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## Explanations

### Kinds of modules

The structure of this module directory follows the kinds of modules that exist at FUAS:

1. **Basic module (BM):** In these modules students acquire the basic knowledge and skills of their chosen degree programme; they do not specialise further. All basic modules are compulsory modules.
2. **Minor (M):** These modules allow students to specialise in their chosen programme. All minor modules are Binding Elective Modules.
3. **Major (J):** Major modules offer students the chance to specialise in certain topics from their degree programme such as professional fields or industries. All major modules are binding elective modules.
4. **Modules to be completed at the end of the studies (ESM):** These modules form the end of the studies.

This module directory uses the terms and terminology used and defined in the Principles of Assessment [Prüfungsverfahrensordnung] (PVO) of Flensburg University of Applied Sciences.

### Type of module

Defines the character of a module. The different types of modules are:

1. **Compulsory modules (CM):** These modules have to be completed by all students enrolled in a degree programme.
2. **Binding electives (BEM):** Students can choose a number of related modules from a number of module catalogues offered (here: major modules, supplementary modules).
3. **Non-binding electives (NEM):** Students can choose any given number of modules from a number of module catalogues offered. Non-binding electives do not affect the final grade.

### Type of assessment

Defines the type of assessment required to successfully complete a module. The different types of modules are:

1. **Coursework (CW):** If graded "fail", this type of assessment can be re-taken for an unlimited number of times; coursework can be assessed with a grade or a certificate of attendance. Grades awarded for coursework do not affect the final grade.
2. **Examination (Ex):** If graded "fail", this type of assessment can only be re-taken for a limited number of times; examinations are assessed with a grade. Grades awarded for examinations affect the final grade according to their weight in the curriculum.
3. **Component of an examination (CEX):** In terms of how it is graded and how often it can be re-taken the same rules apply as for Ex. This examination is made up of several components. In accordance with art. 14 para. 2 of the Principles of Assessment [Prüfungsverfahrensordnung, PVO] if an assessment is made up of more than one part, each part has to be graded with "ausreichend" [sufficient] at least. Unless specified otherwise, the final grade for a subject is derived from the arithmetic average of the individual parts of that assessment.
4. **Assessment pre-requisite to an exam (APE):** Assessment whose successful completion is pre-requisite for the admission to a (subordinate) examination. If an APE is graded "fail", it may be re-taken for an unlimited number of times.

## Form of assessment

Defines the form assessments can take. The different types of modules are:

1. **Written exam (WE) in accordance with art. 11 of the PVO:** Written test usually to be completed at the end of a semester (at the end of a series of classes forming a module). The time a written exam is to be completed in is to be defined in minutes, e.g. WE 90.
2. **Oral exam (OE) in accordance with art. 12 of the PVO:** Oral exam usually to be completed at the end of a semester (at the end of a series of classes forming a module). An oral exam usually takes 30 minutes per candidate. In group examinations each candidate shall be examined for 15 minutes.
3. **Other form of assessment (OA) in accordance with art. 13 of the PVO:** Other forms of assessment can include term papers, presentations in class, practical exercises, case studies, projects, designs, computer programmes or a combination of these. For compulsory modules up to three possible forms have to be defined in the degree programme's Study and Examination Regulations in accordance with art. 3 para. 2. In the case of electives, the examiner in charge announces the specific form of assessment to be completed to the students and the Examinations Office at the beginning of the lecture period. A combination of different forms of assessment is permitted. This module directory uses "&" to mark a logical conjunction and "|" to mark a logical disjunction. For example: (Presentation in class | term paper) & oral exam, means the assessment is made up of a presentation in class or a term paper in addition to an oral exam. Presentation in class | (term paper & oral exam), however, means the assessment is made up of either a presentation in class or a term paper and an oral exam.

## Type of class

Describes the manner in which the contents of a module are taught. The following types of class exist in accordance with art. 3 para. 5 of FUAS' Principles of Assessment [Prüfungsverfahrensordnung, PVO]:

1. **Lecture (L):** Coherent presentation of the teaching content
2. **Tutorial accompanying a lecture (T):** Applying and further understanding the teaching content in small groups
3. **Seminar (SE):** Studying specific subject areas with the help of presentations independently created by the participants and/or in discussions in small groups
4. **Laboratory (Laboratory):** Acquiring and further understanding of knowledge by solving hands-on experimental tasks in small groups
5. **Project (P):** Working in teams to design and realise solutions for real-world problems
6. **Workshop (WS):** Moderated dialogue in a small group in which tasks are discussed and approaches for solutions are found
7. **Long-distance (LDC) and virtual classes (VC):** Classes 1.-6. above, held via digital communication between teaching staff and students
8. **Field trip (FT):** Field trip led by a member of teaching staff
9. **Others classes (SV):** Classes of another kind than those described under numbers 1. to 8.

## Language of instruction and examination language

The following languages are mentioned in the module directory:

- German (GER)
- English (EN)

This module directory uses the following conventions to clarify which language is used:

**GER & EN** The module is offered in both German and English, i.e. it is made up of German and English language parts.

**GER | EN:** The module is taught either entirely in German or entirely in English. Which of the languages is used will be determined at the beginning of the lecture period.

## Modular share of the modules

The total of credit points to be gained through examinations in this degree programme is 120. Thus the modular share of one module is  $1 / 120 * 100$  \* credit points of the module.

## Course plan – module overview

1st semester	hpw	20	Research Methods in Management	4	Corporate Responsibility	4	Major modules FA   SDSCM   SME/E   BI	12
	CP	30		6		6		18
2nd semester	hpw	20	Minor modules as agreed on by the Faculty Board			8	Major modules FA   SDSCM   SME/E   BI	12
	CP	30				12		18
3rd semester	hpw	20	Minor modules as agreed on by the Faculty Board			8	Major modules FA   SDSCM   SME/E   BI	12
	CP	30				12		18
4th semester	hpw	0	Master's thesis Final thesis (5 months) & colloquium (45 minutes)					
	CP	30						30

## Course plans BusMan (master's) – major modules

Major modules Finance & Accounting (FA)								
1st semester	hpw	12	Bonds	4	Advanced Planning and Control	4	Business Valuation	4
	CP	18		6		6		6
2nd semester	hpw	12	Futures Market Products	4	Portfolio and Capital Market Theory and Risk Management	4	IFRS Fundamentals	4
	CP	15		6		6		6
3rd semester	hpw	12	Advanced IFRS	4	Monetary Markets	4	Business Audit	4
	CP	15		6		6		6
Major modules Sustainable & Digital Supply Chain Management (SDSCM)								
1st semester	hpw	12	Framework of SDSCM	4	Supply Chain Management Fundamentals	4	Simulation of Sustainability Effects	4
	CP	18		6		6		6
2nd semester	hpw	12	Modelling the Supply Chain	4	Green Supply Chain Management	4	Supply Chain Planning and Control	4
	CP	15		6		6		6
3rd semester	hpw	12	Advanced Planning in Supply Chain	4	Research and Transfer Project			8
	CP	15		6				12
Major modules Small and Medium Enterprises Management & Entrepreneurship (SME/E)								
1st semester	hpw	12	Basics of SME Management	4	Conflict Management	4	Entrepreneurship 1 and Ideation	4
	CP	18		6		6		6
2nd semester	hpw	12	Knowledge Management	4	Finance for Start-Ups	4	Entrepreneurship 2 Business Planning	4
	CP	15		6		6		6
3rd semester	hpw	12	Succession Management	4	Growth Management	4	Entrepreneurship 3 Starting Up	4
	CP	15		6		6		6
Major modules Business Informatics (BI)								
1st semester	hpw	12	Data Driven Business	4	Digital Innovation and Business Models	4	Intelligent Systems	4
	CP	18		6		6		6
2nd semester	hpw	12	Software Architecture	4	IT Infrastructure	4	Digital User Experience	4
	CP	15		6		6		6
3rd semester	hpw	12	Continuous Software Engineering	4	Digital Strategies and Leadership	4	Enterprise Architecture	4
	CP	15		6		6		6

## Basic modules (BM)

Basic modules are designed to allow students to acquire the basic knowledge and skills of their chosen degree programme. They do not specialise further. Basic modules are always compulsory modules.

If a degree programme accepts new students in every semester, basic modules are offered in every semester. If a degree programme only accepts new students once per year, basic modules are offered in that semester. (cf. "offered in")



## Research Methods in Management

### Module information

Contact: Prof. Dr. Müller

Semester of the programme	Duration (semesters)	Offered in	Time in class (hpw/h)	Revision (outside class) (h)	Workload (h)	Credit Points (CP)	Language of instruction	Module area
1st	1	summer <input type="checkbox"/> winter <input checked="" type="checkbox"/>	4/60	120	180	6	GER & EN	BM

### Intended learning outcomes

The students acquire methods and approaches from empirical social science and apply them. As part of their own research project, they familiarise themselves with the relevant project management methods and apply them. They are able to choose appropriate empirical methods for a given case and judge the meaningfulness of the results of their research.

### Contents

1. Philosophy of science and management research
2. Quantitative social research in management
3. Qualitative social research in management
4. Project management in management research
5. Academic research methods and tools in management research

### Teaching method

Lecture, tutorial with discussions, research projects

### Mode and type of assessment

Type of module	Type of assessment	Mode of assessment	Examination language
CM	Ex	OA: Projects   presentation & oral   written exams	GER & EN

### Admission requirements

None

### Reusability

None

### Recommended reading

A list of recommended reading will be provided at the beginning of the semester.

## Corporate Responsibility

### Module information

Contact: Prof. Dr. Klem

Semester of the programme	Duration (semesters)	Offered in	Time in class (hpw/h)	Revision (outside class) (h)	Workload (h)	Credit Points (CP)	Language of instruction	Module area
1	1	summer <input type="checkbox"/> winter <input checked="" type="checkbox"/>	4/60	120	180	6	GER   EN	BM

### Intended learning outcomes

After completing the module successfully, students are able to

- assess the reasons companies have to engage in Corporate Responsibility (CR) and risk-oriented management and analyse the challenges of a successful implementation
- compare different industry branches and the strategic approaches they take regarding CR and examine the different difficulties and challenges as well as probable solutions with the help of examples from practice
- analyse and interpret theoretical approaches to risk management, internal control, compliance management and quality assurance
- assess existing CR methods and tools as well as risk management, internal control, compliant management and/or quality assurance

### Contents

- Basics of Corporate Responsibility
- Sustainability in companies
- Corporate Social Responsibility (basics, motives, sectors, customer perspective)
- Principles and application of risk-oriented management
- Risk management models and systems, internal control
- Compliance management and quality management

### Teaching method

Combination of different methods (including lecture, tutorials as well as case studies and projects in group work).

### Mode and type of assessment

Type of module	Type of assessment	Mode of assessment	Examination language
CM	Ex	OA: Presentation in class & projects & case studies & term paper & written test	GER   EN

### Admission requirements

None

### Reusability

None

### Recommended reading

A list of recommended reading will be provided at the beginning of the semester.

## Major modules

Major modules offer students the chance to specialise on certain topics from their degree programme such as professional fields or industries. They can choose modules from a pre-defined catalogue. All major modules are binding elective modules. The major modules are offered from the 1st until the 3rd semester of the programme; they can usually be completed in reverse order. Each major is made up of modules adding up to 12 hours per week or 18 Credit Points per semester offered over a period of three semesters.

Currently the majors are (listed in alphabetical order):

1. Finance & Accounting (FA)
2. Sustainable & Digital Supply Chain Management (SDSCM)
3. Small and Medium Enterprises Management & Entrepreneurship (SME/E)
4. Business Informatics (BI)

## Major (FA)

Major modules Finance & Accounting (FA)								
1st semester	hpw	12	Bonds	4	Advanced Planning and Control	4	Business Valuation	4
	CP	18		6		6		6
2nd semester	hpw	12	Futures Market Products	4	Portfolio and Capital Market Theory and Risk Management	4	IFRS Fundamentals	4
	CP	15		6		6		6
3rd semester	hpw	12	Advanced IFRS	4	Monetary Markets	4	Business Audit	4
	CP	15		6		6		6

## FA: Bonds

### Module information

Contact: Prof. Dr. Ulrich Welland

Semester of the programme	Duration (semesters)	Offered in	Time in class (hpw/h)	Revision (outside class) (h)	Workload (h)	Credits (CP)	Language of instruction	Module area
1	1	summer <input type="checkbox"/> winter <input checked="" type="checkbox"/>	4/60	120	180	6	GER & EN	FA

### Intended learning outcomes

- Students are familiar with the basic fair value assessment methods for government and corporate bonds as well as different possible conditions (traditional fixed rate bonds, floaters, inflation-indexed bonds) and typical key figures for bonds (price value of a basis point, duration etc.).
- Students also are familiar with methods to determine the probability of default (e.g. Moody's KMV model, logit, probit, discriminant analysis). They are able to describe the methods, they know their derivation and they can apply them. Thus, students are enabled to assess and apply bonds either as an external financing tool in a corporate context or as an asset class.

### Contents

1. Government bonds
2. Corporate bonds
3. Structural and reduced form models to estimate default probabilities

### Teaching method

Lecturer: Lecture with sample calculations  
Students: Executive summary and discussion of the previous lecture at the start of each lecture

### Mode and type of assessment

Type of module	Type of assessment	Mode of assessment	Examination language
BEM	Ex	WE 120	GER & EN

### Admission requirements

None

### Reusability

None

### Recommended reading

A list of recommended reading will be provided at the beginning of the semester. Study materials used in this module (scripts, excel files and journal articles) are available on Stud.IP.

## FA: Advanced Planning and Control

### Module information

Contact: Prof. Dr. Thorsten Kümper

Semester of the programme	Duration (semesters)	Offered in	Time in class (hpw/h)	Revision (outside class) (h)	Workload (h)	Credit Points (CP)	Language of instruction	Module area
1	1	summer <input type="checkbox"/> winter <input checked="" type="checkbox"/>	4/60	120	180	6	EN	FA

### Intended learning outcomes

- Students understand management control as a control system for the planning, monitoring and management of a company
- They apply management control concepts and tools and assess them
- They develop their own control concept for a company using approaches from systems theory
- They create a simulation model and analyse and assess different scenarios
- They include complex interconnections between different aspects in their thought process
- They apply the scientific method of simulation in relation to practice
- They work on solutions in a team
- They present the results of their work in English

### Contents

1. Management control concepts and tools
2. System-analytic methods (system dynamics)
3. Simulation models

### Teaching method

Combination of different methods such as discussion in class, tutorial, projects in groups.

### Mode and type of assessment

Type of module	Type of assessment	Mode of assessment	Examination language
BEM	Ex	OA: Written test (120 minutes) & simulation project including a presentation	EN

### Admission requirements

None

### Reusability

None

### Recommended reading

A list of recommended reading will be provided at the beginning of the semester. Additional materials will be provided via Stud.IP.

## FA: Business Valuation

### Module information

Contact: Prof. Dr. Martin Klem

Semester of the programme	Duration (semesters)	Offered in	Time in class (hpw/h)	Revision (outside class) (h)	Workload (h)	Credit Points (CP)	Language of instruction	Module area
1	1	Winter <input checked="" type="checkbox"/>	4/60	120	180	6	GER   EN	FA

### Intended learning outcomes

After completing the module successfully, students are able to

- evaluate businesses without supervision using typical evaluation methods
- analyse and interpret different evaluation methods and their results
- develop a critical understanding regarding the strengths and weaknesses of different methods

### Contents

- Business simulation game business evaluation
- Reasons for and principles of the determination of business values
- Prognosis and capitalisation of future financial surpluses
- Simplified evaluation process (multiples, market values etc.)
- Limitations and problems of existing evaluation processes
- Further development of business evaluation through new approaches and processes
- Main features of rating

### Teaching method

Combination of different methods (including lecture, tutorials as well as case studies and projects in group work).

### Mode and type of assessment

Type of module	Type of assessment	Mode of assessment	Examination language
BEM	Ex	OA: Announced on the first day of lectures and classes	GER   EN

### Admission requirements

None

### Reusability

None

### Recommended reading

A list of recommended reading will be provided at the beginning of the semester.

## FA: Futures Market Products

### Module information Welland

Contact: Prof. Dr. Indra Erichsen, Prof. Dr. Ulrich

Semester of the programme	Duration (semesters)	Offered in	Time in class (hpw/h)	Revision (outside class) (h)	Workload (h)	Credit Points (CP)	Language of instruction	Module area
2nd	1	Summer <input checked="" type="checkbox"/>	4/60	120	180	6	GER & EN	FA

### Intended learning outcomes

Students are familiar with the most important fair value evaluation methods for common over-the-counter and exchange-traded futures market products. They are able to describe them, they know their derivation and they can apply them. Thus, students are enabled to develop solution concepts including derivatives in business-related risk situations and use derivatives as an asset class.

### Contents

1. Unconditional futures market products (forwards and futures)
2. Conditional futures market products (options, OTC and exchange-traded)

### Teaching method

Lecturer: Lecture with sample calculations  
Students: Executive summary and discussion of the previous lecture at the start of each lecture  
Option to conceptualise own certificates

### Mode and type of assessment

Type of module	Type of assessment	Mode of assessment	Examination language
BEM	Ex	WE 120	GER & EN

### Admission requirements

None

### Reusability

None

### Recommended reading

- A list of recommended reading will be provided at the beginning of the semester.
- Study materials used in this module (scripts, excel files, journal articles, information material Eurex) are available on Stud.IP.



## FA: Portfolio and Capital Market Theory and Risk Management

### Module information Welland

Contact: Prof. Dr. Indra Erichsen, Prof. Dr. Ulrich

Semester of the programme	Duration (semesters)	Offered in	Time in class (hpw/h)	Revision (outside class) (h)	Workload (h)	Credit Points (CP)	Language of instruction	Module area
2nd	1	summer <input checked="" type="checkbox"/> winter <input type="checkbox"/>	4/60	120	180	6	GER & EN	FA

### Intended learning outcomes

Students are familiar with the portfolio theory (microeconomic level) and its contribution to the capital market theory (macroeconomic level) and to risk management (variance-covariance matrix for value at risk calculations). They can describe the theories and their application and they know their derivation. Thus, students are enabled to develop integrated solution concepts in numerous business and fiscal situations.

### Contents

1. Portfolio theory (Markowitz model)
2. Capital market theory (CAPM)
3. Risk management (value at risk)

### Teaching method

Lecturer: Lecture with sample calculations  
Students: Executive summary and discussion of the previous lecture at the start of each lecture  
Option to conceptualise own model portfolio

### Mode and type of assessment

Type of module	Type of assessment	Mode of assessment	Examination language
BEM	Ex	WE 120	GER & EN

### Admission requirements

None

### Reusability

None

### Recommended reading

- A list of recommended reading will be provided at the beginning of the semester.
- Study materials used in this module (scripts, excel files, journal articles, technical documents (e.g. RiskGrades™)) are available on Stud.IP.

## FA: IFRS Fundamentals

### Module information

Contact: Prof. Dr. Martin Klem

Semester of the programme	Duration (semesters)	Offered in	Time in class (hpw/h)	Revision (outside class) (h)	Workload (h)	Credit Points (CP)	Language of instruction	Module area
2nd	1	Summer <input checked="" type="checkbox"/>	4/60	120	180	6	GER   EN	FA

### Intended learning outcomes

After completing the module successfully, students are able to

- analyse and interpret the financial reporting of common or typical business transactions in accordance with IFRS in regards to approach, evaluation and disclosure
- develop a basic understanding of reporting models in accordance with IFRS
- assess and judge the IFRS reporting model in comparison to that of the German Commercial Code

### Contents

The module's objective is to provide students with thorough basic knowledge of corporate financial reporting in accordance with IFRS compared to financial reporting in accordance with the German Commercial Code. This focus on IFRS standards is based on the fact that it is compulsory for listed parent companies in the EU to prepare their consolidated financial statements in accordance with IASB norms. Contents of the module are the principles of financial reporting, IFRS financial reporting models and instruments for financial reporting (balance sheet, statement of comprehensive income, notes, cash flow statement, segment reporting, statement of changes in equity as well as the result per share).

### Teaching method

Combination of different methods (including lecture, tutorials as well as case studies and projects in group work).

### Mode and type of assessment

Type of module	Type of assessment	Mode of assessment	Examination language
BEM	Ex	OA: Announced on the first day of lectures and classes	GER   EN

### Admission requirements

None, knowledge of accounting and advanced financial reporting (e.g. German Commercial Code) is recommended, however

### Reusability

None

### Recommended reading

A list of recommended reading will be provided at the beginning of the semester.

## FA: Advanced IFRS

### Module information

Contact: Prof. Dr. Lasse Tausch-Nebel

Semester of the programme	Duration (semesters)	Offered in	Time in class (hpw/h)	Revision (outside class) (h)	Workload (h)	Credit Points (CP)	Language of instruction	Module area
3rd	1	summer <input type="checkbox"/> winter <input checked="" type="checkbox"/>	4/60	120	180	6	GER   EN	FA

### Intended learning outcomes

After completing the module successfully, students are able to

- analyse and interpret the representation of complex business transactions in accordance with IFRS in regards to approach, evaluation and disclosure
- develop their own suggestion for how to represent them in financial reporting in accordance with IFRS
- assess and judge the alternative IFRS reporting models
- develop consistent accounting tools for a complete IFRS statement themselves (e.g. preparation of a cash flow statement based on the balance sheet and profit & loss)

### Contents

This module adds to and completes the knowledge acquired in the module "IFRS Fundamentals". Individual IFRS rules (IAS/IFRS, SIC/IFRIC) are looked at and/or discussed in greater details and applied in case studies.

### Teaching method

Combination of different methods (including lecture, tutorials as well as case studies and projects in group work).

### Mode and type of assessment

Type of module	Type of assessment	Mode of assessment	Examination language
BEM	Ex	OA: Announced on the first day of lectures and classes	GER   EN

### Admission requirements

None, students are advised to complete the module "IFRS Fundamentals" prior to taking this module, however

### Reusability

None

### Recommended reading

A list of recommended reading will be provided at the beginning of the semester.

## FA: Monetary Markets

### Module information

Contact: Prof. Dr. Susan Kurth

Semester of the programme	Duration (semesters)	Offered in	Time in class (hpw/h)	Revision (outside class) (h)	Workload (h)	Credits (CP)	Language of instruction	Module area
3rd	1	summer <input type="checkbox"/> winter <input checked="" type="checkbox"/>	4/60	120	180	6	GER	FA

### Intended learning outcomes

- Students analyse the development of interest rates for individual markets and make prognoses on these trends.
- They analyse the developments on the foreign exchange markets and evaluate the impact exchange rates have on other markets.
- They evaluate the effectiveness of monetary policy measures and strategies based on different macroeconomic paradigms.
- They discuss current questions from monetary policy and evaluate their impact on the financial markets.
- They critically question the underlying macroeconomic theories, monetary economics, transformation mechanisms and exchange rates theories in particular.
- They evaluate regulatory frameworks.

### Contents

1. Introduction: The financial system, What is money?, Why do we need financial institutions?
2. Money market, capital market, foreign exchange market, bank deposits market, bank credit market Definitions, differences, types of transactions
3. Monetary policy and theory
4. Monetary markets: Calculation and structure of interest
5. Correlations between monetary markets: interrelations between interest rates, dependency on the monetary market, international impact factors
6. exchange rates and monetary policy
7. Exchange rate theories
8. Transformation mechanisms of monetary policy
9. States as market actors
10. Regulation
11. The international financial system

### Teaching method

Lecture

### Mode and type of assessment

Type of module	Type of assessment	Mode of assessment	Examination language
BEM	Ex	OA: Announced on the first day of lectures and classes	GER

### Admission requirements

None

### Reusability

None

### **Recommended reading**

A list of recommended reading will be provided at the beginning of the semester.

## FA: Business Audit

### Module information

Contact: Prof. Dr. Martin Klem

Semester of the programme	Duration (semesters)	Offered in	Time in class (hpw/h)	Revision (outside class) (h)	Workload (h)	Credit Points (CP)	Language of instruction	Module area
3rd	1	Winter <input checked="" type="checkbox"/>	4/60	120	180	6	GER   EN	FA

### Intended learning outcomes

After completing the module successfully, students are able to

- develop a risk and process-oriented audit strategy for a given audit object and a resulting audit program
- analyse and interpret different audit activities and their results
- apply the methods of a system audit on their own
- assess the quality assurance approaches in the final audit
- critically assess the results and reporting of the final audit (including the audit report)

### Contents

- Basics of internal and external audits
- Risk-oriented audit approach including the preparation of the audit
- Audit process using the final audit as an example
- System, plausibility and case-by-case examination of selected audit fields
- Selected system audits from a corporate governance perspective
- Quality assurance in the final audit

### Teaching method

Combination of different methods (including lecture, tutorials as well as case studies and projects in group work).

### Mode and type of assessment

Type of module	Type of assessment	Mode of assessment	Examination language
BEM	Ex	OA: Announced on the first day of lectures and classes	GER   EN

\* Will be announced on the first day of lectures and classes

### Admission requirements

None

### Reusability

None

### Recommended reading

A list of recommended reading will be provided at the beginning of the semester.

## Major (SDSCM)

Major modules Sustainable & Digital Supply Chain Management (SDSCM)								
1st semester	hpw	12	Framework of SDSCM	4	Supply Chain Management Fundamentals	4	Simulation of Sustainability Effects	4
	CP	18		6		6		6
2nd semester	hpw	12	Modeling the Supply Chain	4	Green Supply Chain Management	4	Supply Chain Planning and Control	4
	CP	15		6		6		6
3rd semester	hpw	12	Advanced Planning in Supply Chain	4	Research and Transfer Project			8
	CP	15		6				12

**SDSCM: Legal Framework of SDSCM****Module information****Contact: Prof. Dr. Hasso Heybrock**

Semester of the programme	Duration (semesters)	Offered in	Time in class (hpw/h)	Revision (outside class) (h)	Workload (h)	Credit Points (CP)	Language of instruction	Module area
1	1	summer <input type="checkbox"/> winter <input checked="" type="checkbox"/>	4/60	120	180	6	GER	SDSCM

**Intended learning outcomes**

- Students analyse the tasks of SCM from different legal perspectives. Students research and describe legal correlations typically occurring in business transactions using scientific methods.
- They work in small groups to develop own approaches to solve legal problems in SCM they identified.

**Contents**

1. Overview of questions related to labour law
2. Overview of questions related to liability law
3. Overview of questions related to competition law
4. Overview of questions related to transport legislation
5. Overview of questions related to privacy law, incl. IT legislation

**Teaching method**

Seminar

**Mode and type of assessment**

Type of module	Type of assessment	Mode of assessment	Examination language
BEM	Ex	OA: Term paper & presentation	GER

**Admission requirements**

None

**Reusability**

None

**Recommended reading**

A list of recommended reading will be provided at the beginning of the semester.



## SDSCM: Supply Chain Management Fundamentals

### Module information

Contact: Prof. Dr. Marcus Brandenburg

Semester of the programme	Duration (semesters)	Offered in	Time in class (hpw/h)	Revision (outside class) (h)	Workload (h)	Credit Points (CP)	Language of instruction	Module area
1	1	summer <input type="checkbox"/> winter <input checked="" type="checkbox"/>	4/60	120	180	6	EN	SDSCM

### Intended learning outcomes

- Students are familiar with and use academic literature on supply chain management (SCM).
- The students are familiar with the essential terminology of SCM.
- They understand basic theories, concepts and methods of SCM.
- They apply methods and tools from SCM relevant both academically and in application.
- Students analyse complex contexts, interconnections, correlations and dynamics in supply chains and value networks.
- They prepare reports and papers on specific topics and case studies of SCM.
- They assess approaches for solutions to problems and challenges of SCM.

### Contents

1. Theory on operations & supply chain management
2. Supply chain planning
3. Supply chain strategy
4. Supply chain design & configuration
5. Supply chain processes
6. Supply management and purchasing
7. Supply chain performance and risk management
8. Digitalization in supply chains management

### Teaching method

Lecture (L) including case studies

### Mode and type of assessment

Type of module	Type of assessment	Mode of assessment	Examination language
BEM	Ex	OA: Presentation in class & term paper	EN

### Admission requirements

None

### Reusability

None

### Recommended reading

- selected academic papers on supply chain management
- a list of additional recommended reading will be provided at the beginning of the semester

## SDSCM: Simulation of Sustainability Effects

### Module information

Contact: Prof. Dr. Volker Looks

Semester of the programme	Duration (semesters)	Offered in	Time in class (hpw/h)	Revision (outside class) (h)	Workload (h)	Credits (CP)	Language of instruction	Module area
1	1	summer <input type="checkbox"/> winter <input checked="" type="checkbox"/>	4/60	120	180	6	EN	SDSCM

### Intended learning outcomes

- Students know different simulation methods and their application in different areas of the supply chain.
- They apply the simulation methods in a sensible manner to analyse the dynamic behaviour of supply chains and test possible improvements.
- They adjust simulation methods according to a given situation to meet the specific conditions at the time.
- Students analyse and interpret the results and effects of simulations and use these to assess the actual situation in the supply chain.

### Contents

1. Terminology, principles and definitions of simulation.
2. Overview of the most relevant simulation methods and their fields of application in SCM.
3. Simulation of economic, social and environmental aspects in the supply chain.
4. Application of the most relevant simulation models and derivation and testing of measures for improvement.
5. Assessment of the results and effects and extrapolation to real systems.

### Teaching method

Lecture including the application of the simulation methods. Project (in small groups) to apply a simulation method to a case from or related to practice.

### Mode and type of assessment

Type of module	Type of assessment	Mode of assessment	Examination language
BEM	Ex	OA: Written test & project	EN

### Admission requirements

None

### Reusability

None

### Recommended reading

A list of recommended reading will be provided at the beginning of the semester.

## SDSCM: Modelling the Supply Chain

### Module information

Contact: Prof. Dr. Marcus Brandenburg

Semester of the programme	Duration (semesters)	Offered in	Time in class (hpw/h)	Revision (outside class) (h)	Workload (h)	Credit Points (CP)	Language of instruction	Module area
2nd	1	summer <input checked="" type="checkbox"/> winter <input type="checkbox"/>	4/60	120	180	6	EN	SDSCM

### Intended learning outcomes

- Students are familiar with and use academic literature on model-based supply chain management (SCM).
- They understand the basics of model-based SCM.
- They apply mathematical planning and optimisation methods for SCM.
- They use quantitative methods to analyse processes and structures of supply chains.
- Students develop and extend mathematical models for SCM.
- They evaluate SCM optimisation problems regarding their complexity and possible solutions.
- They understand learning outcomes and competencies in the context of big data and digitalisation.

### Contents

1. Models and IT systems for supply chain management
2. Linear programming
3. Mixed integer programming (LP/MILP)
4. Little's law
5. Heuristics and metaheuristics
6. Forecasting models (tentative)

### Teaching method

Lecture (L) - depending on the feasibility this may include virtual or distance teaching

### Mode and type of assessment

Type of module	Type of assessment	Mode of assessment	Examination language
BEM	Ex	OA: Term paper & written test	EN

### Admission requirements

None

### Reusability

None

### Recommended reading

- Chhajed D, Lowe TJ (Eds.) (2008): Chhajed, D., & Lowe, T. J. (Eds.). (2008). Building Intuition – Insights from Basic Operations Management Models and Principles (Vol. 115). Springer Science & Business Media, New York.
- Hillier FS, Lieberman GJ (2010): Introduction to Operations Research, 9th ed., McGraw-Hill, Boston.
- Hopp WJ, Spearman ML (2008): Factory Physics. 3<sup>rd</sup> ed. Waveland Press, Long Grove.
- Shapiro JF (2007): Modeling the Supply Chain. Thomson Brooks/Cole, Duxbury.
- selected academic papers on supply chain management

- a list of additional recommended reading will be provided at the beginning of the semester

## SDSCM: Green Supply Chain Management

### Module information

Contact: Prof. Dr. Nelly Oelze

Semester of the programme	Duration (semesters)	Offered in	Time in class (hpw/h)	Revision (outside class) (h)	Workload (h)	Credit Points (CP)	Language of instruction	Module area
2nd	1	summer <input checked="" type="checkbox"/> winter <input type="checkbox"/>	4/60	120	180	6	EN	SDSCM

### Intended learning outcomes

- Students understand the basics of Green SCM and its function.
- They can name the reasons companies have to engage in Green SCM and analyse the challenges that arise with the successful implementation of environmental standards along the supply chain.
- They apply methods and tools relevant both academically and in application to evaluate GSCM.
- They are able to compare different industry branches and the strategic approaches they take regarding GSCM and examine the different difficulties and challenges as well as probable solutions in the field of GSCM with the help of examples from practice

### Contents

1. Introduction to green supply chain management
2. Function and objectives of green supply chain management
3. Environmental SCM standards and practices
4. Rationale and mechanisms of GSCM
5. Drivers, enablers and barriers for GSCM
6. Green supply chain management in different sectors

### Teaching method

Lecture (L) & seminar

### Mode and type of assessment

Type of module	Type of assessment	Mode of assessment	Examination language
BEM	Ex	OA: Presentation in class & term paper   written exam	EN

### Admission requirements

None

### Reusability

None

### Recommended reading

- selected academic papers on green supply chain management
- a list of additional recommended reading will be provided at the beginning of the semester

## SDSCM: Supply Chain Planning and Control

### Module information

Contact: Prof. Dr. Thorsten Kümper

Semester of the programme	Duration (semesters)	Offered in	Time in class (hpw/h)	Revision (outside class) (h)	Workload (h)	Credit Points (CP)	Language of instruction	Module area
2nd	1	summer <input checked="" type="checkbox"/> winter <input type="checkbox"/>	4/60	120	180	6	EN	SDSCM

### Intended learning outcomes

- Students understand supply chain control as a control system for the planning, monitoring and management of a company
- They apply concepts and tools from supply chain control and evaluate them
- They model a supply chain using approaches from systems theory
- They carry out model simulations and analyse and evaluate different supply chain measures
- They include complex interconnections between different aspects in their thought process
- They apply the scientific method of simulation in relation to practice
- They work on solutions in a team
- They present the results of their work in English

### Contents

1. Concepts and tools from supply chain control
2. System-analytic methods (system dynamics)
3. Simulation models (Vensim)

### Teaching method

Combination of different methods such as discussion in class, tutorial, projects in groups.

### Mode and type of assessment

Type of module	Type of assessment	Mode of assessment	Examination language
BEM	Ex	OA: Written test (120 minutes) & simulation project including a presentation	EN

### Admission requirements

None

### Reusability

None

### Recommended reading

- A list of recommended reading will be provided at the beginning of the semester.
- Additional materials will be provided via Stud.IP.

## SDSCM: Advanced Planning in Supply Chains

### Module information

Contact: Prof. Dr. Volker Looks

Semester of the programme	Duration (semesters)	Offered in	Time in class (hpw/h)	Revision (outside class) (h)	Workload (h)	Credit Points (CP)	Language of instruction	Module area
3rd	1	summer <input type="checkbox"/> winter <input checked="" type="checkbox"/>	4/60	120	180	6	EN	SDSCM

### Intended learning outcomes

- Students are familiar with and use academic literature on supply chain (SC) planning.
- Students understand fundamental concepts and methods of strategic, tactical and operative SC planning and are familiar with the design and application of advanced planning systems (APS).
- They apply academic methods as well as tools and IT systems from SC planning used in practice.
- Students analyse planning scenarios in supply chains and value networks.
- They create feasible plans in APS based on concrete data and planning scenarios.
- They assess planning scenarios in regards to their complexity, feasibility and the quality of their results.
- Students understand systems and processes of SC planning in the context of digitalisation.

### Contents

1. Hierarchical planning and the supply chain planning matrix
2. Demand planning
3. Master planning – supply network planning
4. Production planning & detailed scheduling
5. Global available-to-promise
6. Transportation planning/vehicle scheduling

### Teaching method

Lecture (L) including interactive exercises

### Mode and type of assessment

Type of module	Type of assessment	Mode of assessment	Examination language
BEM	Ex	OA: Presentation in class & term paper	EN

### Admission requirements

None

### Reusability

None

### Recommended reading

- Benton WC Jr. (2014): Supply Chain Focused Manufacturing Planning and Control. Cengage Learning, Stamford.
- Stadtler H, Fleischmann B, Grunow M, Meyr H, Sürie C (2011): Advanced planning in supply chains: Illustrating the concepts using an SAP® APO case study. Springer Science & Business Media, Heidelberg.
- Stadtler H, Kilger C (2008, eds.): Supply Chain Management and Advanced Planning – Concepts, Models, Software, and Case Studies, Springer, Heidelberg.

- Jacobs FR, Berry WL, Whybark DC, Vollmann TE (2011): Manufacturing Planning & Control for Supply Chain Management. 6<sup>th</sup> ed., McGraw-Hill International Edition, New York.
- Selected academic papers on SC planning and advanced planning systems
- A list of additional recommended reading will be provided at the beginning of the semester



## SDSCM: Research and Transfer Project

### Module information

Contact: Prof. Dr. Volker Looks

Semester of the programme	Duration (semesters)	Offered in	Time in class (hpw/h)	Revision (outside class) (h)	Workload (h)	Credit Points (CP)	Language of instruction	Module area
3rd	1	summer <input type="checkbox"/> winter <input checked="" type="checkbox"/>	8/120	240	360	12	EN	SDSCM

### Intended learning outcomes

The intended learning outcomes in a transfer project (industry project) are:

- Students acquire projects by reaching out to relevant companies and business and configure and agree on projects.
- They develop and design the projects and choose or combine relevant methods to carry out the projects.
- Students solve problems in a project by applying methods suitable to the situation at hand.
- They document the progress of the project and its results and communicate them to the stakeholders involved in an adequate manner.

The intended learning outcomes in a research project are:

- Students apply or combine research methods suitable to the research question at hand.
- They carry out research and document the results of this research in an academically sound manner.
- The students achieve results that are scientifically substantiated and document them in an academically sound manner.
- Students solve problems in the research project by applying methods suitable to the situation at hand.

### Contents

1. Transfer or research project
2. Preparatory classes on project and/or research methods.
3. Supervision and support throughout the project.

### Teaching method

Project work supported by preparatory classes and supervision.

### Mode and type of assessment

Type of module	Type of assessment	Mode of assessment	Examination language
BEM	Ex	OA: Project	EN

### Admission requirements

None

### Reusability

None

### Recommended reading

A list of recommended reading will be provided at the beginning of the semester.

## Major (SME/E)

Major modules Small and Medium Enterprises Management & Entrepreneurship (SME/E)								
1st semester	hpw	12	Basics of SME Management	4	Conflict Management	4	Entrepreneurship 1 and Ideation	4
	CP	18		6		6		6
2nd semester	hpw	12	Knowledge Management	4	Finance for Start-Ups	4	Entrepreneurship 2 Business Planning	4
	CP	15		6		6		6
3rd semester	hpw	12	Succession Management	4	Growth Management	4	Entrepreneurship 3 Starting Up	4
	CP	15		6		6		6

## SME/E: Basics of SME Management

### Module information

Contact: Prof. Dr. Susann Pochop

Semester of the programme	Duration (semesters)	Offered in	Time in class (hpw/h)	Revision (outside class) (h)	Workload (h)	Credit Points (CP)	Language of instruction	Module area
1	1	summer <input type="checkbox"/> winter <input checked="" type="checkbox"/>	4/60	120	180	6	GER	SME/E

### Intended learning outcomes

Students

- know the definition and characteristics of SME/family-run businesses and apply them
- compare the differences between SME/family-run businesses and large companies in different fields of business
- familiarise themselves with entrepreneurial questions and problems related to SME/family-run businesses and analyse them
- find solutions for problems in different decision-making situations in SME/family-run businesses
- are able to acquire knowledge on the multi faceted challenges for SME/family-run businesses on their own
- assess how appropriate given methods and concepts from business administration are for SME/family-run businesses

### Contents

1. Definition/characteristics of SME/family-run businesses
2. Structure and dynamics of SME/family-run businesses
3. Economic relevance of SME/family-run businesses
4. Aspects specific to SME/family-run businesses in business administration
5. Specific spheres of activity: business management, accounting, cooperation, internationalisation
6. SME policy

### Teaching method

Combination of different forms (incl. lectures on theory and practice, discussion, exercises, case studies, projects, group work, presentations, student presentation in class)

### Mode and type of assessment

Type of module	Type of assessment	Mode of assessment	Examination language
BEM	Ex	OA: Announced on the first day of lectures and classes	GER

### Admission requirements

None

### Reusability

None

### Recommended reading

A list of recommended reading will be provided at the beginning of the semester.

## SME/E: Conflict Management

### Module information

Contact: Prof. Dr. Hasso Heybrock

Semester of the programme	Duration (semesters)	Offered in	Time in class (hpw/h)	Revision (outside class) (h)	Workload (h)	Credits (CP)	Language of instruction	Module area
1	1	summer <input checked="" type="checkbox"/> winter <input checked="" type="checkbox"/>	4/60	120	180	6	GER	SME/E

### Intended learning outcomes

The students are introduced to the systematic requirements for contract design, understand how contracts are designed to prevent conflicts; they solve conflicts by designing contracts for specific business areas and phases of business development. They are able to assess the impact the solution of a conflict has on other business areas. They achieve this by analysing problems, by understanding complex correlations, debating and discussing critically. They are able to solve problems, work in teams and implement solutions and plans.

### Contents

1. Complying with legal regulations when founding a company
2. Designing the legal framework when founding a company
3. Complying with legal regulations when managing SME
4. Designing the legal framework when managing SME
5. Complying with legal regulations when winding up an SME
6. Designing the legal framework when winding up an SME

### Teaching method

Combination of different forms (incl. lectures on theory and practice, discussion, exercises, case studies, projects, group work, presentations, role play, student presentation in class, term paper)

### Mode and type of assessment

Type of module	Type of assessment	Mode of assessment	Examination language
BEM	Ex	OA: Announced on the first day of lectures and classes	GER

### Admission requirements

None

### Reusability

None

### Recommended reading

A list of recommended reading will be provided at the beginning of the semester.

## SME/E: Entrepreneurship I – Ideation

### Module information

Contact: Prof. Dr. Dirk Ludewig

Semester of the programme	Duration (semesters)	Offered in	Time in class (hpw/h)	Revision (outside class) (h)	Workload (h)	Credit Points (CP)	Language of instruction	Module area
1	1	Winter <input checked="" type="checkbox"/>	4/60	120	180	6	GER   EN	SME/E

### Intended learning outcomes

#### Intended learning outcomes

- Students know the most commonly applied methods and approaches start-ups use to generate, further develop and test new business ideas.
- They can describe them in a meaningful manner, apply them and assess how others apply them.

#### Skills and competencies

- Students are able to generate, further develop and test new business ideas.
- They are also able to assess the application of appropriate methods and implement them.

### Contents

- Introduction to entrepreneurship and the structure of the class
- Generating business ideas
- Developing business ideas further
- Testing business ideas
- Comprehensive approaches to generating, further developing and testing business ideas
- The entrepreneur & the entrepreneurial team – roles and requirements

### Teaching method

Combination of different forms (incl. lectures on theory and practice, discussion in class, exercises, case studies, presentations, student presentation in class, projects, group work)

### Mode and type of assessment

Type of module	Type of assessment	Mode of assessment	Examination language
BEM	Ex	OA: Announced on the first day of lectures and classes	GER   EN

### Admission requirements

None

### Reusability

None

### Recommended reading

A list of recommended reading will be provided at the beginning of the semester.

## SME/E: Knowledge Management

### Module information

Contact: Prof. Dr. Susann Pochop

Semester of the programme	Duration (semesters)	Offered in	Time in class (hpw/h)	Revision (outside class) (h)	Workload (h)	Credit Points (CP)	Language of instruction	Module area
2nd	1	summer <input checked="" type="checkbox"/> winter <input type="checkbox"/>	4/60	120	180	6	GER	SME/E

### Intended learning outcomes

- the students understand the relevance knowledge has for companies as an immaterial resource
- they assess typical applications of knowledge management
- they analyse and reflect the application of knowledge management methods and concepts in corporate practice
- they implement knowledge management methods and concepts (e.g. knowledge balance sheet) in corporate practice
- they find solutions for problems occurring in the context of implementing knowledge management methods and concepts in corporate practice

### Contents

1. Knowledge management methods and concepts
2. Knowledge management activities and projects
3. Knowledge management as an economic factor

### Teaching method

Combination of different forms (incl. lectures on theory and practice, discussion, exercises, case studies, projects, group work, presentations, student presentation in class)

### Mode and type of assessment

Type of module	Type of assessment	Mode of assessment	Examination language
BEM	Ex	OA: Announced on the first day of lectures and classes	GER

### Admission requirements

None

### Reusability

None

### Recommended reading

A list of recommended reading will be provided at the beginning of the semester.

## SME/E: Finance for Start-Ups

### Module information

Contact: Prof. Dr. Indra Erichsen

Semester of the programme	Duration (semesters)	Offered in	Time in class (hpw/h)	Revision (outside class) (h)	Workload (h)	Credit Points (CP)	Language of instruction	Module area
2nd	1	summer <input checked="" type="checkbox"/> winter <input type="checkbox"/>	4/60	120	180	6	GER   EN	SME/E

### Intended learning outcomes

- Students are familiar with the commonly used forms of financing for businesses, those for start-ups and small enterprises in particular. They can describe them in a meaningful manner and apply them.
- Students are able to carry out feasibility studies for the financing of businesses.
- They are also able to assess the application of financing tools and implement them.

### Contents

- Objectives of a company's finance policies and determining the capital requirements
- Raising of capital (own and borrowed capital)
- Specific forms of finance
- Capital budgeting
- Business evaluation

### Teaching method

Lecture

### Mode and type of assessment

Type of module	Type of assessment	Mode of assessment	Examination language
BEM	Ex	WE 120	GER   EN

### Admission requirements

None

### Reusability

None

### Recommended reading

A list of recommended reading will be provided at the beginning of the semester.

## SME/E: Entrepreneurship 2 – Business Planning

### Module information

Contact: Prof. Dr. Dirk Ludewig

Semester of the programme	Duration (semesters)	Offered in	Time in class (hpw/h)	Revision (outside class) (h)	Workload (h)	Credit Points (CP)	Language of instruction	Module area
2nd	1	summer <input checked="" type="checkbox"/> winter <input type="checkbox"/>	4/60	120	180	6	GER   EN	SME/E

### Intended learning outcomes

#### Intended learning outcomes

- Students know the most commonly applied methods and approaches start-ups use to generate, further develop and test new business models and plans.
- They can describe them in a meaningful manner, apply them and assess how others apply them.

#### Skills and competencies

- They are able to generate, further develop and test business models and plans.
- They are also able to assess the application of appropriate methods and implement them.

### Contents

- Business modelling – fundamentals
- Business modelling – tests and further development
- Business modelling/planning – a detailed view
- Business planning – business plan
- The entrepreneur & the entrepreneurial team – roles and requirements

### Teaching method

Combination of different forms (incl. lectures on theory and practice, discussion in class, exercises, case studies, presentations, student presentation in class, projects, group work)

### Mode and type of assessment

Type of module	Type of assessment	Mode of assessment	Examination language
BEM	Ex	OA: Announced on the first day of lectures and classes	GER   EN

### Admission requirements

No formal admission requirements/However, students are advised to complete the “Entrepreneurship I – Ideation” module before taking this module.

### Reusability

None

### Recommended reading

A list of recommended reading will be provided at the beginning of the semester.



## SME/E: Succession Management

### Module information

Contact: Prof. Dr. Susann Pochop

Semester of the programme	Duration (semesters)	Offered in	Time in class (hpw/h)	Revision (outside class) (h)	Workload (h)	Credit Points (CP)	Language of instruction	Module area
3rd	1	summer <input type="checkbox"/> winter <input checked="" type="checkbox"/>	4/60	120	180	6	GER	SME/E

### Intended learning outcomes

- students assess different kinds and types of succession in regard to their consequences
- they analyse success factors for succession
- they find solutions for decision-making problems arising in the context of succession
- they understand that the different options in the context of succession pose interdisciplinary challenges
- they question assessment concepts based on how suitable they are for determining corporate assets as part of the succession process
- they determine the assets for companies before a handover

### Contents

1. Design of succession processes
2. Succession concepts/options
3. Success factors for succession
4. Legal and tax aspects
5. Business valuation

### Teaching method

-

### Mode and type of assessment

Type of module	Type of assessment	Mode of assessment	Examination language
BEM	Ex	OA: Announced on the first day of lectures and classes	GER

### Admission requirements

None

### Reusability

None

### Recommended reading

A list of recommended reading will be provided at the beginning of the semester.

## SME/E: Growth Management

### Module information

Contact: Prof. Dr. Müller

Semester of the programme	Duration (semesters)	Offered in	Time in class (hpw/h)	Revision (outside class) (h)	Workload (h)	Credit Points (CP)	Language of instruction	Module area
3rd	1	summer <input type="checkbox"/> winter <input checked="" type="checkbox"/>	4/60	120	180	6	GER   EN	SME/E

### Intended learning outcomes

- Students analyse the structures and processes of growth management and understand the requirements arising from them for management and organisation.
- They can assess growth situations in corporate contexts and familiarise themselves with methods and processes to solve these situations.

### Contents

1. Growth and growth strategies
2. Roles and functions of entrepreneurs and top management teams in the growth process
3. The organisation of growth
4. Innovation and growth
5. Controlling growth processes
6. Financing growth
7. Marketing and sales for growth

### Teaching method

Combination of online teaching and classes on campus in a blended learning approach combining different forms of teaching in the classes on campus (incl. lectures on theory and practice, discussion, exercises, case studies, projects, group work, presentations, role play, student presentation in class)

### Mode and type of assessment

Type of module	Type of assessment	Mode of assessment	Examination language
BEM	Ex	OA: Announced on the first day of lectures and classes	GER   EN

### Admission requirements

None

### Reusability

None

### Recommended reading

A list of recommended reading will be provided at the beginning of the semester.

## SME/E: Entrepreneurship 3 – Starting up

### Module information

Contact: Prof. Dr. Dirk Ludewig

Semester of the programme	Duration (semesters)	Offered in	Time in class (hpw/h)	Revision (outside class) (h)	Workload (h)	Credit Points (CP)	Language of instruction	Module area
3rd	1	summer <input type="checkbox"/> winter <input checked="" type="checkbox"/>	4/60	120	180	6	GER   EN	SME/E

### Intended learning outcomes

#### Intended learning outcome

- Students know the most commonly applied methods and approaches start-ups use in the phase of actually starting a business and establishing themselves up until the growth of new companies.
- They can describe them in a meaningful manner, apply them and assess how others apply them.

#### Skills and competencies

- Students are able to start a business, establish a start-up and further develop new companies to grow.
- They are also able to assess the application of appropriate methods and implement them.

### Contents

- Foundation of a company
- Early feedback and development processes on the market
- Establishing start-ups
- Developing new companies to grow
- The entrepreneur & the entrepreneurial team – roles and requirements

### Teaching method

Combination of different forms (incl. lectures on theory and practice, discussion in class, exercises, case studies, presentations, student presentation in class, projects, group work)

### Mode and type of assessment

Type of module	Type of assessment	Mode of assessment	Examination language
BEM	Ex	OA: Announced on the first day of lectures and classes	GER   EN

### Admission requirements

No formal admission requirements/However, students are advised to complete the “Entrepreneurship I – Ideation” and “Entrepreneurship II – Business Planning” modules before taking this module.

### Reusability

None

### Recommended reading

A list of recommended reading will be provided at the beginning of the semester.

## Major (BI)

Major modules Business Informatics (BI)								
1st semester	hpw	12	Data Driven Business	4	Digital Innovation and Business Models	4	Intelligent Systems	4
	CP	18		6		6		6
2nd semester	hpw	12	Software Architecture	4	IT Infrastructure	4	Digital User Experience	4
	CP	15		6		6		6
3rd semester	hpw	12	Continuous Software Engineering	4	Digital Strategies and Leadership	4	Enterprise Architecture	4
	CP	15		6		6		6

## BI: Data-Driven Business

### Module information

Contact: Prof. Dr. Jan Gerken

Semester of the programme	Duration (semesters)	Offered in	Time in class (hpw/h)	Revision (outside class) (h)	Workload (h)	Credit Points (CP)	Language of instruction	Module area
1	1	summer <input type="checkbox"/> winter <input checked="" type="checkbox"/>	4/60	120	180	6	GER	BI

### Intended learning outcomes

- The students analyse typical problems a data scientist faces and define analysis objectives.
- They develop analysis processes from identifying the problem to presenting the results.
- They identify suitable sources for information and prepare them for further steps in the analysis.
- They choose text and data mining methods, implement and apply them.
- They interpret the analysis results and evaluate them in regards to the question at hand.
- They reflect in how far their analysis process is reusable and scalable.

### Contents

1. Compilation and processing of data
2. Explorative and descriptive data analysis
3. Text and data mining
4. Visualising information and presenting results
5. Data science tools (e.g. Rapidminer, Jupyter Notebooks, Python and/or Gephi)

### Teaching method

Project

### Mode and type of assessment

Type of module	Type of assessment	Mode of assessment	Examination language
BEM	Ex	OA: Project report & presentation	GER

### Admission requirements

None

### Reusability

None

### Recommended reading

- Grus, J. (2016). Einführung in Data Science. Grundprinzipien der Datenanalyse mit Python. Heidelberg: O'Reilly.
- McKinney, W. (2015). Datenanalyse mit Python. Auswertung von Daten mit Pandas, Numpy und IPython. Heidelberg: dpunkt.verlag.
- Vanderplas, J. T. (2016). Python Data Science Handbook : Essential Tools for Working with Data. Sebastopol: O'Reilly Media.
- A list of recommended reading will be provided at the beginning of the semester.

## BI: Digital Innovation and Business Models

### Module information

Contact: Prof. Dr. Andreas Rusnjak

Semester of the programme	Duration (semesters)	Offered in	Time in class (hpw/h)	Revision (outside class) (h)	Workload (h)	Credit Points (CP)	Language of instruction	Module area
1	1	summer <input type="checkbox"/> winter <input checked="" type="checkbox"/>	4/60	120	180	6	GER	BI

### Intended learning outcomes

- Students analyse the impact trends and digital technologies have on a business' competitiveness. They examine relevant mega and micro trends and technologies and evaluate how relevant they are. They develop possible strategies for innovation following a structured process and analyse business model patterns across sector borders. They apply methods and tools for the generic description of business models and thereby create possible new business models while also assessing their potential for success.
- Students form teams to work on case studies or concrete business problems and continuously present their key results in accordance with the contents of the module. Students improve their ability to visualise and conceptualise relevant entrepreneurial approaches by developing alternative and additional ideas and solutions.
- By working in teams students further develop their ability to become part of a group, express their opinion and debate it. They also learn how to handle increasingly complex problems and challenges in a team and how to improve the way teams work together in order to efficiently achieve a set goal. Students are enabled to reflect on and improve their own role and their strengths in the context of teamwork by applying and improving strategies to solve conflict situations.
- Working on case studies as individual projects allows the students to further develop their ability to reflect their own actions and identify their strengths and weaknesses as well as to identify or develop a possible leadership potential. They know how to best apply their skills and resources and how to further develop them and they continuously work on reducing or even overcoming their weaknesses. By defining milestones and reporting deadlines on their own, the students are prompted to organise themselves and work efficiently. They also strengthen their ability to document knowledge and results and to present it to specific target groups in a precise manner.

### Contents

1. In-depth look at the digital economy
2. Digital transformation: important trends and technologies
3. Strategic innovation management
4. Business model patterns
5. Business Model Innovation

### Teaching method

Lecture with seminar character including project work using case studies and examples as well as discussion in class, presentations and subject-related discussions.

**Mode and type of assessment**

Type of module	Type of assessment	Mode of assessment	Examination language
BEM	Ex	OA: Group project & presentation & project report	GER

**Admission requirements**

None

**Reusability**

None

**Recommended reading**

A list of recommended reading will be provided at the beginning of the semester.

## BI: Intelligent Systems

### Module information

Contact: Prof. Dr. Jan Gerken

Semester of the programme	Duration (semesters)	Offered in	Time in class (hpw/h)	Revision (outside class) (h)	Workload (h)	Credits (CP)	Language of instruction	Module area
1	1	summer <input type="checkbox"/> winter <input checked="" type="checkbox"/>	4/60	120	180	6	GER & EN	BI

### Intended learning outcomes

- L1: Students create and modify machine learning systems to solve different learning problems.
- L2: They set up and carry out experiments to compare and evaluate learning systems.
- L3: They reflect the processes used to create learning systems critically.

### Contents

1. Repetition of maths basics (linear algebra, linear regression - one and more variables, logistic regression)
2. Processes for the development of learning systems (planning, design, implementation and testing)
3. Types of learning systems (supervised, unsupervised, classification)
4. Evaluation of learning systems

### Teaching method

Workshops, project including stand-up meetings and reports.

### Mode and type of assessment

Type of module	Type of assessment	Mode of assessment	Examination language
BEM	Ex	OA: Project reports & presentation	GER

### Admission requirements

None

### Reusability

None

### Recommended reading

- Peter Flach. Machine Learning: The Art and Science of Algorithms that Make Sense of Data, Cambridge University Press, 2012
- Japkowicz N., Shah M., Evaluating Learning Algorithms: A Classification Perspective, Cambridge University Press, 2011
- A list of recommended reading will be provided at the beginning of the semester.



## BI: Software Architecture

### Module information

Contact: Prof. Dr. Kai Petersen

Semester of the programme	Duration (semesters)	Offered in	Time in class (hpw/h)	Revision (outside class) (h)	Workload (h)	Credit Points (CP)	Language of instruction	Module area
2nd	1	summer <input checked="" type="checkbox"/> winter <input type="checkbox"/>	4/60	120	180	6	GER & EN	BI

### Intended learning outcomes

- L1: Students compare and assess different models of architecture, styles and patterns.
- L2: They develop a software architecture based on functional and quality requirements.
- L3: They analyse and evaluate the developed architecture in regards to how it meets the requirements.
- L4: They reflect on their process of developing and evaluating the architecture.

### Contents

1. Introduction and repetition (requirements, design, testing)
2. Quality requirements for software
3. Strategies and ways to meet quality requirements on the level of architecture
4. Architecture models, styles and patterns (e.g. P2P, layer architecture, service-oriented architectures, micro services)
5. Architecture in a context (interconnection of organisational structures in software development and life cycle models)
6. Documentation of software architectures
7. Evaluation of software architectures (e.g. scenario-based evaluation)

### Teaching method

Workshops, project including stand-up meetings and reports.

### Mode and type of assessment

Type of module	Type of assessment	Mode of assessment	Examination language
BEM	Ex	OA: Project report & presentation	GER

### Admission requirements

None

### Reusability

None

### Recommended reading

- Cervantes, H., Kazman, R., – Designing Software Architectures: A Practical Approach, Addison Wesley, SEI Series in Software Engineering, 2016
- Kazman, R., Abowd, G., Bass, L., & Clements, P. (1996). Scenario-based analysis of software architecture. *IEEE software*, 13(6), 47-55.
- Johan F. Hoorn, Rik Farenhorst, Patricia Lago, Hans van Vliet: The Lonesome architect. *Journal of Systems and Software* 84(9): 1424-1435 (2011)
- Additional details on recommended reading will be provided throughout the semester.

## BI: IT Infrastructure

### Module information

Contact: Prof. Dr. Ralf Lübben

Semester of the programme	Duration (semesters)	Offered in	Time in class (hpw/h)	Revision (outside class) (h)	Workload (h)	Credit Points (CP)	Language of instruction	Module area
2nd	1	summer <input checked="" type="checkbox"/> winter <input type="checkbox"/>	4/60	120	180	6	GER	BI

### Intended learning outcomes

- Students know the basics of cloud computing and hardware and software.
- They use case studies to develop IT infrastructure concepts and implement them.
- They design security concepts for various threat scenarios.

### Contents

1. IT infrastructure with a focus on cloud computing
2. Security basics (cryptography methods, hash functions, key management, authentication)
3. Risk analysis and management, security models
4. Compliance (legal and corporate regulations)

### Teaching method

Workshops, project including stand-up meetings and reports

### Mode and type of assessment

Type of module	Type of assessment	Mode of assessment	Examination language
BEM	Ex	OA: Project report & Lab	GER

### Admission requirements

None

### Reusability

None

### Recommended reading

A list of recommended reading will be provided at the beginning of the semester.

## BI: Digital User Experience

### Module information

Contact: Prof. Dr. Kai Petersen

Semester of the programme	Duration (semesters)	Offered in	Time in class (hpw/h)	Revision (outside class) (h)	Workload (h)	Credit Points (CP)	Language of instruction	Module area
2nd	1	summer <input checked="" type="checkbox"/> winter <input type="checkbox"/>	4/60	120	180	6	GER	BI

### Intended learning outcomes

- The students define usability requirements.
- They discuss and compare usability patterns and anti patterns
- They design user interfaces.
- They design usability tests and carry them out.
- They develop usability test strategies.
- They assess the usability of software.

### Contents

1. Theories and terminology (ISO norm, impact factors and objectives)
2. Usability in the process of software development
3. Tests to evaluate usability
4. Usability tests
5. Metrics and guidelines
6. Usability as part of the bigger picture (desktop, web, mobile)

### Teaching method

Laboratory, project including the definition of usability requirements, experiments, tests and evaluation.

### Mode and type of assessment

Type of module	Type of assessment	Mode of assessment	Examination language
BEM	Ex	OA: Project	GER

### Admission requirements

None

### Reusability

None

### Recommended reading

A list of recommended reading will be provided at the beginning of the semester.

## BI: Continuous Software Engineering

### Module information

Contact: Prof. Dr. Sönke Cordts

Semester of the programme	Duration (semesters)	Offered in	Time in class (hpw/h)	Revision (outside class) (h)	Workload (h)	Credit Points (CP)	Language of instruction	Module area
3rd	1	summer <input type="checkbox"/> winter <input checked="" type="checkbox"/>	4/60	120	180	6	GER & EN	BI

### Intended learning outcomes

- L1: Students discuss alternative methods and processes for continuous software engineering (CSE)
- L2: They develop a software based on a CSE development process they drew up themselves
- L3: They reflect on the development process (L2) and evaluate it

### Contents

The following topics are part of the Continuous Software Engineering module:

1. Continuous and market-driven requirements engineering
2. Development methods and processes in CSE
3. The human factor and organisational aspects (e.g. communication)
4. Continuous integration
5. Continuous testing of systems, integration and acceptance
6. Continuous distribution of software

### Teaching method

Workshops, discussions, project including stand-up meetings and reports

### Mode and type of assessment

Type of module	Type of assessment	Mode of assessment	Examination language
BEM	Ex	OA: Discussion & project & developed software	GER

### Admission requirements

None

### Reusability

None

### Recommended reading

- Jan Bosch: Speed, Data and Ecosystems: Excelling in a Software-Driven World, Chapman & Hall Innovations in Software Engineering and Software Development Series
- Mika V. Mäntylä, Bram Adams, Foutse Khomh, Emelie Engström, Kai Petersen: On rapid releases and software testing: a case study and a semi-systematic literature review. Empirical Software Engineering 20(5): 1384-1425 (2015)
- Kai Petersen, Mahvish Khurum, Lefteris Angelis: Reasons for bottlenecks in very large-scale system of systems development. Information & Software Technology 56(10):1403-1420 (2014)
- Eero I. Laukkanen, Juha Itkonen, Casper Lassenius: Problems, causes and solutions when adopting continuous delivery - A systematic literature review. Information & Software Technology 82: 55-79 (2017)

## BI: Digital Strategies & Leadership

### Module information

Contact: Prof. Dr. Andreas Rusnjak

Semester of the programme	Duration (semesters)	Offered in	Time in class (hpw/h)	Revision (outside class) (h)	Workload (h)	Credit Points (CP)	Language of instruction	Module area
3rd	1	summer <input type="checkbox"/> winter <input checked="" type="checkbox"/>	4/60	120	180	6	GER	BI

### Intended learning outcomes

- Students understand the most relevant theories and developments as well as results from current research on specific topics from the fields specified below. In view to increase the competitiveness of a business they analyse and evaluate their findings and they develop their own innovative and future-oriented approaches for solutions. They develop strategic courses for action, evaluate critical success factors and assess the results of their work in regards to their valuable feasibility.
- The students research academic literature and current papers in journals on their own and in teams and assess these in view to the possible application. Students form teams to work on case studies or concrete business problems and continuously present their key results in accordance with the contents of the module. Students improve their ability to visualise and conceptualise relevant entrepreneurial approaches by developing alternative and additional ideas and solutions.
- By working in teams students further develop their ability to become part of a group, express their opinion and debate it. They also learn how to handle increasingly complex problems and challenges in a team and how to improve the way teams work together in order to efficiently achieve a set goal. Students are enabled to reflect on and improve their own role and their strengths in the context of teamwork by applying and improving strategies to solve conflict situations.
- Working on case studies as individual projects allows the students to further develop their ability to reflect their own actions and identify their strengths and weaknesses as well as to identify or develop a possible leadership potential. They know how to best apply their skills and resources and how to further develop them and they continuously work on reducing or even overcoming their weaknesses. By defining milestones and reporting deadlines on their own, the students are prompted to organise themselves and work efficiently. They also strengthen their ability to document knowledge and results and to present it to specific target groups in a precise manner.

### Contents

1. Status quo of the digital transformation
2. Analysis and assessment of strategic positions
3. Development of strategic courses of action
4. Success factors & road mapping
5. Leadership in the 21st century

### Teaching method

Lecture with seminar character including project work using case studies and examples as well as discussion in class, presentations and subject-related discussions.

**Mode and type of assessment**

Type of module	Type of assessment	Mode of assessment	Examination language
BEM	Ex	OA: Group project & presentation & project report	GER

**Admission requirements**

None

**Reusability**

None

**Recommended reading**

A list of recommended reading will be provided at the beginning of the semester.

## BI: Enterprise Architecture

### Module information

Contact: Prof. Dr. Till Albert

Semester of the programme	Duration (semesters)	Offered in	Time in class (hpw/h)	Revision (outside class) (h)	Workload (h)	Credits (CP)	Language of instruction	Module area
3rd	1	summer <input type="checkbox"/> winter <input checked="" type="checkbox"/>	4/60	120	180	6	GER	BI

### Intended learning outcomes

- The students understand the complexity of IT and are able to ensure flexible corporate IT as they are able to plan strategic use of IT applications.
- They avoid unnecessary costs and improve the rating of IT investments.
- They ensure that the IT infrastructure matches the business objectives.
- They thereby reduce the costs in case mergers, takeovers and re-organisation of businesses and increase the value of the corporate architecture.

### Contents

1. Business architecture (re-organisation of companies, strategic role of IT, ethical social and political aspects of IT)
2. Information and data architecture (decision-making support, data analytics, knowledge management)
3. Application architecture (internal and external business process integration, mobile and digital processes)
4. Technology architecture (innovation management, technology management)

### Teaching method

Seminar

### Mode and type of assessment

Type of module	Type of assessment	Mode of assessment	Examination language
BEM	Ex	OA: Seminar report and presentation	GER

### Admission requirements

None

### Reusability

None

### Recommended reading

A list of recommended reading will be provided at the beginning of the semester.

## Minor Modules

Minor modules allow students to specialise in their chosen programme. All basic modules are Binding Elective Modules.

If a degree programme accepts new students in every semester, minor modules are offered in every semester. If a degree programme only accepts new students once per year, minor modules are offered in that semester. (cf. "offered in")



## Labour Economics

### Module information

Contact: Prof. Dr. Thomas Bartscher

Semester of the programme	Duration (semesters)	Offered in	Time in class (hpw/h)	Revision (outside class) (h)	Workload (h)	Credit Points (CP)	Language of instruction	Module area
2nd & 3rd	2	summer <input checked="" type="checkbox"/> winter <input checked="" type="checkbox"/>	8/120	240	360	12	GER	Minor

### Intended learning outcomes

- Students identify crucial economic, social and (legal) political factors. It is crucial to combine theoretical and empirical analyses in order to understand what is happening concerning the labour market. Furthermore, students need to have knowledge on the institutional regulatory framework of the labour market and the alternative courses in economy and policy of action resulting from it.
- Student successfully solve project-related tasks. They pay attention to challenges resulting from group dynamics when doing so. They actively identify group processes and manage them. They choose approaches adequate to given topics when in contact with stakeholders and they use different methods from empirical social research.
- Students analyse and categorise labour markets and industry sectors in different groups of countries with a special focus on Europe. They differentiate between different target groups' requirements, successfully apply economic methods and develop skill-based competency profiles for different fields.
  - They transfer their knowledge in projects on markets and industry sectors.
- They work on concrete, current research questions with a relevance to practice. They prepare and hold meetings and exchange platforms.

### Contents

#### Summer semester: Labour economics I

1. The labour market as part of economy as a whole
2. Structure and dynamics of the labour market
3. Wage policy and tariff schemes

#### Winter semester: Labour economics II

4. Labour market and vocational training research
5. Education systems and structures to develop skills and competencies
6. Work-life-learning integration

### Teaching method

for 1: Lecture including exercises, some of it as online teaching

for 2: Workshop

for 3: Individual work on case studies, field trips possible

for 4: Project: In this part students will carry out a market analysis for markets and industry sectors defined at the beginning of the module. Students analyse the size of a market, its dynamics, structure, characteristics and the position selected skill and competencies cluster take in this market.

### Mode and type of assessment

Type of module	Type of assessment	Mode of assessment	Examination language

BEM	Ex	OA: Term papers and project reports	GER
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### Admission requirements

Labour economics I for Labour economics II

### Recommended reading

Bartscher, T., Nissen, R.: Personalmanagement, 2nd ed., Munich 2017

Franz, W.: Arbeitsmarktökonomik, Berlin/Heidelberg 2013

Wagner, A.: Arbeitsmarktökonomik. Ein Leitfaden für Führungsleute und Mitarbeiter, Marburg 2015

A list of recommended reading will be provided at the beginning of the semester.

## Management and Change

### Module information

Contact: Prof. Dr. Kirsten Rohrlack

Semester of the programme	Duration (semesters)	Offered in	Time in class (hpw/h)	Revision (outside class) (h)	Workload (h)	Credit Points (CP)	Language of instruction	Module area
2nd & 3rd	2	summer <input checked="" type="checkbox"/> winter <input checked="" type="checkbox"/>	8/120	240	360	12	GER	Minor

### Intended learning outcomes

#### Summer semester: Management and Change I

- The students can evaluate different opportunities they have as entrepreneurs or managers in regards to their impact and effectiveness. This enables them to identify and apply appropriate courses of action for their business, the interaction with employees and themselves.
- The students develop skills that enable them to meet challenges in their private life as well as on a professional level as entrepreneurs or managers. They learn to find healthy and good ways of treating themselves, their family, employees and the business.
- They develop strategies to handle change and are able to initiate and accompany change processes for themselves, employees and the business.

#### Winter semester: Management and Change II

- The students are able to evaluate methods and tools for change management in regards to their impact and effectiveness in different entrepreneurial contexts.
- They critically compare change activities and suggest well-founded solutions for how CM measures can be designed and implemented (more) successfully and sustainably.
- They develop skills and competencies specific to the subject, on methods as well as on a social and personal level to accompany and support organisations and people in strategic and operative change projects.

### Contents

#### Summer semester: Management and Change I

1. Basics
2. Organisation: Definition, objectives, purpose, relevance, roles, tasks, functions, interfaces, different types of enterprises (SME, family-run), life phase models, organisation theories and models
3. Personnel and self-management: reflecting on the role as entrepreneur and/or manager: terminology, systems, objects, methods and instruments, theoretical basis
4. Opportunities to act and develop the role as entrepreneur and/or manager in the 5 steps-model:
  - 1st step: Skills and competencies related to tasks and results
  - 2nd step: Skills and competencies related to relationships and communication
  - 3rd step: Skills and competencies related to resilience and norms
  - 4th step: Skills and competencies related to change
  - 5th step: Skills and competencies related to evolutionary processes

#### Winter semester: Management and Change II

1. Basics
  - Organisation: Definition, objectives, purpose, relevance, roles, tasks, functions, interfaces, different types of enterprises (SME, family-run), life phase models, organisation theories and models
  - Personnel and self-management: reflecting on the role as entrepreneur and/or manager: terminology, systems, objects, methods and instruments, theoretical basis
2. Change management in organisations
  - Change management: Definition, strategic and operative change management (entrepreneurial context: objectives, reasons, cause, relevance), change models

- Change management processes: Approaches and opportunities oriented towards problems and focused on solutions, methods and tools
- Success factors for lasting change: Behavioural and psychological basics (own attitude, view of other people, mindset, motivation), leadership and moderation, integrated process and project management, integrated communication and interaction, inclusion, time, space, purpose, success experiences, conflict management, evaluation (learning from experience)

### Teaching method

Seminar/workshop with a combination of discussions in class, exercises, short presentations in class, project/group/individual work etc.

### Mode and type of assessment

Type of module	Type of assessment	Mode of assessment	Examination language
BEM	Ex	OA: Announced on the first day of lectures and classes	GER

### Admission requirements

Management and Change I for Management and Change II

### Recommended reading

A list of recommended reading will be provided at the beginning of the semester.

## Customer Relationship Management

### Module information

Contact: Prof. Dr. Werner Schurawitzki

Semester of the programme	Duration (semesters)	Offered in	Time in class (hpw/h)	Revision (outside class) (h)	Workload (h)	Credit Points (CP)	Language of instruction	Module area
2	1	summer <input checked="" type="checkbox"/> winter <input type="checkbox"/>	4/60	120	180	6	GER	Minor

### Intended learning outcomes

- Based on the definition of complexity in sociology and the methods to reduce complexity from systems theory, students understand how to deal with unstructured problem situations in companies and are introduced to the opportunities systems and interaction theory offer to handle these problems.
- Students acquire more in-depths knowledge of business administration, they also nurture their interest in and ability to think logically and rationally and their interest in communication models for groups and individuals.

### Contents

In this module students learn how customer requirements can form the basis for sales-driven management decisions, how these requirements change and how they can and must be fulfilled to create voluntary customer loyalty as the basis for the long-term success of a company on the market.

### Teaching method

Lecture, seminar and case studies

### Mode and type of assessment

Type of module	Type of assessment	Mode of assessment	Examination language
BEM	Ex	WE 90	GER

### Admission requirements

None

### Reusability

All modules dealing with customer behaviour.

### Recommended reading

A list of recommended reading will be provided at the beginning of the semester.

## Supplier Relationship Management

### Module information

Contact: Prof. Dr. Werner Schurawitzki

Semester of the programme	Duration (semesters)	Offered in	Time in class (hpw/h)	Revision (outside class) (h)	Workload (h)	Credit Points (CP)	Language of instruction	Module area
3rd	1	summer <input type="checkbox"/> winter <input checked="" type="checkbox"/>	2/60	120	180	6	GER	Minor

### Intended learning outcomes

Students apply the opportunities systems and interaction theory offer to deal with unstructured problem situations in companies. They do so based on the definition of complexity in sociology and the methods to reduce complexity from systems theory.

### Contents

Students include customer wishes on specific products a company offers in its production processes and in the production processes of suppliers so that an industry 4.0 based on digitalisation can be created. Thus, the production can be specific and individualised in the sense of a "string of pearls" production process.

### Teaching method

Lecture, seminar and case studies

### Mode and type of assessment

Type of module	Type of assessment	Mode of assessment	Examination language
BEM	Ex	WE 90	GER

### Admission requirements

Customer Relationship Management

### Reusability

All modules dealing with customer behaviour.

### Recommended reading

A list of recommended reading will be provided at the beginning of the semester.

## International Management

### Module information

Contact: Prof. Dr. Werner Schurawitzki

Semester of the programme	Duration (semesters)	Offered in	Time in class (hpw/h)	Revision (outside class) (h)	Workload (h)	Credit Points (CP)	Language of instruction	Module area
2	1	summer <input checked="" type="checkbox"/> winter <input type="checkbox"/>	4/60	120	180	6	GER & EN	Minor

### Intended learning outcomes

- Students apply the skills and knowledge they acquired in the module “Intercultural Communication” to current examples and assess how meaningful and useful the different approaches are.
- They analyse the chances of success for the strategies chosen by various international corporations and evaluate them.
- They develop viable models for sustainable management.

In the course of this module students will familiarise themselves with the fundamental economic framework conditions for the internationalisation of business activities. In a broader sense, they also acquire the knowledge of instruments and communication skills required for successful management and the communication between different cultural spheres.

### Contents

This module deals with the fundamentals of business management and control across national borders which continues to gain more importance. Specifics of management instruments and selected business functions are dealt with. The students are confronted with culturally bound concepts of behavioural control.

### Teaching method

Lecture, seminar and case studies

### Mode and type of assessment

Type of module	Type of assessment	Mode of assessment	Examination language
BEM	Ex	WE 90	GER & EN

### Admission requirements

None

### Reusability

All modules dealing with international customer behaviour.

### Recommended reading

A list of recommended reading will be provided at the beginning of the semester.

## Intercultural Communication

### Module information

Contact: Prof. Dr. Werner Schurawitzki

Semester of the programme	Duration (semesters)	Offered in	Time in class (hpw/h)	Revision (outside class) (h)	Workload (h)	Credit Points (CP)	Language of instruction	Module area
3rd	1	summer <input type="checkbox"/> winter <input checked="" type="checkbox"/>	4/60	120	180	6	GER & EN	Minor

### Intended learning outcomes

- Students try out different methods of international management in an intercultural context.
- They work on methods companies use to communicate with their stakeholders.
- They assess how much political influence national and supranational decision-making bodies have on companies and the options companies have to react.

### Contents

Business and HR management in an internationally active company must take cultural differences in motivation, language and behaviour into account. This module equips students with the tools necessary to do this.

Students should develop an interest in and gain knowledge of the economic and political questions relevant in an international context. The module aims to foster an interest in questions on international business and HR management, the ability to analyse problems and base a conceptual and implementation-oriented thought process as well as an interest in individual and group-related communication models on this.

### Teaching method

Lecture, seminar and case studies

### Mode and type of assessment

Type of module	Type of assessment	Mode of assessment	Examination language
BEM	Ex	WE 90	GER & EN

### Admission requirements

International Management

### Reusability

All modules dealing with international cultural behaviour.

### Recommended reading

A list of recommended reading will be provided at the beginning of the semester.



## Strategic Management: African New Markets I Strategic Decisions: African New Markets II

### Module information

Contact: Prof. Dr. Kay Pfaffenberger

Semester of the programme	Duration (semesters)	Offered in	Time in class (hpw/h)	Revision (outside class) (h)	Workload (h)	Credit Points (CP)	Language of instruction	Module area
2nd & 3rd	2	summer <input checked="" type="checkbox"/> winter <input checked="" type="checkbox"/>	8/120	240	360	12	GER   EN	Minor

### Intended learning outcomes

Students identify economic, social, cultural and political indicators and, based on these, understand the specific characteristics of business activities in African countries. They understand the methods of initiating and developing business transactions in selected African countries and assess if and how business ideas can be implemented successfully.

They solve case studies successfully taking challenges into account in target-oriented group work. They actively identify group processes and manage them. They approach stakeholders in a culturally aware manner and apply different methods and theories of intercultural cooperation.

Students analyse and categorise markets and industry sectors in different countries on the African continent. They summarize requirements specific to countries and markets and develop markets. They differentiate between different target groups' requirements, successfully apply and further develop economic methods taking different cultural conditions and the challenges of intercultural activities into account. They transfer their knowledge in projects on markets and industry sectors.

They work on concrete, current research questions with a relevance to practice. They prepare and hold meetings and small symposiums.

### Contents

#### Summer semester GER Strategic Management: African New Markets I

##### EN Strategic Management: African New Markets I

1. Economy and business in Africa (economic, demographic and social development on the African continent, regional characteristics, culture and country strategy, investment in Africa - methodological basics and experience, execution and perspectives)
2. Markets and industry sectors (bases for business in emerging markets, selection of suitable countries, contacts with businesses/politics, country reports)

#### Winter semester GER Strategic Decisions: African New Markets II

##### EN Strategic Decisions: African New Markets II

3. Business climate in Africa "Africa Index" (Methodical basics, survey, interpretation, reality check) and sources and data analysis on economic and social data including the application of the methodology

### Teaching method

for 1: online teaching, parts of it as lecture including exercises

for 2: Workshop, individual work on case studies, field trips, project work

for 3: Project

Please note: This class is taught in English, the examination language is German (for German participants) and English (for international participants, and German students if they choose English as their examination language at the beginning of the semester).

**Mode and type of assessment**

Type of module	Type of assessment	Mode of assessment	Examination language
BEM	Ex	OA: Seminar report and presentation	GER   EN

**Admission requirements**

Strategic Management: African New Markets I for African New Markets II  
Strategic Decisions: African New Markets II

**Reusability**

None

**Recommended reading**

- Schmidt, Pfaffenberger, Liebing (2017): Praxishandbuch Wirtschaft in Afrika.
- A list of recommended reading will be provided at the beginning of the semester.

## Innovation Management

### Module information

Contact: Prof. Dr. Müller

Semester of the programme	Duration (semesters)	Offered in	Time in class (hpw/h)	Revision (outside class) (h)	Workload (h)	Credit Points (CP)	Language of instruction	Module area
2nd & 3rd	2	summer <input checked="" type="checkbox"/> winter <input checked="" type="checkbox"/>	8/120	240	360	12	GER	Minor

### Intended learning outcomes

- Students understand, recognise and analyse innovation as a complex management process affecting a company as a whole, in both non-routine situations and decisions.
- They gain an understanding of the role innovation plays. They are able to conceptualise innovation strategies and integrate them with existing business strategies.
- Students are able to put the function of innovation into an organisational context and name the key players involved in the innovation process.
- They are able to see and describe the influence innovation culture has and deduct possible organisational measures resulting from it, put them into context and apply them.

### Contents

1. Basics of innovation management
2. Organisation for innovation
3. Developing new products and services

### Teaching method

Combination of different forms (incl. lectures on theory and practice, discussion, exercises, case studies, projects, group work, presentations, role play, student presentation in class)

### Mode and type of assessment

Type of module	Type of assessment	Mode of assessment	Examination language
BEM	Ex	OA: Announced on the first day of lectures and classes	GER

### Admission requirements

None

### Reusability

None

### Recommended reading

A list of recommended reading will be provided at the beginning of the semester.

## Lean Management

### Module information

Contact: Prof. Dr. Volker Looks

Semester of the programme	Duration (semesters)	Offered in	Time in class (hpw/h)	Revision (outside class) (h)	Workload (h)	Credit Points (CP)	Language of instruction	Module area
2nd & 3rd	2	summer <input checked="" type="checkbox"/> winter <input checked="" type="checkbox"/>	8/120	240	360	12	EN	Minor

### Intended learning outcomes

- Students are familiar with the terminology and concepts of lean management and understand their complex interrelation.
- They analyse complex processes and systems taking specific aspects of lean management into account (e.g. identification of value creation and types of waste). They apply relevant methods and combine them as needed.
- They identify weak spots and develop solutions which they implement using the PDCA approach.
- They are familiar with the KATA approach with the coaching and improvement KATA as the basis for an agile business development.
- Students are able to differentiate between a number of approaches for change and organisation development and they can evaluate these approaches in regards to the lean management philosophy.

### Contents

1. Lean management – history, philosophy and concept
2. Lean management methods
3. Kaizen using the PDCA cycle
4. Kata approach with coaching and improvement kata
5. Change and transformation in lean management

### Teaching method

A combination of traditional teaching, inverted classroom and learning factory (role and business games)

### Mode and type of assessment

Type of module	Type of assessment	Mode of assessment	Examination language
BEM	Ex	OA: Self reflection & peer group assessment & presentation	EN

### Admission requirements

None

### Reusability

None

### Recommended reading

A list of recommended reading will be provided at the beginning of the semester.

## Systems to Support Decision-making

### Module information

Contact: Prof. Dr. Thomas Severin

Semester of the programme	Duration (semesters)	Offered in	Time in class (hpw/h)	Revision (outside class) (h)	Workload (h)	Credit Points (CP)	Language of instruction	Module area
2nd & 3rd	2	summer <input checked="" type="checkbox"/> winter <input checked="" type="checkbox"/>	8/120	240	360	12	GER	Minor

### Intended learning outcomes

- Students know and understand the basics of decision theory.
- Students know different uni and multi variant data analysis methods and they are able to apply them.
- They know different prognosis systems such as regression analysis and time series, apply them and evaluate the results.
- They are able to prepare well-founded decision drafts based on data sets and using uni and multi variant data analysis methods and make decisions based on them.
- They use Excel, SPSS or similar software to carry out the analyses.

### Contents

1. Basics of decision theory
2. Uni and multi variant data analysis methods
3. Prognosis systems (e.g. regression analysis, time series)

### Teaching method

Combination of different forms (incl. lectures on theory and practice, discussion, exercises, case studies, projects, group work, presentations, role play, student presentation in class)

### Mode and type of assessment

Type of module	Type of assessment	Mode of assessment	Examination language
BEM	Ex	OA: Presentation in class or presentation & term paper	GER

### Admission requirements

None

### Reusability

None

### Recommended reading

- Backhaus, K., et al. (2016): Multivariate Analysemethoden, Eine anwendungsorientierte Einführung, 14th ed., Springer Gabler, Berlin
- Backhaus, K., et al. (2015): Fortgeschrittene Multivariate Analysemethoden, Eine anwendungsorientierte Einführung, 3rd ed., Springer Gabler, Berlin
- Laux, H., et al. (2014): Entscheidungstheorie, 9th ed., Springer Gabler, Berlin
- Amann, E. (2019): Entscheidungstheorie, Individuelle, strategische und kollektive Entscheidungen, Springer Spektrum, Wiesbaden
- Bühl, A. (2018): SPSS, Einführung in die moderne Datenanalyse ab SPSS 25, 16th ed., Pearson, Munich
- A list of recommended reading will be provided at the beginning of the semester.

## Economic Policy in a German and European Context

### Module information

Contact: Prof. Dr. Susan Kurth, Dr. Klaus von Stackelberg

Semester of the programme	Duration (semesters)	Offered in	Time in class (hpw/h)	Revision (outside class) (h)	Workload (h)	Credit Points (CP)	Language of instruction	Module area
2nd & 3rd	2	summer <input checked="" type="checkbox"/> winter <input checked="" type="checkbox"/>	8/120	240	360	12	GER	Minor

### Intended learning outcomes

- Students are able to evaluate the role states play in different economic fields and judge when state intervention makes sense.
- They can assess market failure, the role of the state, revenue and expenditure and the role of public debt using theoretical models.
- They analyse current questions from economic policy and evaluate measures from German and European economic policy in view to public welfare.
- They assess current problems of European monetary policy and the impact asymmetrical shocks have on a currency union.
- They evaluate the monetary integration of Europe applying macroeconomic theories and recommend further steps to be taken for the further development of the Euro system and the European Union as well as for a further integration of the European markets.

### Contents

1. Macroeconomic basics of economic policy
2. Objectives, actors and tools
3. New political economy
4. Fiscal policy and fiscal policy in a currency union
5. Costs and purpose of a currency union
6. Monetary policy of the Euro system
7. Economic integration and labour markets

### Teaching method

Lecture with seminar character

### Mode and type of assessment

Type of module	Type of assessment	Mode of assessment	Examination language
BEM	Ex	OA: Announced on the first day of lectures and classes	GER

### Admission requirements

None

### Reusability

None

### Recommended reading

A list of recommended reading will be provided at the beginning of the semester.

## Modules to be completed at the end of the studies (ESM):

Semester 4	SWS	0	Masterthesis Abschlussarbeit (5 Monate) & Kolloquium (45 Minuten)	
	CP	30		30

## Master's thesis

### Module information

Semester of the programme	Duration (semesters)	Offered in	Time in class (hpw/h)	Revision (outside class) (h)	Workload (h)	Credit Points (CP)	Language of instruction	Module area
4	1	summer <input checked="" type="checkbox"/> winter <input checked="" type="checkbox"/>	---	900	900	30	GER	ESM

### Contents

In the master's thesis the student carries out extensive research and reflects on a topic; it is written based on academic standards. The thesis typically is written in cooperation with a company.

### Intended learning outcome

Proof of the ability to apply academic research methods and tools, compose a comprehensive written paper with view to a defined target, use of appropriate visualisation techniques and methods, ability to work without help, critical distance (in supervision talks)

### Key qualifications and skills

Comprehensive presentation of complex correlations of an agreed on topic (chosen by the student) in an academically sound manner

### Teaching method

Written copy (CD), abstract for publication in digital form.

### Mode and type of assessment

Type of module	Type of assessment	Mode of assessment	Examination language
CM	Ex	Final thesis and colloquium (45 mins)	GER

### Admission requirements

Examinations from semesters 1 to 3 must be passed

### Reusability

None



## Documentation of changes/updates:

When	Who	What	Where
900	KvSt	Version control set up	File
900	KvSt	Deleted class numbers and weighting factors (after consulting Gudrun Dix)	File
900	KvSt	Compared and matched module names and structures with Examination and Study Regulations	File
900	KvSt	Compared and matched types and kinds of examinations with Examination and Study Regulations, corrections where necessary	File
19 Nov 2019	KvSt	1. Comparison of module names in module directory and flyer 2. New layout and corrections for course plans	File
6 Jan 2020	KvSt	Corrections in course plan (page 6)	File
2 Mar 2020	Markus Brandenburg & KvSt	Corrected modules names for major SDSCM	File
2 Mar 2020	Thorsten Kümper & KvSt	Corrections and adjustments	File
4 Mar 2020	Volker Looks & KvSt	Changes to SDSCM major modules	File
5 Mar 2020	KvSt	Editorial changes to contact persons	File
12 Mar 2020	KvSt	Corrected module names and contacts	File
13 Apr 2020	KvSt	Created AQAS version, marked changed modules in regards to AQAS conditions and recommendation	File
18 Jun 2020	KvSt	Corrected mistakes in SRM minor	File
20 Nov 2020	KvSt	Updated contacts, updated version	Page 1, footer
16 Apr 2021 + 6 Jun 2021	Welland	Updated cover sheet and minor modules	File

Last update:

6 Jun 2021 [Version\_20190523]