International Marketing, Thousand Oaks (CA): SAGE Publications.
- Backhaus, K./ Voeth, M.: Industriegütermarketing, Munich: Vahlen.
- Becker, J.: Marketing-Konzeption: Grundlagen des Ziel-strategischen und operativen Marketing-Managements, Munich: Vahlen.
- Brennan, R./ Canning, L./ McDowell, R.: Business-to-Business Marketing, Los Angeles: Sage.
- Czinkota, M. R./ Ronkainen, I. A./ Zvobgo, G.: International Marketing, Andover: Cengage Learning.
- De Mooij, M. K.: Consumer Behaviour and Culture: Consequences for Global Marketing and Advertising, London: SAGE Publications.
- Eckardt, G. H.: Business-to-Business Marketing, Stuttgart: Schäffer-Poeschel.
- Ellis, N.: Business-to-Business Marketing - relationships, networks & strategies, Oxford: Oxford University Press.
- Godefroid, P./ Pfoertsch, W.: Business-to-Business-Marketing, Ludwigshafen am Rhein: Kiehl.
- Hollensen, S.: Global Marketing, Harlow (UK): Pearson.
- Homburg, C./ Totzek, D.: Preismanagement auf Business-to-Business Märkten - Preisbestimmung - Preisdurchsetzung, Wiesbaden: Gabler.
- Homburg, C./ Krohmer, H.: Marketingmanagement: Strategie - Instrumente - Umsetzung - Unternehmensführung, Wiesbaden: Gabler.
- Kollmann, T.: E-Business: Grundlagen elektronischer Geschäftsprozesse in der Net Economy, Wiesbaden: Gabler.
- Kotabe, M.: Global Marketing Management, Hoboken: Wiley.
- Orme, B. K.: Getting Started with Conjoint Analysis: Strategies for Product Design and Pricing Research. Madison (WI): Research Publishers LLC.
- Rao, V. R.: Applied Conjoint Analysis. Berlin: Springer Verlag.
- Shimp, T. A./ Andrews, J. C.: Advertising, Promotion, and Other Aspects of Integrated Marketing Communications, Mason (OH): South-Western Cengage Learning.
- Smith, T. J.: Pricing Strategy: Setting Price Levels, Managing Price Discounts, & Establishing Price Structures, Mason (OH): South-Western Cengage Learning.

International Sales Strategy and Organisation (W3BW_IB323)

International Sales Strategy and Organisation

FORMAL INFORMATION ON THE MODULE

MODULE NUMBER	LOCATION IN THE COURSE OF STUDY	MODULE DURATION (SEMESTER)	MODULE RESPONSIBILITY	LANGUAGE
W3BW_IB323	3rd academic year	1	Prof Dr Clive Flynn	German/English

FORMS OF TEACHING USED

Lecture, exercise, case study

FORMS OF EXAMINATION USED

EXAM PERFORMANCE	EXAM DURATION (IN MINUTES)	GRADING
Written exam or seminar paper (without presentation)	120	yes

WORKLOAD AND ECTS CREDITS

TOTAL WORKLOAD (IN H)	OF WHICH ATTENDANCE TIME (IN H)	OF WHICH SELF-STUDY (IN H)	ECTS CREDIT POINTS
150	50	100	5

QUALIFICATION OBJECTIVES AND COMPETENCES

PROFESSIONAL COMPETENCE

The rules for successful sales in Germany must be adapted and supplemented in key areas for international markets. International sales in different countries require a basic understanding of corporate strategy, economic, organisational, legal and cultural characteristics in order to successfully sell products and services. Building on the sales knowledge they have already acquired, students learn about the special features of international sales and deepen their knowledge of sales strategy and organisation in an international environment. They become aware of the influence of company-related, economic, organisational, cultural and political-sociological factors on international markets and buyer behaviour, so that they are able to develop market-oriented sales strategies.

METHODOLOGICAL EXPERTISE

Students are able to independently apply predefined methods to specific problems. Students can collect data and information from various internal and external sources, evaluate them in principle and process them according to specified criteria. They can increasingly use the available learning and working materials independently to acquire knowledge.

PERSONAL AND SOCIAL COMPETENCE

Students are able to use all available learning and working materials to acquire knowledge and apply sales methods independently with minimal guidance based on specific problems (projects/exercises). They take responsibility for their work, can evaluate it and deal constructively with critical comments. They ask specific comprehension questions, actively participate in differentiated technical discussions and are open to suggestions. They are able to justify and defend their point of view on the basis of a theoretically sound argument.

As part of this module, students deepen their awareness of the opportunities and challenges of sales instruments and critically analyse the resulting economic, social and ethical areas of tension. They are sensitised to compliance with ethical standards in sales. They will be able to work effectively in a working group, recognise the group leadership and, if necessary, take over the leadership themselves.

OVERARCHING COMPETENCE

Students are able to evaluate and critically compare different approaches to creating market-orientated or country-specific sales strategies. They have basic patterns of analysis with which they can structure problems in a goal-oriented manner. On the basis of the knowledge they have acquired, they can identify and critically evaluate specific options for action and plausibly justify their assessment of the chosen alternative course of action.

LEARNING UNITS AND CONTENT

TEACHING AND LEARNING UNITS	PRESENCE TIME	SELF-STUDY
International Sales Strategy and Organisation	50	100

LEARNING UNITS AND CONTENT

TEACHING AND LEARNING UNITS

PRESENCE TIME

SELF-STUDY

Internal and external factors influencing international sales strategies (e.g. corporate strategy, sales information system, national cultures in an international framework, ethics, tax and currency effects, internal settlement rates, UN Convention on Contracts for the International Sale of Goods); sales theories; organisation of the international market research and sales process with phases (information search, contact, presentation and closing phase) and special features such as risk management (e.g. international trade clauses, Hermes cover or countertrade); forms and design of international sales channels and the international sales organisation, international distribution structures at wholesale level (e.g. international trade clauses, Hermes cover or countertrade).e.g. risk management (e.g. international trade clauses, Hermes cover) or countertrade; forms and design of international sales channels and the international sales organisation, international distribution structures at wholesale level (e.g. export strategy, national trading company) and international distribution structures at retail level (e.g. direct or exclusive distribution), international multi-channel systems

SPECIAL FEATURES

Restriction: The module may not combined with the modules WIB_IB303 or WIB_IB304. The examination duration only applies to the written examination.

PREREQUISITES

none

LITERATURE

Belz, C.: Internationales Vertriebsmanagement für Industriegüter, Frankfurt a. M.: Ueberreuter.
Braun, G.: Verhandeln in Einkauf und Vertrieb, Wiesbaden: Gabler.
Bruhn, M.: Kundenorientierung, Bausteine eines exzellenten CRM, Munich: dtv Verlagsgesellschaft. Hofbauer, G./ Hellwig, C.: Professional Sales Management, Erlangen: Publicis Kommunikationsagentur. Homburg, Ch./ Schäfer, H./ Schneider, J.: Sales Excellence, Wiesbaden: Gabler.
Raab, G./ Werner, N.: Customer Relationship Management, Frankfurt: Windmühle.
Rentzsch, H.P.: Kundenorientiertes Verkaufen im Technischen Vertrieb, Wiesbaden: Gabler.
Sandstede, C.: Negotiations under uncertainty in industrial goods markets, Wiesbaden: Gabler.
Saner, R.: Verhandlungstechnik: Strategie, Taktik, Motivation, Verhalten, Delegationsführung, Bern: Haupt.
Winkelmann, P.: Vertriebskonzeption und Vertriebssteuerung, Munich: Vahlen.

International HRM: Organisational and Support Processes (W3BW_IB302)

International HRM: Organisational and Support Processes

FORMAL INFORMATION ON THE MODULE

MODULE NUMBER	LOCATION IN THE COURSE OF STUDY	MODULE DURATION (SEMESTER)	MODULE RESPONSIBILITY	LANGUAGE
W3BW_IB302	3rd academic year	1	Prof Dr Markus Brandenburger	German/English

FORMS OF TEACHING USED

Lecture, exercise, case study

FORMS OF EXAMINATION USED

EXAM PERFORMANCE	EXAM DURATION (IN MINUTES)	GRADING
Written exam or portfolio	120	yes

WORKLOAD AND ECTS CREDITS

TOTAL WORKLOAD (IN H)	OF WHICH ATTENDANCE TIME (IN H)	OF WHICH SELF-STUDY (IN H)	ECTS CREDIT POINTS
150	50	100	5

QUALIFICATION OBJECTIVES AND COMPETENCES

PROFESSIONAL COMPETENCE

Students are familiar with the system for sending employees abroad and the content and significance of core HR processes. They recognise and accept the role of the HR department as a "business partner". They will be able to recognise, assess and take into account the relevance of HR support processes. They are able to independently solve tasks of greater complexity and make, justify and reflect on human resources management decisions. They will be able to recognise and make a qualified assessment of the effects of theoretical and technological developments on human resources management. Through their knowledge of comparative studies in human resources management, students have specific background knowledge of selected procedures in different countries.

METHODOLOGICAL EXPERTISE

Students learn about the instruments of corporate and international HR work as well as the theoretical concepts and are able to assess their respective relevance. They will be able to transfer them to practical applications, for example in the context of change management or M&A processes.

PERSONAL AND SOCIAL COMPETENCE

Students know the feedback rules and are to use and apply them in a professional environment depending on the situation. By carrying out case studies, bringing in their own examples from the practical phases and practising in role plays, students will be able to deal with receiving and giving feedback independently in functional, institutional and instrumental terms. They incorporate the different interests of specialist departments, works councils and company management into their considerations and are to arrive at well-founded personal and methodological decisions. HR managers work in different team constellations, even beyond their own area of activity. Methodological considerations should take this into account. Students can work effectively in a (cross-departmental) working group, reflect on and evaluate their different roles and take on the management of a team. This can be recognised, for example, by acting appropriately in different contexts such as a personnel due diligence or a change process. They communicate with each other in an objective and respectful manner, honour agreements and are able to resolve potential conflicts constructively.

OVERARCHING COMPETENCE

Students learn the precise application of instruments and concepts of corporate HR work in various fields of activity, the interdependence and integration of HR management measures, the explanation and forecasting of HR management phenomena and their relevance for corporate practice. Ultimately, students develop a holistic understanding of operational HR work in the context of international business activities. They will be able to take on, analyse, evaluate and successfully solve HRM tasks in an (international) company.

LEARNING UNITS AND CONTENT

TEACHING AND LEARNING UNITS	PRESENCE TIME	SELF-STUDY
International HRM: Organisational and Support Processes	50	100

LEARNING UNITS AND CONTENT

TEACHING AND LEARNING UNITS

PRESENCE TIME

SELF-STUDY

Employee relations and representation (employment relations); organisation of HRM; technological developments in national and international HRM (digitalisation); personnel development and training in an international environment; personnel controlling; HRM in the context of M&A processes; change management; HRM in selected countries and cultures (comparative HRM); behavioural and personality-oriented principles; selected projects in HRM.

SPECIAL FEATURES

The examination duration only applies to the written examination.

PREREQUISITES

International Human Resource Management I

LITERATURE

Bamber, G.J./Lansbury, R.D./Wales, N.: International and Comparative Employment Relations, London: Sage.
Bratton, J./Gold, J.: Human Resources Management. Theory and Practice, New York: Palgrave Macmillan.
Briscoe, D.R./Schuler, R.S./Claus, L.: International Human Resources Management. Policies and Practices for Multinational Enterprises, New York: Routledge Chapman & Hall.
Dessler, G.: A Framework for Human Resources Management, Upper Saddle River: Pearson Global.
Dowling, P.J./Festini, M./Engle, A.D.: International Human Resource Management, Andover: Cengage.
Harzing, A.-W./Pinnington, A.: International Human Resource Management, London: Sage.
Oechsler, W.A./Paul, C.: Personal und Arbeit: Einführung in das Personalmanagement, Berlin, Munich, Boston: De Gruyter.
Scholz, C.: Fundamentals of Personnel Management, Munich: Vahlen.
Scholz, C.: Personalmanagement: Informationsorientierte und verhaltenstheoretische Grundlagen, Munich: Vahlen.
Tayeb, M.H.: International Human Resource Management. A Multinational Companies Perspective, Oxford, New York: Oxford University Press.

International Financial Accounting (W3BW_IB306)

International Financial Accounting

FORMAL INFORMATION ON THE MODULE

MODULE NUMBER	LOCATION IN THE COURSE OF STUDY	MODULE DURATION (SEMESTER)	MODULE RESPONSIBILITY	LANGUAGE
W3BW_IB306	3rd academic year	1	Prof Dr Uwe Nölte	German/English

FORMS OF TEACHING USED

Lecture, exercise

FORMS OF EXAMINATION USED

EXAM PERFORMANCE	EXAM DURATION (IN MINUTES)	GRADING
Written exam or portfolio	120	yes

WORKLOAD AND ECTS CREDITS

TOTAL WORKLOAD (IN H)	OF WHICH ATTENDANCE TIME (IN H)	OF WHICH SELF-STUDY (IN H)	ECTS CREDIT POINTS
150	50	100	5

QUALIFICATION OBJECTIVES AND COMPETENCES

PROFESSIONAL COMPETENCE

The module "International Financial Accounting" prepares students for the fulfilment of tasks in external accounting in an international context before.

After completing the sub-module "International Financial Accounting", students are able to analyse and evaluate the annual financial statements of foreign companies from the perspective of the domestic manager/controller. They will also be able to provide comprehensive support to foreign subsidiaries in preparing their annual financial statements in accordance with international standards. Students therefore deal in particular with IFRS accounting standards. They will learn how to prepare and analyse annual financial statements in accordance with IFRS and how to use and identify accounting policy measures. They will also be able to compare the different objectives of accounting standards under HGB and IFRS and assess possible changes to IFRS in terms of their impact on the company.

Students are able to understand and explain aspects of IFRS that are particularly relevant in an international context (e.g. foreign currency translation, hedging, revenue recognition, leasing). They will also be able to analyse foreign customers and suppliers of the domestic company on the basis of IFRS annual reports and identify possible business risks.

METHODOLOGICAL EXPERTISE

In the accounting department of an internationally operating company, it is necessary for students to understand why controlling and accounting systems differ internationally and can develop differently.

After completing the "International Financial Accounting" module, students are therefore able to understand the principles of IFRS, anticipate possible changes to IFRS and represent different points of view on the interpretation of IFRS. They will be able to understand current reports from companies on the effects of IFRS and assess future changes to IFRS and their effects (e.g. effects of the change to the leasing standard).

PERSONAL AND SOCIAL COMPETENCE

Students will be able to apply the knowledge, skills and abilities they have acquired to real-life problems. After completing the module, they will have a sound overview of the central issues and areas of conflict in international accounting. They will be able to analyse and evaluate international standards with perseverance and persistence. They will be able to stand up to discussions in controlling under pressure and convincingly their views using well-founded business arguments. They have learnt to deal with criticism, to criticise adequately and to give appropriate feedback to lecturers.

OVERARCHING COMPETENCE

Students ask specific questions to understand international accounting, are open to suggestions, actively participate in technical discussions and take joint responsibility for their learning success. They are able to use available learning and working materials increasingly independently to acquire knowledge. They can collect data from various sources, assess the quality of different sources of information and prepare and present their findings according to specified criteria. Finally, they are able to independently apply specified methods to specific problems.

LEARNING UNITS AND CONTENT

TEACHING AND LEARNING UNITS

International Financial Accounting

PRESENCE TIME

50

SELF-STUDY

100

Comparison of the principles of international accounting systems; preparation of separate financial statements on the basis of IFRS: e.g. preparation obligation, components of the annual financial statements according to IFRS (balance sheet, income statement, OCI, statement of changes in equity, notes), selected IFRS standards (e.g. Tangible Assets (IAS 16), Inventories (IAS 2), Revenue Recognition (IFRS 15), Leasing (IFRS 16), Currency Translation (IAS 21), Financial Instruments and Hedging (IAS 39 and IFRS 9), Provisions (IAS 37), etc.; preparation of consolidated financial statements in accordance with IFRS: e.g. consolidation of foreign subsidiaries, currency translation, elimination of intragroup transactions; company analysis of IFRS financial statements using selected key figures.

SPECIAL FEATURES

The examination duration only applies to the written examination.

PREREQUISITES

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LITERATURE

Coenenberg, A. G./Alvarez, M./Biberacher, J.: Jahresabschluss und Jahresabschlussanalyse, Stuttgart: Schäffer-Poeschel.
Pellens, B./Fülbier, R.U./Gassen, J./Sellhorn, T.: Internationale Rechnungslegung, Stuttgart: Schaeffer-Poeschel.
Subramanyam, K.R./Wild, J.: Financial Statement Analysis, New York: McGraw Hill.
Weygandt J./Kimmel P./Kieso D.: Financial Accounting: IFRS, Hoboken: Wiley.
Harrison W./Horngren C./Thomas, W./Suwardy, T.: Financial Accounting: International Financial Reporting Standards, Harlow: Pearson.

International Supply Chain Management (W3BW_IB308)

International Supply Chain Management

FORMAL INFORMATION ON THE MODULE

MODULE NUMBER	LOCATION IN THE COURSE OF STUDY	MODULE DURATION (SEMESTER)	MODULE RESPONSIBILITY	LANGUAGE
W3BW_IB308	3rd academic year	1	Prof Dr Simone Maier	German/English

FORMS OF TEACHING USED

Lecture, seminar, exercise, case study

FORMS OF EXAMINATION USED

EXAM PERFORMANCE	EXAM DURATION (IN MINUTES)	GRADING
Written exam or assignment	120	yes

WORKLOAD AND ECTS CREDITS

TOTAL WORKLOAD (IN H)	OF WHICH ATTENDANCE TIME (IN H)	OF WHICH SELF-STUDY (IN H)	ECTS CREDIT POINTS
150	50	100	5

QUALIFICATION OBJECTIVES AND COMPETENCES

PROFESSIONAL COMPETENCE

Students are able to systematically identify customers, suppliers, intermediaries and service providers with whom intensive cooperation is beneficial. They will be able to evaluate and discuss the benefits of cooperative approaches such as cooperative inventory management, cooperative sales forecasting, cooperative transport management or postponement across organisations. They can outline what information needs to be exchanged between the parties involved and how benefits and risks need to be distributed in order for co-operation to be successful. They will be able to assess the risks associated with cooperation and the benefits and risks that can be achieved. Students will be able to systematically identify customers, suppliers, intermediaries and service providers with whom intensive cooperation is beneficial. They will be able to evaluate and discuss the benefits of cooperative approaches such as cooperative inventory management, cooperative sales forecasting, cooperative transport management or postponement across organisations. In addition, they can outline what information needs to be exchanged between the parties involved and how benefits and risks need to be distributed in order for co-operation to be successful. Students assess the risks associated with the exchange of information, particularly in asymmetrical collaborations, and are aware of the importance of mutual trust in this context. They are able to create, evaluate and compare alternative plans for the coordination of supply and demand. This enables students to identify strategy-compliant planning, which then serves as the basis for synchronised service provision by those involved. They systematically identify and classify risks in international supply chains and develop and assess risk management measures.

METHODOLOGICAL EXPERTISE

Students know methods for inventory management under uncertainty or volatile demand and are proficient in qualitative and quantitative models for creating demand forecasts. They know their limitations and understand the influencing factors on which the quality of demand forecasts depends. Students master simple sales and operations planning methods for coordinating supply and demand as well as basic risk management methods for risks in the supply chain.

PERSONAL AND SOCIAL COMPETENCE

They understand the benefits of trust as the basis for any form of cooperative collaboration. They draw on their intercultural competence and are to interpret the risks that intercultural communication entails for building trust. Students can put themselves in the shoes of customers, suppliers and service providers and understand and represent their positions.

OVERARCHING COMPETENCE

Students can critically discuss and analyse case studies of international service provision. They develop ideas for their reorganisation in coordination with other parties involved, derive implications and evaluate them.

LEARNING UNITS AND CONTENT

TEACHING AND LEARNING UNITS	PRESENCE TIME	SELF-STUDY
International Supply Chain Management	50	100

LEARNING UNITS AND CONTENT

TEACHING AND LEARNING UNITS

PRESENCE TIME

SELF-STUDY

Supply chain strategy; international make-or-buy decisions; strategic procurement; international production and distribution structures; logistics service providers; supply chain management (e.g. e-procurement, VMI, ECR, CPFR); risk management; procurement-related legal areas.

SPECIAL FEATURES

The examination duration only applies to the written examination.

PREREQUISITES

International Operations & Supply Chain Management I

LITERATURE

Chase, R.B./Jacobs, F.R.: Operations and Supply Management, Irwin: Mcgraw-Hill.
Chopra, S./Meindl, P.: Supply Chain Management. Strategy, Planning and Operation, Harlow: Pearson.
Christopher, M.: Logistics and SCM, Harlow: Pearson Education.
Coyle, J.J./Novack, R.A./Gibson, B.J./Bardi E.J.: Transportation. A Supply Chain Perspective, South-Western: Cengage.
Grant, D.B./Lambert, D.M./Stock, J.R./Ellram, L.M.: Fundamentals of Logistics Management, London: McGraw-Hill.
Heizer, J./Render, B.M.: Operations Management, Harlow: Pearson.
Ivanov, D./Tsipoulidis, A.: Global Supply Chain & Operation Management, Zurich: Springer.
Kouvelis, P./Dong L.: Handbook of Integrated Risk Management in Global Supply Chains, Hoboken: Wiley.
Krajewski, L.J./Malhotra, M.K.: Operations Management. Processes and Supply Chains, Harlow: Pearson.
Langley, C.J./Coyle, J.J./Gibson, B.J./Novack, R.A./Bardi, E.J.: Managing Supply Chains. A Logistics Approach, South Western, Cengage.
Large, R.: Strategic Procurement Management. A practice-orientated introduction. With case studies, Wiesbaden: Gabler.
Mangan, J.J./Lalwani, C.L.: Global Logistics and Supply Chain Management, Wiley.
Melzer-Ridinger, R.: Supply Chain Management, Munich: Oldenbourg.
Mieke, C./Nagel, M.: Produktion und Logistik. The most important methods, Konstanz: UVK.
Schönsleben, P.: Integral Logistics Management. Operations and Supply Chain Management within and across Companies, Boca Raton: CRC Press.
Stadler, H./Kilger, C.: Supply Chain Management and Advanced Planning. Concepts, Models, Software and Case Studies, Berlin: Springer.
Wildemann, H.: Supply Chain Management. Increasing efficiency in the cross-company value chain, Munich: TCW Transfer-Centrum. Wisner, J.D./Tan, K./Leong, G.K.: Principles of Supply Chain Management. A Balanced Approach, Boston: Cengage.

International Marketing: Customer Behaviour, CRM, E-Commerce (W3BW_IB322)

International Marketing: Customer Behaviour, CRM, E-Commerce

FORMAL INFORMATION ON THE MODULE

MODULE NUMBER	LOCATION IN THE COURSE OF STUDY	MODULE DURATION (SEMESTER)	MODULE RESPONSIBILITY	LANGUAGE
W3BW_IB322	3rd academic year	1	Prof Dr Clive Flynn	German/English

FORMS OF TEACHING USED

Lecture, Case Study

FORMS OF EXAMINATION USED

EXAM PERFORMANCE	EXAM DURATION (IN MINUTES)	GRADING
Written exam or seminar paper (without presentation)	120	yes

WORKLOAD AND ECTS CREDITS

TOTAL WORKLOAD (IN H)	OF WHICH ATTENDANCE TIME (IN H)	OF WHICH SELF-STUDY (IN H)	ECTS CREDIT POINTS
150	50	100	5

QUALIFICATION OBJECTIVES AND COMPETENCES

PROFESSIONAL COMPETENCE

In particular, students recognise how purchasing decisions are made by consumers and organisations and can influence them. They will understand how customer management can be used to build long-term relationships with customers and will be able to use the appropriate tools to suit the situation. Students will be able to recognise the customer value of potential new customers and existing customers using alternative evaluation methods. The focussed perspective is consistently international in nature.

Students will be able to recognise business opportunities in e-commerce and develop and implement e-commerce sales strategies for internationally active companies. They will also be able to design and implement a marketing mix aimed at acquiring and retaining online customers. In addition, acquire the skills to systematically analyse business strategies and the marketing mix of successful companies and to successfully develop them in new business.

METHODOLOGICAL EXPERTISE

Students are able to independently apply predefined methods to specific problems. Students can collect data and information from various internal and external sources, evaluate them in principle and process them according to specified criteria. They can increasingly use the available learning and working materials independently to acquire knowledge.

PERSONAL AND SOCIAL COMPETENCE

Students are able to use all available learning and working materials to acquire knowledge and apply marketing methods independently with minimal guidance based on specific problems (projects/exercises). They take responsibility for their work, can evaluate it and deal constructively with critical comments. They ask specific comprehension questions, actively participate in differentiated technical discussions and are open to suggestions. They are able to justify and defend their point of view on the basis of a theoretically sound argument.

As part of this module, students deepen their awareness of the opportunities and challenges of influencing people through marketing instruments and critically analyse the resulting economic, social and ethical tensions in greater depth. They will be able to work effectively in a working group, recognise and, if necessary, take on the leadership of the group themselves.

OVERARCHING COMPETENCE

Students are able to evaluate and critically compare different approaches to creating market-orientated or country-specific marketing strategies. They have basic patterns of analysis with which they can structure problems in a goal-oriented manner. On the basis of the knowledge they have acquired, they can identify and critically evaluate concrete options for action and plausibly justify their assessment of the chosen alternative course of action.

LEARNING UNITS AND CONTENT

TEACHING AND LEARNING UNITS	PRESENCE TIME	SELF-STUDY
International Marketing: Customer Behaviour, CRM, E-Commerce	50	100

LEARNING UNITS AND CONTENT

TEACHING AND LEARNING UNITS

PRESENCE TIME

SELF-STUDY

- Purchasing behaviour of consumers and organisations in international markets: changed self-image, changed benefits, influence of COO effects on purchasing behaviour with country comparison, influence of cultural and economic effects on purchasing behaviour
- International Customer Relationship Management: CRM as a strategic approach, objectives of CRM, CRM strategies, development of CRM systems in an international environment, e.g. technologies, cultural effects, expectations; CRM functionalities, effect of technology availability on customer relationship management and the systems used
- International data protection regulations, customer value management and cultural differences, relationship management vs. sales management
- Basics of e-commerce, online sales strategies and systems, process coordination and organisational requirements in an international environment, interface management online/offline, technology availability e.g. basic technology availability and country-specific solutions such as Russia and China, culture-related expectations and willingness to buy
- Case studies/exercises

SPECIAL FEATURES

Other module leaders:

Kotthaus, Prof. Dr Ulrich - Villingen-Schwenningen

Rueß, Prof. Dr Michael - Villingen-Schwenningen

Restriction:

This module may not be combined with modules W3IB_IB303 or W3IB_IB304. The examination

duration only applies to the written examination.

PREREQUISITES

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LITERATURE

Backhaus, K./ Voeth, M.: Industriegütermarketing, Munich: Vahlen.

Becker, J.: Marketing-Konzeption: Grundlagen des Ziel-strategischen und operativen Marketing-Managements, Munich: Vahlen.

Brennan, R./ Canning, L./ McDowell, R.: Business-to-Business Marketing, Los Angeles: Sage.

Czinkota, M. R./ Ronkainen, I. A./ Zvobgo, G.: International Marketing, Andover: Cengage Learning.

Eckardt, G. H.: Business-to-Business Marketing, Stuttgart: Schäffer-Poeschel.

Ellis, N.: Business-to-Business Marketing - relationships, networks & strategies, Oxford: Oxford University Press.

Godefroid, P./ Pfoertsch, W.: Business-to-Business-Marketing, Ludwigshafen am Rhein: Kiehl.

Homburg, C./ Totzek, D.: Preismanagement auf Business-to-Business Märkten - Preisbestimmung - Preisdurchsetzung, Wiesbaden: Gabler.

Homburg, Ch./ Krohmer, H.: Marketingmanagement: Strategie - Instrumente - Umsetzung - Unternehmensführung, Wiesbaden: Gabler. Jobber, D.: Principles and Practice of Marketing, London et al: McGraw-Hill.

Kollmann, T.: E-Business: Grundlagen elektronischer Geschäftsprozesse in der Net Economy, Wiesbaden: Gabler.

Kotabe, M.: Global Marketing Management, Hoboken: Wiley.

Kotler, Ph./ Armstrong, G.: Principles of Marketing, Upper Saddle River: Prentice Hall.

International Sales Negotiations and Controlling (W3BW_IB324)

International Sales Negotiations and Controlling

FORMAL INFORMATION ON THE MODULE

MODULE NUMBER	LOCATION IN THE COURSE OF STUDY	MODULE DURATION (SEMESTER)	MODULE RESPONSIBILITY	LANGUAGE
W3BW_IB324	3rd academic year	1	Prof Dr Clive Flynn	German/English

FORMS OF TEACHING USED

Lecture, exercise, case study

FORMS OF EXAMINATION USED

EXAM PERFORMANCE	EXAM DURATION (IN MINUTES)	GRADING
Written exam or seminar paper (without presentation)	120	yes

WORKLOAD AND ECTS CREDITS

TOTAL WORKLOAD (IN H)	OF WHICH ATTENDANCE TIME (IN H)	OF WHICH SELF-STUDY (IN H)	ECTS CREDIT POINTS
150	50	100	5

QUALIFICATION OBJECTIVES AND COMPETENCES

PROFESSIONAL COMPETENCE

After completing the module, students will be familiar with various forms of negotiation and negotiation strategies in international sales. In particular, they will be familiar with the phases of the sales process and the sequence of sales meetings. They will also be able to differentiate between customer typologies and negotiation styles in different countries in order to conduct sales talks in a target-orientated manner.

Furthermore, they have the knowledge to plan, manage and control sales processes in international companies at a strategic and operational level and are familiar with suitable evaluation criteria.

METHODOLOGICAL EXPERTISE

Students are able to independently apply predefined methods to specific problems. Students can collect data and information from various internal and external sources, evaluate them in principle and process them according to specified criteria. They can increasingly use the available learning and working materials independently to acquire knowledge.

PERSONAL AND SOCIAL COMPETENCE

Students are able to use all available learning and working materials to acquire knowledge and apply sales methods independently with minimal guidance based on specific problems (projects/exercises). They take responsibility for their work, can evaluate it and deal constructively with critical comments. They ask specific comprehension questions, actively participate in differentiated technical discussions and are open to suggestions. They are able to justify and defend their point of view on the basis of a theoretically sound argument.

As part of this module, students deepen their awareness of the opportunities and challenges of sales instruments and critically examine the resulting economic, social and ethical areas of tension in greater depth. They will be able to work effectively in a working group, recognise the group leadership and, if necessary, take it on themselves.

OVERARCHING COMPETENCE

Students are able to evaluate and critically compare different approaches to creating market-orientated or country-specific sales strategies. They have basic patterns of analysis with which they can structure problems in a goal-oriented manner. On the basis of the knowledge they have acquired, they can identify and critically evaluate specific options for action and plausibly justify their assessment of the chosen alternative course of action.

LEARNING UNITS AND CONTENT

TEACHING AND LEARNING UNITS	PRESENCE TIME	SELF-STUDY
International Sales Negotiations and Controlling	50	100

LEARNING UNITS AND CONTENT

TEACHING AND LEARNING UNITS

PRESENCE TIME

SELF-STUDY

Negotiation management and strategies in international sales (e.g. phases of the sales process, sequence of the sales conversation with contact, presentation and closing phases, salesperson and customer typologies and behaviour, negotiation styles in different countries, conducting sales conversations with overcoming contact resistance, customer qualification, argumentation of product advantage and price defence in different countries);
Holistic, international strategic and operational sales controlling (planning, management and control process including criteria for the evaluation criteria for performance measurement, sales employee satisfaction, sales turnover, sales costs and sales revenue).
-profitability)

SPECIAL FEATURES

Restriction: The module may not combined with the modules WIB_IB321 or WIB_IB322. The examination duration only applies to the written examination.

PREREQUISITES

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LITERATURE

Belz, C.: Internationales Vertriebsmanagement für Industriegüter, Frankfurt a. M.: Ueberreuter.
Braun, G.: Verhandeln in Einkauf und Vertrieb, Wiesbaden: Gabler.
Bruhn, M.: Kundenorientierung, Bausteine eines exzellenten CRM, Munich: dtv Verlagsgesellschaft. Hofbauer, G./ Hellwig, C.: Professional Sales Management, Erlangen: Publicis Kommunikationsagentur. Homburg, Ch./ Schäfer, H./ Schneider, J.: Sales Excellence, Wiesbaden: Gabler.
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