



## **Degree course**

**"European Business Management (Option 2: 20 Weeks  
Internship + Specialization)"  
Bachelor of Arts**

## **Programme description**



As of September 2023

**For the academic year 2023/24**

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Introduction to Law	19
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Financial Accounting	25
Academic Methods	27
Business Mathematics	29
Introduction to Information Management	32
Business English Communication Skills	35
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Human Resources and Organisational Design	38
Financial Statements	41
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Introduction to Economics I	46
Statistics I	49
Personal and Professional Skills	52
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<i>Elective modules</i>	<b>56</b>
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Business German I	58
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Investments and Asset Pricing	64
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Introduction to Economics II	70
Statistics II	73
Management Information Systems	76
Business Communication and Project Management	78
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International and Institutional Economics I	93
Team Development and Coaching I	96
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Service Management	105
International Communication and Presentations Skills	107
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Business Spanish III	111
Business German III	114
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Management Accounting	119
Webanalytics and eHRM I	123
Data Mining and Analytics	127
Communication Design	130
Digital Marketing I	132
The Law of International Business Transactions I	134

International Trade: Economics, Politics, Law I	137
Managementsysteme	140
Wirtschaftssimulation	143
Inferenzstatistik	146
Datenverarbeitung und -visualisierung	149
Digitales Marketing I	152
Kommunikationsdesign	156
Investition und Finanzierung für KMU	159
Betriebliche Steuern I	162
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Innovation in der Wissensgesellschaft	170
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Operations Research	176
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International Strategies in Theory and Practice II	185
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Team Development and Coaching II	192
<i>Specialization modules</i>	194
Corporate Finance	194
FACT-Project	197
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Digital Marketing II	206
Project - Digital Marketing & Design	208
The Law of International Business Transactions II	210
International Trade: Economics, Politics, Law II	213
Consulting Management	216
IT-Consulting	218

Prädiktive Analysetechniken	220
Projekt - Data Analytics	223
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Digitales Marketing II	229
Controlling	232
Betriebliche Steuern II	235
Projekt im HRM	239
Fallstudien des HRM	242
Startup Camp	245
Innovationsmanagement	248
Projekt Produktion und Logistik	251
Optimierung in der Logistik	253
<b>6. Semester</b>	<b>256</b>
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European Identities - French	267
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## European Business Management (Option 2: 20 Weeks Internship + Specialization) - Matrix - Full time

Module name	PA	Sem.	CP	V	Ü	L	P	S	Tot.
<b>Introduction to Business - Compulsory</b>									
Introduction to Business Administration	SMP	1	2	1	1	0	0	0	2
Introduction to Law	FMP	1	5	2	2	0	0	0	4
Marketing	SMP	1	3	1	1	0	0	0	2
Financial Accounting	FMP	1	5	2	2	0	0	0	4
Human Resources and Organisational Design	FMP	2	5	2	2	0	0	0	4
Financial Statements	SMP	2	2	1	1	0	0	0	2
Costs and Management Accounting	FMP	2	5	2	2	0	0	0	4
Investments and Asset Pricing	FMP	3	5	2	2	0	0	0	4
Supply Chain and Operations Management	FMP	3	5	2	2	0	0	0	4
European Law	SMP	5	5	2	2	0	0	0	4
<b>International Management in European Contexts - Compulsory</b>									
International Strategies in Theory and Practice I	FMP	4	5	0	0	0	0	4	4
International Strategies in Theory and Practice II	SMP	5	5	0	0	0	0	4	4
International and Institutional Economics I	SMP	4	5	0	0	0	0	4	4
International and Institutional Economics II	SMP	5	5	0	0	0	0	4	4
<b>Economics - Compulsory</b>									
Introduction to Economics I	FMP	2	5	2	2	0	0	0	4
Introduction to Economics II	FMP	3	2	0	0	0	0	2	2
<b>Methods and Fundamentals - Compulsory</b>									
Academic Methods	SMP	1	2	0	0	0	0	2	2
Business Mathematics	FMP	1	5	2	2	0	0	0	4
Statistics I	SMP	2	3	1	1	0	0	0	2
Statistics II	SMP	3	3	1	1	0	0	0	2
<b>Information Management - Compulsory</b>									
Introduction to Information Management	FMP	1	5	2	2	0	0	0	4
Management Information Systems	FMP	3	5	2	2	0	0	0	4
<b>General Qualifications - Compulsory</b>									
Business English Communication Skills	SMP	1	0	0	0	0	0	2	2
		2	5	2	0	0	0	0	2
Personal and Professional Skills	SMP	2	0	0	0	0	0	2	2
		3	5	0	0	0	0	2	2

## European Business Management (Option 2: 20 Weeks Internship + Specialization) - Matrix - Full time

Module name	PA	Sem.	CP	V	Ü	L	P	S	Tot.
Business Communication and Project Management	SMP	3	5	0	0	0	0	4	4
Team Development and Coaching I	SMP	4	2	0	0	0	0	2	2
Team Development and Coaching II	SMP	5	3	0	0	0	0	2	2
Empirical Research Methods	SMP	7	3	0	0	0	0	2	2

### Business Language I - Elective

Business French I	SMP	2	5	0	4	0	0	0	4
Business German I	SMP	2	5	0	4	0	0	0	4
Business Spanish I	SMP	2	5	0	4	0	0	0	4

### Business Language II - Elective

Business French II	SMP	3	3	0	2	0	0	0	2
Business German II	SMP	3	3	0	2	0	0	0	2
Business Spanish II	SMP	3	3	0	2	0	0	0	2

### Elective Module - Elective

Business English Communications Skills II	SMP	4	5	2	2	0	0	0	4
Service Management	SMP	4	5	2	2	0	0	0	4
International Communication and Presentations Skills	SMP	4	5	2	2	0	0	0	4
Business French III	SMP	4	5	2	2	0	0	0	4
Business Spanish III	SMP	4	5	2	2	0	0	0	4
Business German III	SMP	4	5	2	2	0	0	0	4

### Electives - Compulsory

Interdisciplinary Module	SMP	4	5	0	0	0	4	0	4
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### Spezialisierung - FACT International - Specialization

Financial Statement Analysis & Valuation	SMP	4	5	0	0	0	0	4	4
Management Accounting	SMP	4	5	0	0	0	0	4	4
Corporate Finance	SMP	5	5	0	0	0	0	4	4
FACT-Project	SMP	5	5	0	0	0	0	4	4

### Spezialisierung - Marketing & Human Resource Analytics - Specialization

Webanalytics and eHRM I	KMP	4	5	0	0	0	0	4	4
Data Mining and Analytics	SMP	4	5	0	0	0	0	4	4
Webanalytics and eHRM II	SMP	5	5	0	0	0	0	4	4
Projektmodul - Webanalytics and eHRM	SMP	5	5	0	0	0	0	4	4

## European Business Management (Option 2: 20 Weeks Internship + Specialization) - Matrix - Full time

Module name	PA	Sem.	CP	V	Ü	L	P	S	Tot.
<b>Digital Marketing &amp; Design (en) - Specialization</b>									
Communication Design	SMP	4	5	0	0	0	0	4	4
Digital Marketing I	KMP	4	5	0	0	0	0	4	4
Digital Marketing II	SMP	5	5	0	0	0	0	4	4
Project - Digital Marketing & Design	SMP	5	5	0	0	0	0	4	4

<b>Spezialisierung - International Trade and Investment - Specialization</b>									
The Law of International Business Transactions I	FMP	4	5	0	0	0	0	4	4
International Trade: Economics, Politics, Law I	FMP	4	5	0	0	0	0	4	4
The Law of International Business Transactions II	SMP	5	5	0	0	0	0	4	4
International Trade: Economics, Politics, Law II	SMP	5	5	0	0	0	0	4	4

<b>Spezialisierung (I) - Unternehmensberatung - Specialization</b>									
Managementsysteme	SMP	4	5	2	0	2	0	0	4
Wirtschaftssimulation	SMP	4	5	2	0	2	0	0	4
Consulting Management	SMP	5	5	2	0	2	0	0	4
IT-Consulting	SMP	5	5	2	0	2	0	0	4

<b>Spezialisierung (B) - Data Analytics - Specialization</b>									
Inferenzstatistik	KMP	4	5	0	4	0	0	0	4
Datenverarbeitung und -visualisierung	SMP	4	5	0	4	0	0	0	4
Prädiktive Analysetechniken	SMP	5	5	0	4	0	0	0	4
Projekt - Data Analytics	SMP	5	5	0	0	0	4	0	4

<b>Spezialisierung (B) - Digital Marketing &amp; Design (de) - Specialization</b>									
Digitales Marketing I	KMP	4	5	0	4	0	0	0	4
Kommunikationsdesign	SMP	4	5	0	4	0	0	0	4
Projektmodul - Digitales Marketing & Design	SMP	5	5	0	0	0	4	0	4
Digitales Marketing II	SMP	5	5	0	4	0	0	0	4

<b>Spezialisierung (B) - Finance, Accounting, Controlling, Taxation (FACT) Mittelstand - Specialization</b>									
Investition und Finanzierung für KMU	SMP	4	5	0	4	0	0	0	4
Betriebliche Steuern I	SMP	4	5	0	4	0	0	0	4
Controlling	SMP	5	5	0	0	0	4	0	4
Betriebliche Steuern II	SMP	5	5	0	4	0	0	0	4

<b>Spezialisierung (B) - Human Resource Management - Specialization</b>									
Human Resource Management	SMP	4	5	2	2	0	0	0	4



## European Business Management (Option 2: 20 Weeks Internship + Specialization) - Matrix - Full time

Module name	PA	Sem.	CP	V	Ü	L	P	S	Tot.
Arbeitsrecht und Arbeitsmarktpolitik	FMP	4	5	2	2	0	0	0	4
Projekt im HRM	SMP	5	5	0	0	0	4	0	4
Fallstudien des HRM	SMP	5	5	0	4	0	0	0	4

### Spezialisierung (B) - Innovation & Entrepreneurship - Specialization

Innovation in der Wissensgesellschaft	SMP	4	5	0	4	0	0	0	4
Entrepreneurship	KMP	4	5	0	4	0	0	0	4
Startup Camp	SMP	5	5	0	0	0	4	0	4
Innovationsmanagement	SMP	5	5	0	4	0	0	0	4

### Spezialisierung (B) - Produktion & Logistik - Specialization

Operations Research	FMP	4	5	0	4	0	0	0	4
Produktionsmanagement und Optimierung	SMP	4	5	0	4	0	0	0	4
Projekt Produktion und Logistik	SMP	5	5	0	0	0	4	0	4
Optimierung in der Logistik	SMP	5	5	0	4	0	0	0	4

### International Management in European Contexts II - Compulsory

EU Taxation	SMP	7	5	0	0	0	0	4	4
Operational Interface Management	SMP	7	5	0	0	0	0	4	4

### European Identities - Elective

European Identities - French	SMP	7	5	0	0	0	0	4	4
European Identities - English	SMP	7	5	0	0	0	0	4	4
European Identities - German	SMP	7	5	0	0	0	0	4	4
European Identities - Spanish	SMP	7	5	0	0	0	0	4	4

### Final Study Phase - Compulsory

Internship - 20 weeks	SMP	6	30	0	0	0	36	0	36
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### Academic credits

Bachelor's Thesis	SMP	7	12						
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## European Business Management (Option 2: 20 Weeks Internship + Specialization) - Matrix - Full time

Total semester hours per week				31	35	0	40	64	170
Total credit points to be achieved from WPM			18						
Total credit points from PM			160						
Total credit points to be achieved from SPM			20						
Sum of academic achievements			12						
Total credit points			210						

**V** - Lesson

**Ü** - Exercise

**L** - Laboratory

**P** - Project

**PA** - Examination type

**CP** - Credit Points

**PM** - Compulsory modules

**WPM** - Elective modules

**SPM** - Specialization modules

**SMP** - Examination during the semester

**KMP** - Combined module examination

**FMP** - Fixed module examination

## European Business Management (Option 2: 20 Weeks Internship + Specialization) - Matrix - Part time

Module name	PA	Sem.	CP	V	Ü	L	P	S	Tot.
<b>Introduction to Business - Compulsory</b>									
Introduction to Business Administration	SMP	1	2	1	1	0	0	0	2
Introduction to Law	FMP	1	5	2	2	0	0	0	4
Marketing	SMP	1	3	1	1	0	0	0	2
Financial Accounting	FMP	3	5	2	2	0	0	0	4
Human Resources and Organisational Design	FMP	2	5	2	2	0	0	0	4
Financial Statements	SMP	4	2	1	1	0	0	0	2
Costs and Management Accounting	FMP	4	5	2	2	0	0	0	4
Investments and Asset Pricing	FMP	5	5	2	2	0	0	0	4
Supply Chain and Operations Management	FMP	6	5	2	2	0	0	0	4
European Law	SMP	7	5	2	2	0	0	0	4
<b>International Management in European Contexts - Compulsory</b>									
International Strategies in Theory and Practice I	FMP	8	5	0	0	0	0	4	4
International Strategies in Theory and Practice II	SMP	9	5	0	0	0	0	4	4
International and Institutional Economics I	SMP	6	5	0	0	0	0	4	4
International and Institutional Economics II	SMP	7	5	0	0	0	0	4	4
<b>Economics - Compulsory</b>									
Introduction to Economics I	FMP	2	5	2	2	0	0	0	4
Introduction to Economics II	FMP	5	2	0	0	0	0	2	2
<b>Methods and Fundamentals - Compulsory</b>									
Academic Methods	SMP	1	2	0	0	0	0	2	2
Business Mathematics	FMP	3	5	2	2	0	0	0	4
Statistics I	SMP	4	3	1	1	0	0	0	2
Statistics II	SMP	5	3	1	1	0	0	0	2
<b>Information Management - Compulsory</b>									
Introduction to Information Management	FMP	1	5	2	2	0	0	0	4
Management Information Systems	FMP	5	5	2	2	0	0	0	4
<b>General Qualifications - Compulsory</b>									
Business English Communication Skills	SMP	1	0	0	0	0	0	2	2
		2	5	2	0	0	0	0	2
Personal and Professional Skills	SMP	2	0	0	0	0	0	2	2
		3	5	0	0	0	0	2	2

## European Business Management (Option 2: 20 Weeks Internship + Specialization) - Matrix - Part time

Module name	PA	Sem.	CP	V	Ü	L	P	S	Tot.
Business Communication and Project Management	SMP	7	5	0	0	0	0	4	4
Team Development and Coaching I	SMP	8	2	0	0	0	0	2	2
Team Development and Coaching II	SMP	9	3	0	0	0	0	2	2
Empirical Research Methods	SMP	14	3	0	0	0	0	2	2

### Business Language I - Elective

Business French I	SMP	6	5	0	4	0	0	0	4
Business German I	SMP	6	5	0	4	0	0	0	4
Business Spanish I	SMP	6	5	0	4	0	0	0	4

### Business Language II - Elective

Business French II	SMP	7	3	0	2	0	0	0	2
Business German II	SMP	7	3	0	2	0	0	0	2
Business Spanish II	SMP	7	3	0	2	0	0	0	2

### Elective Module - Elective

Business English Communications Skills II	SMP	10	5	2	2	0	0	0	4
Service Management	SMP	10	5	2	2	0	0	0	4
International Communication and Presentations Skills	SMP	10	5	2	2	0	0	0	4
Business French III	SMP	10	5	2	2	0	0	0	4
Business Spanish III	SMP	10	5	2	2	0	0	0	4
Business German III	SMP	10	5	2	2	0	0	0	4

### Electives - Compulsory

Interdisciplinary Module	SMP	10	5	0	0	0	4	0	4
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### Spezialisierung - FACT International - Specialization

Financial Statement Analysis & Valuation	SMP	8	5	0	0	0	0	4	4
Management Accounting	SMP	8	5	0	0	0	0	4	4
Corporate Finance	SMP	9	5	0	0	0	0	4	4
FACT-Project	SMP	9	5	0	0	0	0	4	4

### Spezialisierung - Marketing & Human Resource Analytics - Specialization

Webanalytics and eHRM I	KMP	8	5	0	0	0	0	4	4
Data Mining and Analytics	SMP	8	5	0	0	0	0	4	4
Webanalytics and eHRM II	SMP	9	5	0	0	0	0	4	4
Projektmodul - Webanalytics and eHRM	SMP	9	5	0	0	0	0	4	4

## European Business Management (Option 2: 20 Weeks Internship + Specialization) - Matrix - Part time

Module name	PA	Sem.	CP	V	Ü	L	P	S	Tot.
Digital Marketing & Design (en) - Specialization									
Communication Design	SMP	4	5	0	0	0	0	4	4
Digital Marketing I	KMP	4	5	0	0	0	0	4	4
Digital Marketing II	SMP	5	5	0	0	0	0	4	4
Project - Digital Marketing & Design	SMP	5	5	0	0	0	0	4	4

Spezialisierung - International Trade and Investment - Specialization									
The Law of International Business Transactions I	FMP	8	5	0	0	0	0	4	4
International Trade: Economics, Politics, Law I	FMP	8	5	0	0	0	0	4	4
The Law of International Business Transactions II	SMP	9	5	0	0	0	0	4	4
International Trade: Economics, Politics, Law II	SMP	9	5	0	0	0	0	4	4

Spezialisierung (I) - Unternehmensberatung - Specialization									
Managementsysteme	SMP	8	5	2	0	2	0	0	4
Wirtschaftssimulation	SMP	8	5	2	0	2	0	0	4
Consulting Management	SMP	9	5	2	0	2	0	0	4
IT-Consulting	SMP	9	5	2	0	2	0	0	4

Spezialisierung (B) - Data Analytics - Specialization									
Inferenzstatistik	KMP	6	5	0	4	0	0	0	4
Datenverarbeitung und -visualisierung	SMP	6	5	0	4	0	0	0	4
Prädiktive Analysetechniken	SMP	7	5	0	4	0	0	0	4
Projekt - Data Analytics	SMP	7	5	0	0	0	4	0	4

Spezialisierung (B) - Digital Marketing & Design (de) - Specialization									
Digitales Marketing I	KMP	6	5	0	4	0	0	0	4
Kommunikationsdesign	SMP	6	5	0	4	0	0	0	4
Projektmodul - Digitales Marketing & Design	SMP	7	5	0	0	0	4	0	4
Digitales Marketing II	SMP	7	5	0	4	0	0	0	4

Spezialisierung (B) - Finance, Accounting, Controlling, Taxation (FACT) Mittelstand - Specialization									
Investition und Finanzierung für KMU	SMP	6	5	0	4	0	0	0	4
Betriebliche Steuern I	SMP	6	5	0	4	0	0	0	4
Controlling	SMP	7	5	0	0	0	4	0	4
Betriebliche Steuern II	SMP	7	5	0	4	0	0	0	4

Spezialisierung (B) - Human Resource Management - Specialization									
Human Resource Management	SMP	6	5	2	2	0	0	0	4

## European Business Management (Option 2: 20 Weeks Internship + Specialization) - Matrix - Part time

Module name	PA	Sem.	CP	V	Ü	L	P	S	Tot.
Arbeitsrecht und Arbeitsmarktpolitik	FMP	6	5	2	2	0	0	0	4
Projekt im HRM	SMP	7	5	0	0	0	4	0	4
Fallstudien des HRM	SMP	7	5	0	4	0	0	0	4

### Spezialisierung (B) - Innovation & Entrepreneurship - Specialization

Innovation in der Wissensgesellschaft	SMP	6	5	0	4	0	0	0	4
Entrepreneurship	KMP	6	5	0	4	0	0	0	4
Startup Camp	SMP	7	5	0	0	0	4	0	4
Innovationsmanagement	SMP	7	5	0	4	0	0	0	4

### Spezialisierung (B) - Produktion & Logistik - Specialization

Operations Research	FMP	6	5	0	4	0	0	0	4
Produktionsmanagement und Optimierung	SMP	6	5	0	4	0	0	0	4
Projekt Produktion und Logistik	SMP	7	5	0	0	0	4	0	4
Optimierung in der Logistik	SMP	7	5	0	4	0	0	0	4

### International Management in European Contexts II - Compulsory

EU Taxation	SMP	11	5	0	0	0	0	4	4
Operational Interface Management	SMP	11	5	0	0	0	0	4	4

### European Identities - Elective

European Identities - French	SMP	11	5	0	0	0	0	4	4
European Identities - English	SMP	11	5	0	0	0	0	4	4
European Identities - German	SMP	11	5	0	0	0	0	4	4
European Identities - Spanish	SMP	11	5	0	0	0	0	4	4

### Final Study Phase - Compulsory

Internship - 20 weeks	SMP	12	15	0	0	0	18	0	18
		13	15	0	0	0	18	0	18

### Academic credits

Bachelor's Thesis	SMP	14	12						
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## European Business Management (Option 2: 20 Weeks Internship + Specialization) - Matrix - Part time

Total semester hours per week				31	35	0	40	64	170
Total credit points to be achieved from WPM			18						
Total credit points from PM			160						
Total credit points to be achieved from SPM			20						
Sum of academic achievements			12						
Total credit points			210						

**V** - Lesson

**Ü** - Exercise

**L** - Laboratory

**P** - Project

**PA** - Examination type

**CP** - Credit Points

**PM** - Compulsory modules

**WPM** - Elective modules

**SPM** - Specialization modules

**SMP** - Examination during the semester

**KMP** - Combined module examination

**FMP** - Fixed module examination

## Introduction to Business Administration

Module name <b>Introduction to Business Administration</b>	
Degree course <b>European Business Management (Option 2: 20 Weeks Internship + Specialization)</b>	Degree <b>Bachelor of Arts</b>
Module responsible(s) <b>M.A. Simon Devos-Chernova &amp; Prof. Dr. rer. pol. Mike Steglich</b>	
As of <b>2023-09-15</b>	Language <b>English</b>
Type <b>Compulsory</b>	CP according to ECTS <b>2</b>

Study type <b>Full time</b>	Semester <b>1</b>	SWS <b>2</b>	L / E / L / P / S <b>1 / 1 / 0 / 0 / 0</b>
Study type <b>Part time</b>	Semester <b>1</b>	SWS <b>2</b>	L / E / L / P / S <b>1 / 1 / 0 / 0 / 0</b>

Recommended prerequisites <b>English language skills (level B2)</b>
Special regulations

Workload breakdown				
Presence <b>30,0 h</b>	Self-study <b>20,5 h</b>	Projects <b>8,0 h</b>	Exam <b>1,5 h</b>	Total <b>60 h</b>



## Introduction to Business Administration

### Learning objectives

#### Knowledge

- The students have a broad knowledge of the classification of management in business administration as well as the sub-areas of business administration.
- The students have an insight into the business processes of companies.
- Students have a broad knowledge of main European and global trends and challenges in business.
- Students have a basic knowledge of the location conditions of organisations.
- Students have basic knowledge of the influence of internationality on companies and economies and the internationalisation of business.
- Students have basic knowledge in quantifying operational and macroeconomic activities and measuring economic success in key figures.

#### Skills

- Students are able to organise and design the self-study process efficiently.
- Students can conduct scientific research on limited topics and structure these topics scientifically.
- Students are able to integrate business administration, management theory and philosophy into the scientific landscape.
- Students are able to evaluate operational and macroeconomic developments on the basis of selected key figures.
- Students are able to record and assess the influence of changing framework conditions on a core country as well as a reference company in their European region.
- Students are able to critically assess the historical development of Europe and selected European regions and timeframes.
- Students have a broad spectrum of methods at their disposal when working on selected topics.

#### Social

- Students are enabled to assess the importance of social skills for management on the basis of practical scenarios from everyday study.
- Students are able to demonstrate the ability to work in a team within the framework of project work in a small project team.
- Students are able to lead project teams to solutions and to argue for them.

#### Autonomy

- Students can independently define goals for self-study as well as for project work, critically reflect and evaluate the actual results at different stages.
- Students are able to independently acquire basic knowledge and to argue for it.
- Students are empowered to live up to their own responsibility within project teams as well as the entire seminar group.

## Introduction to Business Administration

### Content

1. Insights into the history of Europe and selected European regions
2. Management topics and competences
3. Introduction to selected sub-disciplines of Business Administration
4. Economic developments and key figures

### Compulsory literature

### Suggested literature

- Weber, W, Kabst, R & Baum, M. (2014). *Einführung in die Betriebswirtschaftslehre* (9., aktualisierte u. überarb. Aufl.). Wiesbaden : Gabler Verlag.
- Palmer, A. (2012). *Introduction to Marketing*. Oxford: Oxford University Press
- Schermerhorn, John R., Bachrach, Daniel G.. (2015). *Introduction to Management* (13th). New Jersey: Wiley.

## Introduction to Law

Module name <b>Introduction to Law</b>	
Degree course <b>European Business Management (Option 2: 20 Weeks Internship + Specialization)</b>	Degree <b>Bachelor of Arts</b>
Module responsible(s) <b>Prof. Dr. jur. Stefan Strassner</b>	
As of <b>2023-02-28</b>	Language <b>English</b>
Type <b>Compulsory</b>	CP according to ECTS <b>5</b>

Study type <b>Full time</b>	Semester <b>1</b>	SWS <b>4</b>	L / E / L / P / S <b>2 / 2 / 0 / 0 / 0</b>
Study type <b>Part time</b>	Semester <b>1</b>	SWS <b>4</b>	L / E / L / P / S <b>2 / 2 / 0 / 0 / 0</b>

Recommended prerequisites <b>no no</b>
Special regulations

Workload breakdown				
Presence <b>60,0 h</b>	Self-study <b>88,0 h</b>	Projects <b>0,0 h</b>	Exam <b>2,0 h</b>	Total <b>150 h</b>

## Introduction to Law

### Learning objectives

#### Knowledge

- The students know and understand:
  - the basics (legal system, basic legal terms, legal way of thinking)
  - Freedom of contract and typical contractual problems and their solutions according to the Civil Code
  - the most important obligations
  - basic concepts of property law
  - the relationship between Civil Code and Commercial Code
  - the legal definition of merchant
  - the business of the merchant and his assistants
  - basic concepts of company law
  - Partnerships and corporations
  - the management liability

#### Skills

- The students are able
  - to apply regulations in particular from the Civil Code and Commercial Code,
  - to solve cases
  - to know in which legal organizational forms entrepreneurial activity can take place,
  - to assess which risks that are associated with the choice of a particular organizational form.

#### Social

- The students see the law as an instrument for the solution of social conflicts and recognize behind the legal provisions the result of a weighing up of conflicting interests of the contractual parties.

#### Autonomy

- The students are independently able to analyze a given situation (case) and find out the aspects that are important from a legal point of view.

## Introduction to Law

### Content

1. Basics
  
2. Declaration of intent and contract
  
3. Typical contractual problems
  
4. Main and secondary contractual obligations
  
5. Obligations based on a contract
  
6. Obligations based on the law
7. Basics of property law
  
8. Civil Code and Commercial Code
  
9. The legal definition of Merchant
10. The business of the merchant
  
  
11. The assistants of the merchant
  
12. Basics of company law
  
13. Partnerships
  
14. Corporations
15. Management liability

### Compulsory literature

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### Suggested literature

## Marketing

Module name <b>Marketing</b>	
Degree course <b>European Business Management (Option 2: 20 Weeks Internship + Specialization)</b>	Degree <b>Bachelor of Arts</b>
Module responsible(s) <b>Prof. Dr. rer. pol. Sandra Haas</b>	
As of <b>2023-02-28</b>	Language <b>English</b>
Type <b>Compulsory</b>	CP according to ECTS <b>3</b>

Study type <b>Full time</b>	Semester <b>1</b>	SWS <b>2</b>	L / E / L / P / S <b>1 / 1 / 0 / 0 / 0</b>
Study type <b>Part time</b>	Semester <b>1</b>	SWS <b>2</b>	L / E / L / P / S <b>1 / 1 / 0 / 0 / 0</b>

Recommended prerequisites
Special regulations

Workload breakdown				
Presence <b>30,0 h</b>	Self-study <b>44,0 h</b>	Projects <b>0,0 h</b>	Exam <b>1,0 h</b>	Total <b>75 h</b>

## Marketing

### Learning objectives

#### Knowledge

- Know central terminology, meaning & application areas of marketing as well as different basic marketing approaches & lines of development.
- Know the definition of market research and understand its importance within the marketing decision-making process.
- Know the basic procedure of the market research process incl. basic methods of data collection
- Know tools, such as databases, decision support systems, internet and understand the influence on market research//Interpret market segmentation as a tool for market development;
- Know types of consumer behavior & understand differences in buying processes, internal & external factors
- Understand the increasing importance of consumer-to-consumer communication, social media digital environments incl. consequences for buying processes
- Define & describe the relevance of marketing ethics & know possibilities to consider ethical, sustainable aspects in marketing decisions and understand the importance of ethical actions in the marketing context.

#### Skills

- know/understand marketing mix instruments and are able to explain decisions on the design of the marketing mix instruments and evaluate them with regard to their coherence. (=Specialized skills)

#### Social

- Students expand their social skills by being able to work together in a goal-oriented, successful manner over an extended period of time in a small group format. (=cooperation skills)
- Students can critically evaluate marketing-related issues, their own decisions as well as the views and decisions of others, and present their opinions in a fact-based manner. (= development of critical thinking)

#### Autonomy

- Students possess the ability & willingness to contribute in a self-directed manner to the design of processes, taking into account possible consequences. (= sense of responsibility)
- Students are able to independently plan and process technical tasks (=independence & personal responsibility).
- Student are able to take a position on ethical and sustainability issues. They are sensitized in terms of sustainability, ethics and environmental protection. (=ethical attitude, sustainable thinking, environmental awareness).

## Marketing

### Content

1. The module introduces the subject area of "Marketing Management" and aims to instruct students in basic competencies in the subject (= marketing-related competencies that graduates should possess regardless of their further specialization). An expansion of these competencies oriented towards central practical professional requirements continues in the marketing-related specializations during the course of study.
2. Foundations
  - Meaning & application areas of marketing
  - Central marketing concepts
  - Formative fundamental trends in marketing
  - The new marketing reality (digital marketing)
3. Identifying market opportunities, winning & retaining customers
  - Customer value, satisfaction and retention, purchase decision process, customer lifetime value
  - Market segmentation and target market identification
  - Market research
4. Marketing Mix
  - Product and program policy decisions
  - Pricing policy decisions
  - Distribution policy decisions
  - Communication policy decisions
  - Alternative marketing mix approaches and integrated marketing
5. Sustainable Marketing, Marketing Ethics & Responsible Marketing

### Compulsory literature

### Suggested literature

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



## Financial Accounting

Module name <b>Financial Accounting</b>	
Degree course <b>European Business Management (Option 2: 20 Weeks Internship + Specialization)</b>	Degree <b>Bachelor of Arts</b>
Module responsible(s) <b>Prof. Dr. rer. pol. Verena Klapschus</b>	
As of <b>2023-02-28</b>	Language <b>English</b>
Type <b>Compulsory</b>	CP according to ECTS <b>5</b>

Study type <b>Full time</b>	Semester <b>1</b>	SWS <b>4</b>	L / E / L / P / S <b>2 / 2 / 0 / 0 / 0</b>
Study type <b>Part time</b>	Semester <b>3</b>	SWS <b>4</b>	L / E / L / P / S <b>2 / 2 / 0 / 0 / 0</b>

Recommended prerequisites <b>None required None required</b>
Special regulations

Workload breakdown				
Presence <b>60,0 h</b>	Self-study <b>88,0 h</b>	Projects <b>0,0 h</b>	Exam <b>2,0 h</b>	Total <b>150 h</b>

## Financial Accounting

### Learning objectives

#### Knowledge

- The course aims to provide an introduction to financial accounting based on German Generally Accepted Accounting Principles (GAAP).
- Students will first be given a brief introduction to financial accounting in general.
- Students then will be provided with a general approach to German GAAP, while the focus lies on basic principles and methods used in the regulations.
- Students understand the system of double-entry bookkeeping.

#### Skills

- Students will accomplish to transfer business transactions into bookkeeping.

#### Social

#### Autonomy

### Content

1. Introduction to accounting in general
  - 1.1 Purpose of accounting
  - 1.2 Elements of financial statements
  - 1.3 Accounting procedures
2. Introduction to German accounting
  - 2.1 Legal framework
  - 2.2 Reporting conception
  - 2.3 Generally Accepted Accounting Principles

### Compulsory literature

- German Commercial Code Book 1

### Suggested literature

- The course is based on Nothhelfer, R. (2017): Financial Accounting - Introduction to German GAAP with exercises

## Academic Methods

Module name <b>Academic Methods</b>	
Degree course <b>European Business Management (Option 2: 20 Weeks Internship + Specialization)</b>	Degree <b>Bachelor of Arts</b>
Module responsible(s) <b>MBA Martin Bradbeer &amp; Mag. rer. soc. oec. Reinhard Hannesschläger</b>	
As of <b>2023-02-28</b>	Language <b>English</b>
Type <b>Compulsory</b>	CP according to ECTS <b>2</b>

Study type <b>Full time</b>	Semester <b>1</b>	SWS <b>2</b>	L / E / L / P / S <b>0 / 0 / 0 / 0 / 2</b>
Study type <b>Part time</b>	Semester <b>1</b>	SWS <b>2</b>	L / E / L / P / S <b>0 / 0 / 0 / 0 / 2</b>

Recommended prerequisites
Special regulations

Workload breakdown				
Presence <b>30,0 h</b>	Self-study <b>5,0 h</b>	Projects <b>0,0 h</b>	Exam <b>25,0 h</b>	Total <b>60 h</b>

## Academic Methods

### Learning objectives

#### Knowledge

- The students can explain the process of scientific research and they can refer the steps, basic rules, and tools in academic writing.

#### Skills

- For a given subject area, students can develop research questions, as well as plan, structure and draft an academic paper
- Students can research, distinguish, as well as analyse scientific texts and can integrate them in their own scientific paper, in compliance with the rules for the use of intellectual property and citation.

#### Social

- The students can cooperate in teams in drafting a scientific paper.
- The students can critically assess their own points of view in the light of scientific knowledge.
- The students can react to statements that are challenging scientific research and its results.

#### Autonomy

- The students can plan, structure, and organize the compilation of a scientific paper.

### Content

1. The students learn about the phenomenology of science and scientific research.
2. The students learn about the characteristics of academic papers and the process of academic writing.
3. In drafting an academic paper, the students apply techniques for determining a research issue, formulating hypotheses, developing a research design, and for preparing the evaluation and presentation of potential results.

### Compulsory literature

### Suggested literature

## Business Mathematics

Module name <b>Business Mathematics</b>	
Degree course <b>European Business Management (Option 2: 20 Weeks Internship + Specialization)</b>	Degree <b>Bachelor of Arts</b>
Module responsible(s) <b>Prof. Dr. rer. nat. Rainer Stollhoff</b>	
As of <b>2023-07-13</b>	Language <b>English</b>
Type <b>Compulsory</b>	CP according to ECTS <b>5</b>

Study type <b>Full time</b>	Semester <b>1</b>	SWS <b>4</b>	L / E / L / P / S <b>2 / 2 / 0 / 0 / 0</b>
Study type <b>Part time</b>	Semester <b>3</b>	SWS <b>4</b>	L / E / L / P / S <b>2 / 2 / 0 / 0 / 0</b>

Recommended prerequisites <b>Basic requirement level of educational standards in mathematics (general higher education entrance qualification)</b>
Special regulations

Workload breakdown				
Presence <b>60,0 h</b>	Self-study <b>88,5 h</b>	Projects <b>0,0 h</b>	Exam <b>1,5 h</b>	Total <b>150 h</b>

## Business Mathematics

### Learning objectives

#### Knowledge

- Students acquire basic knowledge about mathematical methods commonly used in economics, finance, and business management.
- Students know the definitions and mathematical notation commonly used for these methods.

#### Skills

- Students are able to apply mathematical techniques and tools to formalize and solve economical problems.
- Students can translate applied questions into mathematical problems.
- Students can choose the adequate mathematical methods to solve a problem.
- Students can correctly perform the necessary mathematical calculations.
- Students can instruct a computer system to solve a mathematical problem or to perform a specific calculation.
- Students can check the plausibility of obtained results and interpret the results in an applied context.

#### Social

- Students can create and edit digital content jointly with others. They can modify, refine, improve and integrate information and content into an existing knowledge base in a social collaboration.

#### Autonomy

- Students complete tasks conscientiously, thoroughly, completely and reliably.

### Content

1. Univariate Functions: Basic properties (definition, graph, roots, limits) and differential calculus (derivatives, optimum) of elementary functions; Application to cost and profit functions, elasticity of price-demand-functions
2. Multivariate Functions: Basic properties (definition, graph, roots, limits) and differential calculus (partial derivatives, extreme values) of elementary functions
3. Financial calculations: Computation of interest, accumulation and discounting, amortization and annuities, deductions; Application to valuation of real estate investments
4. Linear Algebra: Vectors and matrices, systems of linear equations, linear optimization

### Compulsory literature

## Business Mathematics

### Suggested literature

- May, M & Bart, A. (2021). *Business Calculus with Excel*. Saint Louis University.
- Olivier, J. (2020). *Business Math: A Step-by-Step Handbook*. Lyryx Learning.
- Guichard, D. (2017). *Calculus Early Transcendentals*. Lyryx Learning.
- Nicholson, K. (2021). *Linear Algebra with Applications*. Lyryx Learning.
- Haack, B, Tippe, U, Stobernack, M & Wendler, T. (2017). *Mathematik für Wirtschaftswissenschaftler : Intuitiv und praxisnah*. Berlin, Heidelberg : Springer Berlin Heidelberg.
- Benker, H. (2014). *EXCEL in der Wirtschaftsmathematik : Anwendung von Tabellenkalkulationsprogrammen für Studenten, Dozenten und Praktiker*. Wiesbaden : Springer Fachmedien.

## Introduction to Information Management

Module name <b>Introduction to Information Management</b>	
Degree course <b>European Business Management (Option 2: 20 Weeks Internship + Specialization)</b>	Degree <b>Bachelor of Arts</b>
Module responsible(s) <b>Master of Science Peter Bernhardt</b>	
As of <b>2023-07-20</b>	Language <b>English</b>
Type <b>Compulsory</b>	CP according to ECTS <b>5</b>

Study type <b>Full time</b>	Semester <b>1</b>	SWS <b>4</b>	L / E / L / P / S <b>2 / 2 / 0 / 0 / 0</b>
Study type <b>Part time</b>	Semester <b>1</b>	SWS <b>4</b>	L / E / L / P / S <b>2 / 2 / 0 / 0 / 0</b>

Recommended prerequisites
Special regulations

Workload breakdown				
Presence <b>60,0 h</b>	Self-study <b>60,0 h</b>	Projects <b>0,0 h</b>	Exam <b>30,0 h</b>	Total <b>150 h</b>



## Introduction to Information Management

### Learning objectives

#### Knowledge

- Having grown up with computers, today's students already know how to use Information Technology (IT) in their daily lives-but use is not understanding. The students are able to conceptualize where and how computation can be used effectively.
- Students know and can explain the terms and methods of computer science that are important for their work.
- Students can distinguish different, even more complex, enterprise software systems from each other.
- Students are able to classify hardware and software in the context of business management.

#### Skills

- Students can safely handle common PC-based Office applications.
- Students can identify and formulate simpler economic requirements for hardware and software in the business administration environment.
- Students can independently deepen their knowledge in sub-areas on the basis of the basic knowledge taught

#### Social

- Students are able to actively participate in a group and to communicate the contents of the basic concepts of computer science adequately in the discussion of the lessons. They can discuss and solve tasks in a team. They can present your own results to the group and respond appropriately to requests.

#### Autonomy

- Students are able to set themselves learning and work goals and to realize them. They can compare their knowledge with their learning goals and seek help if necessary.

### Content

1. Defining Information Technology
2. Exploring the Human-Computer Interface
3. Representing Information Digitally
4. The Basics of Networking
5. Introduction to HTML
6. Locating Information on the World Wide Web
7. An Introduction to Debugging or Problem Handling
8. Social Implications of IT
9. Privacy and Digital Security
10. The Basics of Spreadsheets
11. Introduction to Database Concepts
12. Limits to Computation

## Introduction to Information Management

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Compulsory literature

Suggested literature

- Geoghan, D. (2019). *Visualizing Technology*. Pearson.
- Snyder, L. (2018). *Fluency With Information Technology*. Pearson.

## Business English Communication Skills

Module name <b>Business English Communication Skills</b>	
Degree course <b>European Business Management (Option 2: 20 Weeks Internship + Specialization)</b>	Degree <b>Bachelor of Arts</b>
Module responsible(s) <b>MBA Martin Bradbeer</b>	
As of <b>2023-07-04</b>	Language <b>English</b>
Type <b>Compulsory</b>	CP according to ECTS <b>5</b>

Study type <b>Full time</b>	Semester <b>2</b>	SWS <b>2</b>	L / E / L / P / S <b>2 / 0 / 0 / 0 / 0</b>
	Semester <b>1</b>	SWS <b>2</b>	L / E / L / P / S <b>0 / 0 / 0 / 0 / 2</b>
Study type <b>Part time</b>	Semester <b>2</b>	SWS <b>2</b>	L / E / L / P / S <b>2 / 0 / 0 / 0 / 0</b>
	Semester <b>1</b>	SWS <b>2</b>	L / E / L / P / S <b>0 / 0 / 0 / 0 / 2</b>

Recommended prerequisites <b>B2.2 level of English according to the Common European Framework of References</b>
Special regulations

Workload breakdown				
Presence <b>60,0 h</b>	Self-study <b>63,0 h</b>	Projects <b>0,0 h</b>	Exam <b>2,0 h</b>	Total <b>125 h</b>

Learning objectives
Knowledge
<ul style="list-style-type: none"> <li>– Specific vocabulary for the degree programme</li> <li>– Key vocabulary on company forms, profiles and organization and general business language</li> <li>– Additional English vocabulary in the areas of law, finance, marketing, human resources, production and logistics</li> <li>– Intercultural communication theories</li> </ul>

## Business English Communication Skills

- Consolidation of English grammar
- Students know and understand how to write academic papers and develop their skills in writing academic texts

### Skills

- Presentation skills in English
- Present themselves in formal and informal situations and engage in suitable small talk
- To read and write texts in English with an academic and business focus
- Students are able to take part in meetings, negotiations and carry out telephone conversations in English
- Students have skills to communicate effectively across cultures

### Social

- To be able to communicate comfortably in English in a European and global environment
- Ability to work in teams and identify roles within teams
- Students adhere to rules & agreements that they have agreed with others. Others can rely on their own statements that tasks are completed to the promised quality.
- Students know how to communicate criticism to others so that it is beneficial to the person. They can reflect on criticism of themselves and adopt different points of view.
- Students are able to communicate both orally and in writing in a constructive, effective and conscious manner (e.g. establish contacts; hold a conversation with several partners, listen attentively, maintain a dialogue; express themselves in a manner appropriate to the addressee, write understandably, convince others through strong identification with their own arguments).
- Students complete work assignments conscientiously, thoroughly, completely and reliably. In doing so, they maintain an overview, paying particular attention to well-ordered documents and to the documentation of processes and important details.
- Students are eager to experiment and willing to break new ground. They can develop unconventional, unusual new ideas and implement them accordingly. They are imaginative and enjoy trying out new things.

### Autonomy

- Students can critically question both their own decisions and the views and decisions of others
- To take the initiative in order to improve language level through self-study and external engagements
- Students know and understand the differences of cultures and meet them with respect and tolerance. They know and understand that different political, economic and social views influence thinking. They respect different values and opinions.

## Business English Communication Skills

### Content

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

### Compulsory literature

### Suggested literature

- Erin, M. (2015). The culture map : decoding how people think, lead, and get things done across cultures. New York NY.
- • Oxford Advanced Learner's Dictionary 8: ISBN 978-3068014929 • Das große Oxford Wörterbuch - Second Edition: ISBN 978-3068013045 • Oxford Business English Dictionary for Learners of English: 978-0194316170 • Business Spotlight magazine, Econo

## Human Resources and Organisational Design

Module name <b>Human Resources and Organisational Design</b>	
Degree course <b>European Business Management (Option 2: 20 Weeks Internship + Specialization)</b>	Degree <b>Bachelor of Arts</b>
Module responsible(s) <b>Prof. Dr. Petra Poljsak-Rosinski &amp; Prof. Dr. rer. pol. Marc Roedenbeck</b>	
As of <b>2023-03-13</b>	Language <b>English</b>
Type <b>Compulsory</b>	CP according to ECTS <b>5</b>

Study type <b>Full time</b>	Semester <b>2</b>	SWS <b>4</b>	L / E / L / P / S <b>2 / 2 / 0 / 0 / 0</b>
Study type <b>Part time</b>	Semester <b>2</b>	SWS <b>4</b>	L / E / L / P / S <b>2 / 2 / 0 / 0 / 0</b>

Recommended prerequisites <b>Keine. Keine.</b>
Special regulations

Workload breakdown				
Presence <b>60,0 h</b>	Self-study <b>88,0 h</b>	Projects <b>0,0 h</b>	Exam <b>2,0 h</b>	Total <b>150 h</b>

## Human Resources and Organisational Design

### Learning objectives

#### Knowledge

- Students can identify and present the theoretical foundations and fields of application of organization theory (including management, planning, decision-making, organizational elements)
- The studying can identify and represent the theoretical bases and application fields of the personnel management (among other things the procurement, - development and - reduction, the motivation, personality characteristics and group dynamics)

#### Skills

- Students can formulate content-related and critical questions on the basic knowledge of organizational theory and human resources management
- Students can classify practical case studies of organization theory and personnel management, design solutions and evaluate results.

#### Social

- Students can substantiate their professional opinion to teachers and fellow students
- The students can discuss professional opinions in small groups and formulate joint solutions

#### Autonomy

- The students can realize their own learning strategy with the different offers
- Students can deal with stress

### Content

1. Management
2. Planning
3. Decision Making
4. Classical Organizational Design
5. Modern Organizational Design
6. Diversity
7. Human Resource Management
8. Motivation
9. Individuals
10. Groups
11. Leadership

### Compulsory literature

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

## Human Resources and Organisational Design

### Suggested literature

- Armstrong M & Taylor S (2014): Armstrong's Handbook of Human Resource Management Practice. KoganPage: London.
- Burton RM, Obel B & Håkonsson DD (2020): Organizational Design: A Step-by-Step Approach. University Printing House: Cambridge.



## Financial Statements

Module name <b>Financial Statements</b>	
Degree course <b>European Business Management (Option 2: 20 Weeks Internship + Specialization)</b>	Degree <b>Bachelor of Arts</b>
Module responsible(s) <b>Prof. Dr. rer. pol. Verena Klapschus</b>	
As of <b>2023-02-28</b>	Language <b>English</b>
Type <b>Compulsory</b>	CP according to ECTS <b>2</b>

Study type <b>Full time</b>	Semester <b>2</b>	SWS <b>2</b>	L / E / L / P / S <b>1 / 1 / 0 / 0 / 0</b>
Study type <b>Part time</b>	Semester <b>4</b>	SWS <b>2</b>	L / E / L / P / S <b>1 / 1 / 0 / 0 / 0</b>

Recommended prerequisites <b>Financial Accounting</b>
Special regulations

Workload breakdown				
Presence <b>30,0 h</b>	Self-study <b>24,0 h</b>	Projects <b>0,0 h</b>	Exam <b>2,0 h</b>	Total <b>56 h</b>

## Financial Statements

### Learning objectives

#### Knowledge

- Students will be provided with an overview of individual financial statements, including their various elements, e.g. the balance sheet and income statement, and their contents.

#### Skills

- Students will solve exercises related to the above mentioned topics. Exercises will consist of increasing complexity: Category 1: Knowledge, category 2: knowledge and application, category 3: knowledge, application and transfer.

#### Social

- Students are trained to discuss ideas and possible solutions with classmates.

#### Autonomy

- Students will acquire the competence to transfer their knowledge and solve real accounting world problems on their own.

### Content

#### 1. Balance Sheet

##### 1.1 Assets

###### 1.1.1 Recognition

###### 1.1.2 Measurement

##### 1.2 Liabilities

###### 1.2.1 Recognition

###### 1.2.2 Measurement

##### 1.3 Equity

#### 2. Income Statement, Cash Flow Statement & Notes

### Compulsory literature

- tba

### Suggested literature

## Costs and Management Accounting

Module name <b>Costs and Management Accounting</b>	
Degree course <b>European Business Management (Option 2: 20 Weeks Internship + Specialization)</b>	Degree <b>Bachelor of Arts</b>
Module responsible(s) <b>Prof. Dr. rer. pol. Mike Steglich</b>	
As of <b>2023-02-28</b>	Language <b>English</b>
Type <b>Compulsory</b>	CP according to ECTS <b>5</b>

Study type <b>Full time</b>	Semester <b>2</b>	SWS <b>4</b>	L / E / L / P / S <b>2 / 2 / 0 / 0 / 0</b>
Study type <b>Part time</b>	Semester <b>4</b>	SWS <b>4</b>	L / E / L / P / S <b>2 / 2 / 0 / 0 / 0</b>

Recommended prerequisites <b>Financial Accounting, Production and Logistics</b>
Special regulations

Workload breakdown				
Presence <b>60,0 h</b>	Self-study <b>88,0 h</b>	Projects <b>0,0 h</b>	Exam <b>2,0 h</b>	Total <b>150 h</b>

## Costs and Management Accounting

### Learning objectives

#### Knowledge

- Students will gain a thorough understanding of cost, revenue and profit accounting.

#### Skills

- Students will be able to allocate and plan costs, revenues and profits which are relevant for different management tasks.

#### Social

- The students are able to solve problems in dialogue with other students and to present the results adequately.

#### Autonomy

- The students are able to independently solve a problem and analyse and interpret their own solutions.

## Costs and Management Accounting

### Content

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

### Compulsory literature

- Drury, C. (2018). *Cost and management accounting : an introduction* (9. ed.). Andover [u.a.] : South-Western Cengage Learning.
- Drury, C & Tayles, M. (2021). *Management and Cost Accounting*. Cengage Learning.
- Lanen, W, Maher, M & Anderson, S. (2020). *Fundamentals of Cost Accounting*. McGrawHill.

### Suggested literature

## Introduction to Economics I

Module name <b>Introduction to Economics I</b>	
Degree course <b>European Business Management (Option 2: 20 Weeks Internship + Specialization)</b>	Degree <b>Bachelor of Arts</b>
Module responsible(s) <b>Prof. Dr. rer. pol. Christian Hederer</b>	
As of <b>2023-08-24</b>	Language <b>English</b>
Type <b>Compulsory</b>	CP according to ECTS <b>5</b>

Study type <b>Full time</b>	Semester <b>2</b>	SWS <b>4</b>	L / E / L / P / S <b>2 / 2 / 0 / 0 / 0</b>
Study type <b>Part time</b>	Semester <b>2</b>	SWS <b>4</b>	L / E / L / P / S <b>2 / 2 / 0 / 0 / 0</b>

Recommended prerequisites
Special regulations

Workload breakdown				
Presence <b>60,0 h</b>	Self-study <b>88,0 h</b>	Projects <b>2,0 h</b>	Exam <b>0,0 h</b>	Total <b>150 h</b>

## Introduction to Economics I

### Learning objectives

#### Knowledge

- Students know the basic structures and framework conditions of market economies.
- Students understand how market-based allocation works under different assumptions and circumstances, including its problems and limits particularly in the context of inequality and environmental protection.
- Students know basic features of economic data analysis.

#### Skills

- Students are able to understand current economic issues and take their own theory-based positions.
- Students are able to understand and summarize relevant texts on economics and economic policy.
- Students acquire the capability to present and interpret economic issues verbally and graphically.
- Students are able to retrieve economic analysis and data from standard public sources and to use it adequately.

#### Social

- Students are able to ...
- ... organize group discussions effectively;
- ... resolve group differences in terms of preferences and students' competences;
- ... communicate discussion results effectively before class.

#### Autonomy

- Students are able to ...
- ... read and analyse English economic texts in a relatively tight timeframe;
- ... provide effective briefings and summaries;
- ... develop autonomous positions on key economic policy issues, and defend them against criticism.

### Content

1. Economics as a science; economic systems and institutions
2. Key features of a market economy
3. Market structures
4. Labour markets and inequality
5. Externalities and environmental economics

### Compulsory literature

## Introduction to Economics I

### Suggested literature

- Bowles, S, Carlin, W, Stevens, M & The CORE Team. (2017). *The economy : economics for a changing world*. Oxford : Oxford University Press.



## Statistics I

Module name <b>Statistics I</b>	
Degree course <b>European Business Management (Option 2: 20 Weeks Internship + Specialization)</b>	Degree <b>Bachelor of Arts</b>
Module responsible(s) <b>Prof. Dr. rer. nat. Rainer Stollhoff</b>	
As of <b>2023-02-28</b>	Language <b>English</b>
Type <b>Compulsory</b>	CP according to ECTS <b>3</b>

Study type <b>Full time</b>	Semester <b>2</b>	SWS <b>2</b>	L / E / L / P / S <b>1 / 1 / 0 / 0 / 0</b>
Study type <b>Part time</b>	Semester <b>4</b>	SWS <b>2</b>	L / E / L / P / S <b>1 / 1 / 0 / 0 / 0</b>

Recommended prerequisites <b>Ability to employ spreadsheet calculation software for basic data management e.g. file handling, data type transformation, filtering. Basic competences in mathematics i.e. analysis of real-valued functions, linear algebra (as taught in Mathematics I)</b>
Special regulations

Workload breakdown				
Presence <b>30,0 h</b>	Self-study <b>30,0 h</b>	Projects <b>20,0 h</b>	Exam <b>1,5 h</b>	Total <b>81.5 h</b>

## Statistics I

### Learning objectives

#### Knowledge

- Students know and can access different sources of data and published statistics and understand their different properties (quality, reliability, context).
- Students know and understand the concepts of basic descriptive statistics for different variable types or measurement scales resp.

#### Skills

- Students can apply methods of descriptive statistics to summarize data using statistics as well as graphical displays, interpret the results, and abstract meaning.
- Students are able to utilize spreadsheet calculation software to manage data, compute statistical summaries and generate graphical displays.

#### Social

- Students can communicate the results of a statistical analysis effectively to others.

#### Autonomy

- Students can utilize empirical evidence provided by data and statistics to critically reflect on their own views and opinions and those voiced by others.

## Statistics I

### Content

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

### Compulsory literature

### Suggested literature

- Herkenhoff, L & Fogli, J. (2013). *Applied statistics for business and management using Microsoft Excel*. New York, NY : Springer.
- Dean, S, Holmes, A & Illowsky, B. (2017). *Introductory Business Statistics*. OpenStax.
- Haack, B, Tippe, U, Stobernack, M & Wendler, T. (2017). *Mathematik für Wirtschaftswissenschaftler : Intuitiv und praxisnah*. Berlin, Heidelberg : Springer Berlin Heidelberg.

## Personal and Professional Skills

Module name <b>Personal and Professional Skills</b>	
Degree course <b>European Business Management (Option 2: 20 Weeks Internship + Specialization)</b>	Degree <b>Bachelor of Arts</b>
Module responsible(s) <b>Prof. Dr. rer. pol. Sandra Haas</b>	
As of <b>2023-02-28</b>	Language <b>English</b>
Type <b>Compulsory</b>	CP according to ECTS <b>5</b>

Study type <b>Full time</b>	Semester <b>2</b>	SWS <b>2</b>	L / E / L / P / S <b>0 / 0 / 0 / 0 / 2</b>
	Semester <b>3</b>	SWS <b>2</b>	L / E / L / P / S <b>0 / 0 / 0 / 0 / 2</b>
Study type <b>Part time</b>	Semester <b>2</b>	SWS <b>2</b>	L / E / L / P / S <b>0 / 0 / 0 / 0 / 2</b>
	Semester <b>3</b>	SWS <b>2</b>	L / E / L / P / S <b>0 / 0 / 0 / 0 / 2</b>

Recommended prerequisites
Special regulations <b>This module is a two-semester module (2nd +3rd semester).</b>

Workload breakdown				
Presence <b>60,0 h</b>	Self-study <b>119,0 h</b>	Projects <b>0,0 h</b>	Exam <b>1,0 h</b>	Total <b>180 h</b>

## Personal and Professional Skills

### Learning objectives

#### Knowledge

- The students have knowledge about reflection competences, function, meaning as well as creation of a process-accompanying portfolio. They have digital competences for the design of an individual ePortfolio.
- Students have an understanding of the practical tasks of operational functional areas and can name key future scenarios of the areas (e.g. digital transformations) (=professional reflection). In addition, they recognize interdisciplinary contexts of their course of study (=interdisciplinary competencies).
- Students know how to identify their own knowledge gaps and close them independently (= self-learning competencies).

#### Skills

- Students show skills in writing down thoughts & experiences etc., (= writing skills). They can handle texts & sources and use spelling & grammar correctly.
- Students use an ePortfolio (documentation & management of personal documentation) (= digital competencies) and can design content in an appealing way using digital media.

#### Social

- Students reflect on their own social skills. Optional further competencies: (1) Intercultural awareness and competencies; (2) Dealing with feedback and criticism.

#### Autonomy

- Students observe, document, reflect and discuss situational self- and social competencies and their own decisions regarding their studies (documentation & reflection of non-subject-related as well as subject-related learning and development processes).
- Students identify current strengths and weaknesses in the area of personal and social skills and derive learning objectives from them. They reflect on personal paths of development in the area of social and personal competencies.
- Optional additional competencies: (1) Reflect on presentation techniques and skills; (2) Dealing with feedback and criticism, (3) Resourcefulness.

## Personal and Professional Skills

### Content

1. The two-semester module is aimed primarily at improving the students' ability to act with a perspective on their later professional development. Key competencies in relevant focus areas (e.g. reflection competencies, self-learning competencies, methodological competencies, communication and cooperation competencies) are taught in a focused manner.
2. The module comprises 3 central submodules: (2.1) learning-accompanying eLearning portfolio (2nd + 3rd semester); (2.2) obligatory workshop "Self-management & decision-making skills" (2nd semester); (2.3) elective courses within a given competence area (selection of at least. one workshop from a given workshop offer. (3rd semester)

#### 2.1 eLernportfolio (2. + 3. Semester):

Students record their personal learning and development process in an individual electronic portfolio that is integrated into the curriculum of the program. According to Paulson, Paulson, and Meyer (1991), a portfolio is a purposeful collection of work that demonstrates the learner's individual efforts, progress, and accomplishments in one or more areas. The collection must include the learner's participation in the selection of content, criteria for selection, determination of assessment criteria, and evidence of the learner's self-reflection. The writing helps with examining self-reflection and a sustained acquisition of skills.

The ePortfolio provides students with:

- (a) opportunities to document their individual competency development and existing skills.
- (b) support in determining individual competencies and interests, in order to be able to meaningfully shape their studies (e.g. choice of subject specializations, elective modules)
- (d) a tool to actively and self-determinedly control your own learning processes
- (e) fields of application for the expansion of digital competences.

In accordance with the modules & events/workshops attended during the basic studies, tasks are provided which the students have to complete within the given time.

- 2.2 The mandatory workshop in the 2nd semester "Self-management & decision-making skills" serves to train self-management skills and decision-making skills:

Self-management competencies enable students to maintain their own performance (knowledge, skills, health, mental/physical fitness) and willingness to perform (commitment, identification) in the long term and to realize well-being and balance in life.

Decision-making competence describes the ability to recognize situations and problems, to assess them, to define alternative solution scenarios and to identify the necessary measures, and to make decisions based on these.

- 2.3 In the 3rd semester, students choose another workshop from a given competence area (e.g. resource-oriented work, feedback and criticism, presentation skills, intercultural competence, business ethics, time management, etc.) in order to specifically develop their individual skills.

### Compulsory literature

## Personal and Professional Skills

### Suggested literature

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

## Business French I

Module name <b>Business French I</b>	
Degree course <b>European Business Management (Option 2: 20 Weeks Internship + Specialization)</b>	Degree <b>Bachelor of Arts</b>
Module responsible(s) <b>M.A. Marie-Noelle Demarchi</b>	
As of <b>2023-02-27</b>	Language <b>German</b>
Type <b>Elective</b>	CP according to ECTS <b>5</b>

Study type <b>Full time</b>	Semester <b>2</b>	SWS <b>4</b>	L / E / L / P / S <b>0 / 4 / 0 / 0 / 0</b>
Study type <b>Part time</b>	Semester <b>6</b>	SWS <b>4</b>	L / E / L / P / S <b>0 / 4 / 0 / 0 / 0</b>

Recommended prerequisites <b>for A0 level none from A1 building on the previous level (after placement test, levels according to CEFR)</b>
Special regulations <b>none</b>

Workload breakdown				
Presence <b>60,0 h</b>	Self-study <b>63,0 h</b>	Projects <b>0,0 h</b>	Exam <b>2,0 h</b>	Total <b>125 h</b>



## Business French I

### Learning objectives

#### Knowledge

- Students have a basic knowledge of French: vocabulary, grammar, reading and communicative competences in the field of business and professional situations. They reach the corresponding level of the European Framework of Reference for Languages GER (A0-B1).

#### Skills

- Students are able to communicate constructively effectively and consciously, both orally and in writing (e.g. making contact; conversing with partners, listening attentively, maintaining a dialogue).
- They are able to express themselves appropriately when speaking, write comprehensibly, persuade others through strong identification with their own arguments according to CEFR levels.
- Students are able to articulate information needs, locate data, information and content in digital environments, access them and navigate between them. Create and update personal search strategies.

#### Social

- Students are able to demonstrate their teamwork skills in the context of group work. They are able to argue in the foreign language and to work out and present solutions in teams.
- Students know and understand the differences between cultures and treat them with respect and tolerance. They know and understand that different political, economic and social views influence thinking. They respect other values and opinions.

#### Autonomy

- Students are able to independently acquire and deepen the basics of the language (vocabulary, grammar) and to critically evaluate its content.

### Content

1. A0: Pronunciation, introducing oneself, nationality, profession, personal details, age, numbers and times, family
2. A2: Applying for a job, writing a CV and letters of application, introducing a company (sector, organisation chart, history, key figures), work in the past and today.
3. A2.2/B1 Describe working environment: Working conditions, motivation, health and illness
4. B1 Researching and evaluating successfully with authentic material.  
Collecting information: Researching and analysing, taking notes, reproducing content  
Reproducing press reviews around a current economic topic. Successfully communicate and negotiate, presenting arguments, explaining facts,  
Questioning and defending points of view. Successfully summarise and present.

### Compulsory literature

### Suggested literature

## Business German I

Module name <b>Business German I</b>	
Degree course <b>European Business Management (Option 2: 20 Weeks Internship + Specialization)</b>	Degree <b>Bachelor of Arts</b>
Module responsible(s) <b>M.A. Daniela Schultz</b>	
As of <b>2022-08-03</b>	Language <b>German</b>
Type <b>Elective</b>	CP according to ECTS <b>5</b>

Study type <b>Full time</b>	Semester <b>2</b>	SWS <b>4</b>	L / E / L / P / S <b>0 / 4 / 0 / 0 / 0</b>
Study type <b>Part time</b>	Semester <b>6</b>	SWS <b>4</b>	L / E / L / P / S <b>0 / 4 / 0 / 0 / 0</b>

Recommended prerequisites <b>none for A0 (beginner) from A1 building on the previous level (placement test according to CEFR)</b>
Special regulations <b>none</b>

Workload breakdown				
Presence <b>60,0 h</b>	Self-study <b>63,0 h</b>	Projects <b>0,0 h</b>	Exam <b>2,0 h</b>	Total <b>125 h</b>

## Business German I

### Learning objectives

#### Knowledge

- Students will have basic German: Vocabulary, grammar, reading and communicative skills in the Business and in professional situations. They reach the corresponding level of the European Framework of Reference for Languages (A0 to B2).

#### Skills

- Students are able to communicate constructively, effectively, and deliberately, both orally and in writing (e.g., establish rapport; hold a conversation with multiple partners, listen attentively, maintain dialogue. She/he expresses him/herself appropriately to the addressee, writes comprehensibly, convinces others by strongly identifying with his/her own arguments). (according to CEFR levels)
  - Students are able to articulate information needs, search, access and navigate among data, information and content in digital environments, create and update personal search strategies.
  - Be able to: analyze, compare, and critically evaluate the credibility and reliability of data and information sources and digital content. Analyze, interpret, and critically evaluate data, information, and digital content.

#### Social

- Students are able to demonstrate their ability to work in a team in the context of to demonstrate their ability to work in a team. They are able to argue in the foreign language and to work out and present solutions in teams. and present them.
  - Students know and understand the differences of cultures and encounter them respectfully and tolerantly. They know and understand that different political, economic and social views influence thinking. They respect other values and opinions.

#### Autonomy

- The students are able to independently acquire the basics of the of the language (vocabulary, grammar) independently, to deepen and critically evaluate.

## Business German I

### Content

1. **Beginners:** pronunciation, introduce yourself, nationality, profession, personal details, age, numbers and time, family
2. **Intermediate:** Apply for a job, write a resume and letters of application, introduce a (industry, organization chart, history, key figures), describe work in the past and today and today, describe working environment (working conditions, motivation, illness)
3. **Upper level:** collecting information, research and analysis, note-taking, content press review on a current economic topic, communicate and negotiate successfully, present arguments  
communicate and negotiate, present arguments, challenge viewpoints, successfully summarize and present

Compulsory literature

Suggested literature

## Business Spanish I

Module name <b>Business Spanish I</b>	
Degree course <b>European Business Management (Option 2: 20 Weeks Internship + Specialization)</b>	Degree <b>Bachelor of Arts</b>
Module responsible(s) <b>Veronica Bertinotti de Fiddicke</b>	
As of <b>2022-08-03</b>	Language <b>German</b>
Type <b>Elective</b>	CP according to ECTS <b>5</b>

Study type <b>Full time</b>	Semester <b>2</b>	SWS <b>4</b>	L / E / L / P / S <b>0 / 4 / 0 / 0 / 0</b>
Study type <b>Part time</b>	Semester <b>6</b>	SWS <b>4</b>	L / E / L / P / S <b>0 / 4 / 0 / 0 / 0</b>

Recommended prerequisites <b>For A0 none from A1 next level From A1 building on the previous level (placement test according to CEFR)</b>
Special regulations <b>None</b>

Workload breakdown				
Presence <b>60,0 h</b>	Self-study <b>63,0 h</b>	Projects <b>0,0 h</b>	Exam <b>2,0 h</b>	Total <b>125 h</b>

## Business Spanish I

### Learning objectives

#### Knowledge

- Students have a basic knowledge of Spanish: vocabulary, grammar, reading and communicative competences in the field of business and professional situations. They reach the corresponding level of the European Framework of Reference for Languages GER (A0-B1).

#### Skills

- Students are able to communicate constructively, effectively and consciously, both orally and in writing (e.g. making contact; conversing with partners, listening attentively, maintaining a dialogue).
- They are able to express themselves appropriately when speaking, write comprehensibly, persuade others through strong identification with their own arguments according to CEFR levels.
- Students are able to articulate information needs, locate data, information and content in digital environments, access them and navigate between them. Create and update personal search strategies.
- Students are able to analyse, compare and critically evaluate the credibility and reliability of data and information sources and digital content. They can also analyse the data, information and digital content, they are able to interpret and critically evaluate this data.

#### Social

- Students are able to demonstrate their teamwork skills in the context of group work. They are able to argue in the foreign language and to work out and present solutions in teams.
- Students know and understand the differences between cultures and treat them with respect and tolerance. They know and understand that different political, economic and social views influence thinking. They respect other values and opinions.

#### Autonomy

- Students are able to independently acquire and deepen the basics of the language (vocabulary, grammar) and to critically evaluate its content.

### Content

1. A0: Pronunciation, introducing oneself, nationality, profession, personal details, age, numbers and times, family.
2. A2: Applying for a job, writing a CV and letters of application, introducing a company (sector, organisation chart, history, key figures), work in the past and today
3. A2.2/B1 Describe working environment: Working conditions, motivation, health and illness
4. A2.2/B1 Researching and evaluating successfully with authentic material. Collecting information: Researching and analysing, taking notes, reproducing content. Reproducing press reviews around a current economic topic. Successfully communicate and negotiate, presenting arguments, explaining facts, Questioning and defending points of view. Successfully summarise and present

### Compulsory literature

## Business Spanish I

Suggested literature

## Investments and Asset Pricing

Module name <b>Investments and Asset Pricing</b>	
Degree course <b>European Business Management (Option 2: 20 Weeks Internship + Specialization)</b>	Degree <b>Bachelor of Arts</b>
Module responsible(s) <b>Prof. Dr. rer. pol. Stefan Trencsik &amp; Prof. Dr. phil. Stefanie Kunze</b>	
As of <b>2023-08-14</b>	Language <b>English</b>
Type <b>Compulsory</b>	CP according to ECTS <b>5</b>

Study type <b>Full time</b>	Semester <b>3</b>	SWS <b>4</b>	L / E / L / P / S <b>2 / 2 / 0 / 0 / 0</b>
Study type <b>Part time</b>	Semester <b>5</b>	SWS <b>4</b>	L / E / L / P / S <b>2 / 2 / 0 / 0 / 0</b>

Recommended prerequisites <b>Introductory level accounting and economics will be helpful. Some concepts require the use of MS Excel, but prior experience is not required. All applications will be demonstrated and described in the module.</b>
Special regulations

Workload breakdown				
Presence <b>60,0 h</b>	Self-study <b>88,5 h</b>	Projects <b>0,0 h</b>	Exam <b>1,5 h</b>	Total <b>150 h</b>



## Investments and Asset Pricing

### Learning objectives

#### Knowledge

- Students understand the system of corporate governance, specifically who owns, manages and controls the firm
- Students are able to describe, illustrate and compare alternative capital project appraisal techniques
- Students are able to explain and discuss the relationship between investment risk and return and the effects of diversification
- Students are able to identify and search financial data sources such as company reports, web publications, library databases in order to obtain relevant financial data
- Students develop an understanding of portfolio theory and basic principles of asset pricing in financial markets
- Students are able to describe and explain the Efficient Market Hypothesis and behavioural finance arguments

#### Skills

- Students are able to read, interpret and critically evaluate financial statements of firms
- Students are able to evaluate and forecast bond prices and identify the drivers of price changes in markets
- Students are able to derive the value of a single project as well as of an entire firm
- Students are able to apply the portfolio planning and construction process in a real-world context
- Students are able to determine the cost of capital of a company
- Students are able to apply corporate finance concepts by implementing them in Excel.

#### Social

- Students develop teamwork and presentation skills in debating discussion topics and producing team solutions to problems
- Students will develop awareness of all the interaction of finance and societal issues

#### Autonomy

- The self-preparation of the students for the lecture, facilitates the ability to manage themselves and their time in a more effective and efficient way
- Students will be able to solve problems in a structured way by analyzing complex financial problems

## Investments and Asset Pricing

### Content

1. Corporate Governance
2. Accounting for Finance
3. Basic Valuation Techniques
4. Best Practices in Capital Budgeting
5. Risk and Return Models
6. Behavioral Finance and Market Efficiency

### Compulsory literature

- Berk/DeMarzo (2020), Corporate Finance, 5th Global Edition
- Brealey/Myers/Allen (2023), International Student Edition of Principles of Corporate Finance, 14th Edition
- Hillier/Ross/Westerfield/Jaffe/Jordan (2021), Corporate Finance , 4th European Edition
- Damodoran, (2014), Applied Corporate Finance, Fourth Edition

### Suggested literature

- Benninga (2014), Financial Modeling, Fourth Edition

## Supply Chain and Operations Management

Module name <b>Supply Chain and Operations Management</b>	
Degree course <b>European Business Management (Option 2: 20 Weeks Internship + Specialization)</b>	Degree <b>Bachelor of Arts</b>
Module responsible(s) <b>Prof. Dr. rer. pol. Mike Steglich</b>	
As of <b>2023-07-13</b>	Language <b>English</b>
Type <b>Compulsory</b>	CP according to ECTS <b>5</b>

Study type <b>Full time</b>	Semester <b>3</b>	SWS <b>4</b>	L / E / L / P / S <b>2 / 2 / 0 / 0 / 0</b>
Study type <b>Part time</b>	Semester <b>6</b>	SWS <b>4</b>	L / E / L / P / S <b>2 / 2 / 0 / 0 / 0</b>

Recommended prerequisites <b>Introduction to Business Administration</b>
Special regulations

Workload breakdown				
Presence <b>60,0 h</b>	Self-study <b>88,0 h</b>	Projects <b>0,0 h</b>	Exam <b>2,0 h</b>	Total <b>150 h</b>

## Supply Chain and Operations Management

### Learning objectives

#### Knowledge

- Students will gain a thorough understanding of supply chain and operations management.
- Students will gain a thorough understanding of production and cost theory.
- Acquisition of theoretical knowledge about production systems, production planning and logistics

#### Skills

- Acquisition of a broad spectrum of methods for modelling planning tasks from supply chain and operations management and logistics

#### Social

- The students are able to develop their own solutions for decision problems in dialogue with other students and to present the results adequately.

#### Autonomy

- The students are able to independently define goals, independently choose methods for solving a problem and analyze and interpret their own solutions.

## Supply Chain and Operations Management

### Content

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

### Compulsory literature

- Ivanov, D, Schöneberger, J & Tsipoulanis, A. (2019). *Global Supply Chain and Operations Management*. Springer.
- Russel, R & Taylor, B. (2018). *Operations and Supply Chain Management*. Wiley.
- Sanders, N. (2018). *Supply Chain Management*. Wiley.
- Slack, N & Brandon-Jones, A. (2019). *Operations Management*. Pearson.

### Suggested literature

## Introduction to Economics II

Module name <b>Introduction to Economics II</b>	
Degree course <b>European Business Management (Option 2: 20 Weeks Internship + Specialization)</b>	Degree <b>Bachelor of Arts</b>
Module responsible(s) <b>Prof.Dr.rer.pol.habil. Iciar Dominguez Lacasa</b>	
As of <b>2023-09-14</b>	Language <b>English</b>
Type <b>Compulsory</b>	CP according to ECTS <b>2</b>

Study type <b>Full time</b>	Semester <b>3</b>	SWS <b>2</b>	L / E / L / P / S <b>0 / 0 / 0 / 0 / 2</b>
Study type <b>Part time</b>	Semester <b>5</b>	SWS <b>2</b>	L / E / L / P / S <b>0 / 0 / 0 / 0 / 2</b>

Recommended prerequisites <b>Introduction to Economics I</b>
Special regulations

Workload breakdown				
Presence <b>30,0 h</b>	Self-study <b>28,0 h</b>	Projects <b>0,0 h</b>	Exam <b>2,0 h</b>	Total <b>60 h</b>

## Introduction to Economics II

### Learning objectives

#### Knowledge

- Students know the basic instruments and data sources to measure and analyze economic activity and the business cycle.
- Students understand the workings and basic institutional features of fiscal and monetary policy, with an emphasis on the European Union and the Euro area.

#### Skills

- Students are able to follow and to contribute to debates on current economic and societal challenges
- Students can understand global transformations of our day, noting the implications the economy, for businesses for and the environment.
- Students understand the broader societal implications of economic activity and economic policy and are able to reflect upon it.
- Students are able to retrieve economic analysis and data from international sources and to use it adequately.

#### Social

- Students are able to ...
- ... organize group discussions effectively;
- ... resolve group differences in terms of preferences and students' competences;
- ... communicate discussion results effectively before class.

#### Autonomy

- Students are able to ...
- ... read and analyse English economic texts in a relatively tight timeframe;
- ... provide effective briefings and summaries;
- ... develop autonomous positions on key socio-economic policy issues, and defend them against criticism.

### Content

1. The dynamics of global economy
2. Emerging markets and emerging-market multinationals
3. The new demography: life expectancy and population aging
4. Income distribution, inequality and poverty
5. The transformative power of technology and economic development
6. Sustainability and economic growth
7. The financial system as an essential component of the economy

## Introduction to Economics II

### Compulsory literature

- Guillen, Mauro F., Ontiveros, Emilio (2016) *Global Turning Points. The challenges for business and society in the 21st century.* Cambridge University Press.
- Bowles, S, Carlin, W, Stevens, M & The CORE Team. (2017). *The economy : economics for a changing world.* Oxford : Oxford University Press.

### Suggested literature



## Statistics II

Module name <b>Statistics II</b>	
Degree course <b>European Business Management (Option 2: 20 Weeks Internship + Specialization)</b>	Degree <b>Bachelor of Arts</b>
Module responsible(s) <b>Prof. Dr. rer. nat. Rainer Stollhoff</b>	
As of <b>2023-02-28</b>	Language <b>English</b>
Type <b>Compulsory</b>	CP according to ECTS <b>3</b>

Study type <b>Full time</b>	Semester <b>3</b>	SWS <b>2</b>	L / E / L / P / S <b>1 / 1 / 0 / 0 / 0</b>
Study type <b>Part time</b>	Semester <b>5</b>	SWS <b>2</b>	L / E / L / P / S <b>1 / 1 / 0 / 0 / 0</b>

Recommended prerequisites <b>Basic knowledge and understanding of the role and importance of empirical methods in science Basic competences in data management and descriptive statistics (as taught in Statistics I)</b>
Special regulations

Workload breakdown				
Presence <b>30,0 h</b>	Self-study <b>50,0 h</b>	Projects <b>0,0 h</b>	Exam <b>2,0 h</b>	Total <b>82 h</b>

## Statistics II

### Learning objectives

#### Knowledge

- Students know and understand the basic concepts of probability calculus.
- Students know definitions and properties of commonly used probability distributions, and understand how they can be used in modelling, simulations and hypothesis testing.
- Students know commonly used hypothesis tests and understand the basic concepts of hypothesis testing.

#### Skills

- Students can use appropriate statistical techniques to draw empirically founded inferences from quantitative data on a basic level in a spreadsheet calculation software.
- Students can use probability and distribution functions of common probability distributions for simple simulation models using spreadsheet software.

#### Social

- Students can create and edit digital content jointly with others. They can modify, refine, improve and integrate information and content into an existing knowledge base in a social collaboration.

#### Autonomy

- Students can utilize empirical evidence provided by data and statistics to critically reflect on their own views and opinions and those voiced by others.

### Content

#### 1. Probability Distributions and Sampling

- 1.1 Basic laws of probability calculus: Addition, Multiplication, Bayes theorem
- 1.2 Binomial distribution
- 1.3 Normal distribution
- 1.4 Student's  $t$  distribution
- 1.5 Sampling from a distribution

#### 2. Concepts of hypothesis testing

- 2.1 Sampling properties, Estimation, Confidence Intervals
- 2.2 Logic of hypothesis testing, significance levels, error types
- 2.3 Testing for differences in mean:  $t$ -test,  $z$ -test

#### 3. Introduction to multivariate linear regression analysis

- 3.1 Estimating a model, assessing goodness-of-fit
- 3.2 Interpreting model coefficients

## Statistics II

### Compulsory literature

- Herkenhoff, L & Fogli, J. (2013). *Applied statistics for business and management using Microsoft Excel*. New York, NY : Springer.
- Illowsky, B, Dean, S & Holmes, A. (2017). *Introductory Business Statistics*. OpenStax.
- Haack, B, Tippe, U, Stobernack, M & Wendler, T. (2017). *Mathematik für Wirtschaftswissenschaftler : Intuitiv und praxisnah*. Berlin, Heidelberg : Springer Berlin Heidelberg.

### Suggested literature

## Management Information Systems

Module name <b>Management Information Systems</b>	
Degree course <b>European Business Management (Option 2: 20 Weeks Internship + Specialization)</b>	Degree <b>Bachelor of Arts</b>
Module responsible(s) <b>Master of Science Peter Bernhardt</b>	
As of <b>2023-02-28</b>	Language <b>English</b>
Type <b>Compulsory</b>	CP according to ECTS <b>5</b>

Study type <b>Full time</b>	Semester <b>3</b>	SWS <b>4</b>	L / E / L / P / S <b>2 / 2 / 0 / 0 / 0</b>
Study type <b>Part time</b>	Semester <b>5</b>	SWS <b>4</b>	L / E / L / P / S <b>2 / 2 / 0 / 0 / 0</b>

Recommended prerequisites
Special regulations

Workload breakdown				
Presence <b>60,0 h</b>	Self-study <b>60,0 h</b>	Projects <b>0,0 h</b>	Exam <b>30,0 h</b>	Total <b>150 h</b>

Learning objectives
Knowledge
Skills
Social
Autonomy

## Management Information Systems

### Content

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

Compulsory literature

Suggested literature

## Business Communication and Project Management

Module name <b>Business Communication and Project Management</b>	
Degree course <b>European Business Management (Option 2: 20 Weeks Internship + Specialization)</b>	Degree <b>Bachelor of Arts</b>
Module responsible(s) <b>MBA Martin Bradbeer</b>	
As of <b>2023-02-28</b>	Language <b>English</b>
Type <b>Compulsory</b>	CP according to ECTS <b>5</b>

Study type <b>Full time</b>	Semester <b>3</b>	SWS <b>4</b>	L / E / L / P / S <b>0 / 0 / 0 / 0 / 4</b>
Study type <b>Part time</b>	Semester <b>7</b>	SWS <b>4</b>	L / E / L / P / S <b>0 / 0 / 0 / 0 / 4</b>

Recommended prerequisites <b>C1 level of English according to the Common European Framework of References</b>
Special regulations

Workload breakdown				
Presence <b>60,0 h</b>	Self-study <b>63,0 h</b>	Projects <b>0,0 h</b>	Exam <b>2,0 h</b>	Total <b>125 h</b>

Learning objectives
Knowledge
<ul style="list-style-type: none"> <li>– Basic methods and tools for project management</li> <li>– Additional English vocabulary in the areas of economics, investment and asset-pricing, costs and management accounting</li> <li>– Intercultural communication theories</li> <li>– Consolidation of English grammar</li> <li>– Students know and understand how to write academic papers and develop their skills in writing academic texts</li> </ul>
Skills
<ul style="list-style-type: none"> <li>– Presentation skills in English</li> </ul>

## Business Communication and Project Management

- Deal independently project management methods and tools in given project areas (e.g. sustainability) and present and justify their reflections and results
- To read and write texts in English with an academic and business focus
- Students are able to take part in meetings and negotiations in English
- Students have skills to communicate effectively across cultures

### Social

- To be able to communicate comfortably in English in a European and global environment
- Ability to work in teams and identify roles within teams
- Students adhere to rules & agreements that they have agreed with others. Others can rely on their own statements that tasks are completed to the promised quality.
- Students know how to communicate criticism to others so that it is beneficial to the person. They can reflect on criticism of themselves and adopt different points of view.
- Students are able to communicate both orally and in writing in a constructive, effective and conscious manner (e.g. establish contacts; hold a conversation with several partners, listen attentively, maintain a dialogue; express themselves in a manner appropriate to the addressee, write understandably, convince others through strong identification with their own arguments).
- Students complete work assignments conscientiously, thoroughly, completely and reliably. In doing so, they maintain an overview, paying particular attention to well-ordered documents and to the documentation of processes and important details.
- Students are eager to experiment and willing to break new ground. They can develop unconventional, unusual new ideas and implement them accordingly. They are imaginative and enjoy trying out new things.
- Students can create and edit digital content together with others. They can modify, refine, improve and integrate information and content into an existing knowledge base in cooperation with others.

### Autonomy

- Students can critically question both their own decisions and the views and decisions of others
- To take the initiative in order to improve language level through self-study and external engagements
- Students know and understand the differences of cultures and meet them with respect and tolerance. They know and understand that different political, economic and social views influence thinking. They respect different values and opinions.
- Students are able to analyze their learning and working processes in order to evaluate and to design and optimize them

## Business Communication and Project Management

### Content

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

### Compulsory literature

- Project Management Institute. (2013). *A guide to the project management body of knowledge : (PMBOK guide)* (5. ed.). Newtown Square, Pa. : PMI, Project Management Inst.

### Suggested literature

- • Oxford Advanced Learner's Dictionary 8: ISBN 978-3068014929 • Das große Oxford Wörterbuch - Second Edition: ISBN 978-3068013045 • Oxford Business English Dictionary for Learners of English: 978-0194316170 • Business Spotlight magazine
- Meyer, E. (2015). *The culture map : decoding how people think, lead, and get things done across cultures* (First edition, international edition). New York, NY : PublicAffairs.
- Project Management Institute. (2013). *A guide to the project management body of knowledge : (PMBOK guide)* (5. ed.). Newtown Square, Pa. : PMI, Project Management Inst.



## Business French II

Module name <b>Business French II</b>	
Degree course <b>European Business Management (Option 2: 20 Weeks Internship + Specialization)</b>	Degree <b>Bachelor of Arts</b>
Module responsible(s) <b>M.A. Marie-Noelle Demarchi</b>	
As of <b>2022-08-03</b>	Language <b>German</b>
Type <b>Elective</b>	CP according to ECTS <b>3</b>

Study type <b>Full time</b>	Semester <b>3</b>	SWS <b>2</b>	L / E / L / P / S <b>0 / 2 / 0 / 0 / 0</b>
Study type <b>Part time</b>	Semester <b>7</b>	SWS <b>2</b>	L / E / L / P / S <b>0 / 2 / 0 / 0 / 0</b>

Recommended prerequisites <b>building on the previous level (after placement test, levels according to CEFR)</b>
Special regulations <b>none</b>

Workload breakdown				
Presence <b>30,0 h</b>	Self-study <b>58,0 h</b>	Projects <b>0,0 h</b>	Exam <b>2,0 h</b>	Total <b>90 h</b>

## Business French II

### Learning objectives

#### Knowledge

- Students will have a basic knowledge of French: vocabulary, grammar, reading and communicative skills in business and professional situations. They reach the appropriate level of the European Framework of Reference for Languages (A1 to B2).

#### Skills

- Students are able to communicate constructively, effectively, and intentionally, both orally and in writing (e.g., establish rapport; carry on a conversation with multiple partners, listen attentively, maintain dialogue. Expresses self appropriately to addressees, writes comprehensibly, Persuades others through strong identification with own arguments) according to CEFR levels.
- Articulate information needs, locate data, information and content in digital environments, access to them and navigate between them. Create and update personal search strategies.
- Analyse, compare and critically evaluate the credibility and reliability of data and information sources and digital content.

#### Social

- Students are able to demonstrate their teamwork skills in the context of group work. They are able to argue in the foreign language and to work out and present solutions in teams.
- Students know and understand the differences between cultures and treat them with respect and tolerance. They know and understand that different political, economic and social views influence thinking. They respect other values and opinions

#### Autonomy

- Students are able to independently acquire and deepen the basics of the of the language (vocabulary, grammar), and to evaluate it critically.

### Content

1. A1: making appointments: telephoning, writing e-mails, organising trips, describing daily routines and organising an agenda, ordering in a restaurant
2. A2.2/B1: collecting information, researching and analysing, taking notes, reproducing content, successfully communicate and negotiate, present arguments. Communicate and negotiate, present arguments, question points of view. Successfully summarise and present
3. B2: business, human resources, production, marketing, buying and selling, finance

### Compulsory literature

### Suggested literature

## Business German II

Module name <b>Business German II</b>	
Degree course <b>European Business Management (Option 2: 20 Weeks Internship + Specialization)</b>	Degree <b>Bachelor of Arts</b>
Module responsible(s) <b>M.A. Daniela Schultz</b>	
As of <b>2022-08-03</b>	Language <b>German</b>
Type <b>Elective</b>	CP according to ECTS <b>3</b>

Study type <b>Full time</b>	Semester <b>3</b>	SWS <b>2</b>	L / E / L / P / S <b>0 / 2 / 0 / 0 / 0</b>
Study type <b>Part time</b>	Semester <b>7</b>	SWS <b>2</b>	L / E / L / P / S <b>0 / 2 / 0 / 0 / 0</b>

Recommended prerequisites <b>aufbauend auf der vorherigen Stufe (Einstufungstest nach GER)</b>
Special regulations <b>none</b>

Workload breakdown				
Presence <b>30,0 h</b>	Self-study <b>58,0 h</b>	Projects <b>0,0 h</b>	Exam <b>2,0 h</b>	Total <b>90 h</b>

## Business German II

### Learning objectives

#### Knowledge

- Students will have basic German: Vocabulary, grammar, reading and communicative skills in the Business and in professional situations. They reach the corresponding level of the European Framework of Reference for Languages (A1 to B2).

#### Skills

- Students are able to communicate constructively, effectively, and deliberately, both orally and in writing (e.g., establish rapport; hold a conversation with multiple partners, listen attentively, maintain dialogue. She/he expresses him/herself appropriately to the addressee, writes comprehensibly, convinces others by strongly identifying with his/her own arguments). (according to CEFR levels)
  - Students are able to articulate information needs, search, access and navigate among data, information and content in digital environments, create and update personal search strategies.
  - Be able to: analyze, compare, and critically evaluate the credibility and reliability of data and information sources and digital content. Analyze, interpret, and critically evaluate data, information, and digital content.

#### Social

- Students are able to demonstrate their ability to work in a team in the context of to demonstrate their ability to work in a team. They are able to argue in the foreign language and to work out and present solutions in teams. and present them.
  - Students know and understand the differences of cultures and encounter them respectfully and tolerantly. They know and understand that different political, economic and social views influence thinking. They respect other values and opinions.

#### Autonomy

- The students are able to independently acquire the basics of the of the language (vocabulary, grammar) independently, to deepen and critically evaluate.

## Business German II

### Content

1. Beginners: pronunciation, introduce yourself, nationality, profession, personal details, age, numbers and time, family
2. Intermediate: Apply for a job, write a resume and letters of application, introduce a (industry, organization chart, history, key figures), describe work in the past and today and today, describe working environment (working conditions, motivation, illness)
3. Upper level: collecting information, research and analysis, note-taking, content press review on a current economic topic, communicate and negotiate successfully, present arguments  
communicate and negotiate, present arguments, challenge viewpoints, successfully summarize and present

Compulsory literature

Suggested literature

## Business Spanish II

Module name <b>Business Spanish II</b>	
Degree course <b>European Business Management (Option 2: 20 Weeks Internship + Specialization)</b>	Degree <b>Bachelor of Arts</b>
Module responsible(s) <b>Veronica Bertinotti de Fiddicke</b>	
As of <b>2022-08-03</b>	Language <b>German</b>
Type <b>Elective</b>	CP according to ECTS <b>3</b>

Study type <b>Full time</b>	Semester <b>3</b>	SWS <b>2</b>	L / E / L / P / S <b>0 / 2 / 0 / 0 / 0</b>
Study type <b>Part time</b>	Semester <b>7</b>	SWS <b>2</b>	L / E / L / P / S <b>0 / 2 / 0 / 0 / 0</b>

Recommended prerequisites <b>From A1 building on the previous level (placement test according to CEFR)</b>
Special regulations <b>None</b>

Workload breakdown				
Presence <b>30,0 h</b>	Self-study <b>58,0 h</b>	Projects <b>0,0 h</b>	Exam <b>2,0 h</b>	Total <b>90 h</b>

## Business Spanish II

### Learning objectives

#### Knowledge

- Students have a basic knowledge of Spanish: vocabulary, grammar, reading and communicative competences in the field of business and professional situations. They reach the corresponding level of the European Framework of Reference for Languages GER (A0-B1).

#### Skills

- Students are able to communicate constructively effectively and consciously, both orally and in writing (e.g. making contact; conversing with partners, listening attentively, maintaining a dialogue).
- They are able to express themselves appropriately when speaking, write comprehensibly, persuade others through strong identification with their own arguments according to CEFR levels.
- Students are able to articulate information needs, locate data, information and content in digital environments, access them and navigate between them. Create and update personal search strategies.
- Students are able to analyse, compare and critically evaluate the credibility and reliability of data and information sources and digital content. They can also analyse the data, information and digital content, they are able to interpret and critically evaluate this data.

#### Social

- Students are able to demonstrate their teamwork skills in the context of group work. They are able to argue in the foreign language and to work out and present solutions in teams.
- Students know and understand the differences between cultures and treat them with respect and tolerance. They know and understand that different political, economic and social views influence thinking. They respect other values and opinions.

#### Autonomy

- Students are able to independently acquire and deepen the basics of the language (vocabulary, grammar) and to critically evaluate its contents.

### Content

1. A2: Applying for a job, writing a CV and letters of application, introducing a company (sector, organisation chart, history, key figures), work in the past and today.
2. A2.2/B1 Describe working environment: Working conditions, motivation, health and illness.
3. A2.2/B1 Researching and evaluating successfully with authentic material. Collecting information: Researching and analysing, taking notes, reproducing content. Reproducing press reviews around a current economic topic. Successfully communicate and negotiate, presenting arguments, explaining facts, questioning and defending points of view. Successfully summarise and present.

## Business Spanish II

### Compulsory literature

- Alonso, G, González, M, Ortiz, V & Max-Hueber-Verlag (Ismaning). (2019). *Emprendedores : curso de español para profesionales; 1, Libro del Alumno : A1-A2 / Geni Alonso, Marta González, Victoria Ortiz: Libro del Alumno : A1-A2 : A1-A2 / Geni Alonso, Marta González, Victoria Ortiz* (Primera edición). München : Hueber Verlag.
- Alonso, G, González, M & Max-Hueber-Verlag (Ismaning). (2020). *Emprendedores : curso de español para profesionales; 2, Libro del Alumno : B1 / Geni Alonso, Marta González: Libro del Alumno : B1 : B1 / Geni Alonso, Marta González* (Primera edición). München : Hueber Verlag.

### Suggested literature

- Alonso, G, González, M, Ortiz, V & Max-Hueber-Verlag (Ismaning). (2019). *Emprendedores : curso de español para profesionales; 1, Libro del Alumno : A1-A2 / Geni Alonso, Marta González, Victoria Ortiz: Libro del Alumno : A1-A2 : A1-A2 / Geni Alonso, Marta González, Victoria Ortiz* (Primera edición). München : Hueber Verlag.
- Alonso, G, González, M & Max-Hueber-Verlag (Ismaning). (2020). *Emprendedores : curso de español para profesionales; 2, Libro del Alumno : B1 / Geni Alonso, Marta González: Libro del Alumno : B1 : B1 / Geni Alonso, Marta González* (Primera edición). München : Hueber Verlag.
- Alonso Raya, R. (2011). *Gramática básica del estudiante de español : [A1 - B1, marco de referencia europeo ; incl. más de 370 ejercicios con soluciones]* (Ed. revisada). [Stuttgart] : Klett.



## International Strategies in Theory and Practice I

Module name <b>International Strategies in Theory and Practice I</b>	
Degree course <b>European Business Management (Option 2: 20 Weeks Internship + Specialization)</b>	Degree <b>Bachelor of Arts</b>
Module responsible(s) <b>Prof. Dr. rer. pol. Sandra Haas, MBA Martin Bradbeer &amp; Prof. Dr. rer. pol. Christian Hederer</b>	
As of <b>2023-02-28</b>	Language <b>English</b>
Type <b>Compulsory</b>	CP according to ECTS <b>5</b>

Study type <b>Full time</b>	Semester <b>4</b>	SWS <b>4</b>	L / E / L / P / S <b>0 / 0 / 0 / 0 / 4</b>
Study type <b>Part time</b>	Semester <b>8</b>	SWS <b>4</b>	L / E / L / P / S <b>0 / 0 / 0 / 0 / 4</b>

Recommended prerequisites
Special regulations

Workload breakdown				
Presence <b>60,0 h</b>	Self-study <b>49,5 h</b>	Projects <b>40,0 h</b>	Exam <b>0,5 h</b>	Total <b>150 h</b>

## International Strategies in Theory and Practice I

### Learning objectives

#### Knowledge

- Students possess knowledge in the following fields: 1. basic problem areas of going & being international in general and in different functional units of the company (in combination with a professional specialization) 2. planning and planning processes of internationalization activities.
- Students possess advanced English language skills in all relevant areas of international companies .

#### Skills

- Based on country analyses, realistic questions/&problems corresponding to the level of study are solved for the management of international markets within the framework of a project team. In combination with a subject-specific specialization, fundamental, subject-specific proposals for action can be developed. (=Subject-related competencies)
- Students are equipped with a scientific and systematic way of working. This is characterized by the use of partly interdisciplinary approaches, models and systematic knowledge. (= scientific approach)
- Students can search for and evaluate data, information and digital content, assess the relevance of the source and its content. They possess skills to store, manage and organize digital data, information and content. (=Digital competencies)

#### Social

- Students communicate (orally & in writing) with other subject representatives as well as non-subject internal /external contacts to responsibly solve a task. You apply English skills very well in word & writing// Level: C1 (final level) (=communication skills).
- Students use digital technologies to interact, communicate, and collaborate with an awareness of cultural and generational diversity (=digital competencies).
- Students demonstrate a high level of teamwork skills and strong intercultural competencies in the context of team-based project work. (=team ability)
- Students adhere to rules and agreements they have made with others. Others can rely on their own statements that tasks will be completed in the promised quality. (=reliability)
- Students know and understand the differences of cultures and approach them with respect and tolerance. They know and understand that different political, economic and social views influence thinking. They respect other values and opinions. (=openness to the world/tolerance)

#### Autonomy

- Students can adapt habitual thinking and actions to new changing situations, as well as accept new tasks & challenges. (=flexibility)
- Students complete work assignments conscientiously, thoroughly, completely and reliably. In doing so, they maintain an overview, pay particular attention to orderly documents and to the documentation of processes and important details. (=carefulness)
- Students critically reflect on their professional actions in relation to societal/global expectations and consequences.

## International Strategies in Theory and Practice I

### Content

1. The specialization International Management in European Context prepares students for work in an international environment by developing appropriate general skills. The two-semester interdisciplinary module International Strategies in Theory & Practice is designed to prepare students to understand international business situations in the context of existing local, European & international contexts, to plan internationalization strategies and to apply theoretical knowledge to solve practical problems.

The module International Strategies in Theory & Practice I (4th sem.) focuses on teaching basic application-related knowledge & skills for internationalizing business activities. The module "International Strategies in Theory & Practice II" (5th sem.) characterizes an interdisciplinary project module. In both modules, Content & Language Integrated Learning is applied and takes place in the team teaching format (specialist lecturer in management & specialist lecturer in English)

2. International Strategies in Theory & Practice I (management-related content)

- 2.1 Globalizing Business: Why do companies engage in international business? - Students will outline factors for success/ failure of doing business abroad on a basic level. Besides, concepts of International Business and Global Business will be explained.
- 2.2 Leveraging Resources & Capabilities: From the resourced-based perspective students will learn how to identify and use value-adding resources.
- 2.3 Strategic Planning Process: In this section, we will look at the planning and control process as a method for companies to define how they will achieve their current and future strategic objectives. By doing so, students will be able to carry out assigned project work.
- 2.4 Entering foreign markets: Here challenges of going international will be elaborated. Having characterized specific problem areas of companies going abroad, students learn how to identify location-specific advantages and will be introduced to various market entry strategies.
- 2.5 Growing & Internationalizing the Entrepreneurial firm: The chapter outlines international strategies for small & medium sized enterprises.
- 2.6 Managing around the World: This session characterizes a multifaceted unit covering topics on "Being an International organization".

3. International Strategies in Theory & Practice I (language-related content)

General Focus within International Strategies: Students will work on a wide range of demanding, long texts to identify not only explicit but also implicit meaning. Regarding oral skills, there will be work on fluency and spontaneity and the ability to use language flexibly and effectively for both academic and professional purposes. Students will work on producing clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices. This will all be centred on the topics outlined in Points 1 and 3.

- 3.1 Reading: Reading skills, strategies and lexical work to enable students to read longer texts. This will include scanning quickly through long and complex texts to locate relevant details and to identify if the text is worth closer study.
- 3.2 Speaking: Focus on fluency and spontaneity. Special focus on the language and cultural aspects of:
  - o Meetings - chairing and participating in meetings, arguing a formal position convincingly, responding to questions and comments and answering complex lines of counter argument

## International Strategies in Theory and Practice I

fluently, spontaneously and appropriately

o Presentations: Giving clear, well-structured presentations of a complex subject, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples. Handling interjections well, responding spontaneously and almost effortlessly.

- 3.3 Listening: Listening strategies to understand a range of different accents and Englishes
- 3.4 Writing: Writing clear, well-structured texts of complex subjects, underlining the relevant salient issues, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples and concluding appropriately.
4. International Strategies in Theory & Practice II: At its core of the module is a foreign market entry strategy for one firm in one region. This will include management and intercultural dimensions, and include research, analysis, and an actual plan ready for implementation. The project will be developed continuously with feedback by your instructors and group feedback. Depending on the project task, your instructors will give project-related input-sessions. All project work will also be monitored regarding language use and feedback given by the language instructors.

### Compulsory literature

- Mike W. Peng: Global, Global Business, Cengage, latest edition.

### Suggested literature

- Please refer also to the reference list presented in the learning materials & learning platform.
- Michael R. Czinkota et al: International Business, WILEY, latest edition.
- John Daniels, Lee Radebaugh, Daniel Sullivan: International Business, Pearson, latest edition.
- Svend Hollensen: Global Marketing, Pearson, latest edition.

## International and Institutional Economics I

Module name <b>International and Institutional Economics I</b>	
Degree course <b>European Business Management (Option 2: 20 Weeks Internship + Specialization)</b>	Degree <b>Bachelor of Arts</b>
Module responsible(s) <b>Prof. Dr. rer. pol. Christian Hederer &amp; Prof. Dr. rer. pol. Sandra Haas</b>	
As of <b>2023-02-28</b>	Language <b>English</b>
Type <b>Compulsory</b>	CP according to ECTS <b>5</b>

Study type <b>Full time</b>	Semester <b>4</b>	SWS <b>4</b>	L / E / L / P / S <b>0 / 0 / 0 / 0 / 4</b>
Study type <b>Part time</b>	Semester <b>6</b>	SWS <b>4</b>	L / E / L / P / S <b>0 / 0 / 0 / 0 / 4</b>

Recommended prerequisites <b>Basics of economics</b>
Special regulations <b>The module is held in joint co-operation with "International Strategy in Theory and Practice I".</b>

Workload breakdown				
Presence <b>60,0 h</b>	Self-study <b>49,0 h</b>	Projects <b>40,0 h</b>	Exam <b>1,0 h</b>	Total <b>150 h</b>

## International and Institutional Economics I

### Learning objectives

#### Knowledge

- Students have a comparative overview of key country characteristics relevant for developing an international business strategy.
- Students know the basic rules of the EU Internal Market and their application to intra-EU trade, investment, and labour mobility from a business perspective.

#### Skills

- Students are able to develop comprehensive country analyses, with a focus on aptitude / strengths / weaknesses as a target market.
- Students are able to assess key country risks, particularly in developing and emerging economies.
- Students are able to use the legal framework of the EU Internal Market for business purposes.

#### Social

- See "International Strategy in Theory and Practice I"

#### Autonomy

- See "International Strategy in Theory and Practice I"

### Content

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

## International and Institutional Economics I

Compulsory literature

– tba

Suggested literature

## Team Development and Coaching I

Module name <b>Team Development and Coaching I</b>	
Degree course <b>European Business Management (Option 2: 20 Weeks Internship + Specialization)</b>	Degree <b>Bachelor of Arts</b>
Module responsible(s) <b>M. Sc. Marcel Herold</b>	
As of <b>2023-02-28</b>	Language <b>English</b>
Type <b>Compulsory</b>	CP according to ECTS <b>2</b>

Study type <b>Full time</b>	Semester <b>4</b>	SWS <b>2</b>	L / E / L / P / S <b>0 / 0 / 0 / 0 / 2</b>
Study type <b>Part time</b>	Semester <b>8</b>	SWS <b>2</b>	L / E / L / P / S <b>0 / 0 / 0 / 0 / 2</b>

Recommended prerequisites <b>keine</b>
Special regulations

Workload breakdown				
Presence <b>30,0 h</b>	Self-study <b>35,0 h</b>	Projects <b>55,0 h</b>	Exam <b>0,0 h</b>	Total <b>120 h</b>



## Team Development and Coaching I

### Learning objectives

#### Knowledge

- Students learn about team development as an important motivational tool and important building block of organisational development.
- They know typical situations in which teams are used (e.g. product, process and organisational developments with a particularly high demand for complexity and innovation).
- Students are aware of the advantages and benefits as well as the disadvantages and limitations of teamwork.

#### Skills

- Students work out concrete techniques of team development in practical exercises.

#### Social

- Acquire various components of social and self-competence necessary for building and leading teams.

#### Autonomy

- The students' independence is further developed through independent practice.

## Team Development and Coaching I

### Content

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

### Compulsory literature

- Huber, J & Hamann, A. (2015). *Coaching - Die Führungskraft als Trainer*. Springer.

## Team Development and Coaching I

### Suggested literature

- Herrmann, D, Hüneke, K & Rohrberg, A. (2006). *Führung auf Distanz : mit virtuellen Teams zum Erfolg* (1. Aufl.). Wiesbaden : Gabler.
- Kauffeld, S. (2001). *Teamdiagnose*. Göttingen : Verl. für Angewandte Psychologie.
- Staehle, W & Conrad, P. (1999). *Management : eine verhaltenswissenschaftliche Perspektive* (8. Aufl. / überarb. von Peter Conrad ..). München : Vahlen.
- Stahl, E. (2012). *Dynamik in Gruppen: Handbuch der Gruppenleitung*. Beltz.
- van Dick, R & A. West, M. (2013). *Teamwork, Teamdiagnose, Teamentwicklung (Praxis der Personalpsychologie, Band 8)*. Hogrefe Verlag.

## Interdisciplinary Module

Module name <b>Interdisciplinary Module</b>	
Degree course <b>European Business Management (Option 2: 20 Weeks Internship + Specialization)</b>	Degree <b>Bachelor of Arts</b>
Module responsible(s) <b>Prof. Dr.-Ing. Stefan Kubica</b>	
As of <b>2023-01-23</b>	Language <b>German, English</b>
Type <b>Compulsory</b>	CP according to ECTS <b>5</b>

Study type <b>Full time</b>	Semester <b>4</b>	SWS <b>4</b>	L / E / L / P / S <b>0 / 0 / 0 / 4 / 0</b>
Study type <b>Part time</b>	Semester <b>10</b>	SWS <b>4</b>	L / E / L / P / S <b>0 / 0 / 0 / 4 / 0</b>

Recommended prerequisites <b>Prior professional competences should have been successfully acquired.</b>
Special regulations <b>Special focus is placed on learning future-relevant competencies ("Future Skills"). To this end, students from different degree programmes are brought together in interdisciplinary teams so that they can work on tasks in an active and process-oriented manner. The topics of the Interdisciplinary Module are planned so that they contain at least 4 SWS and run for one semester. They are offered in the winter semester and in the summer semester. They are announced at the beginning of the previous semester and released in an elective catalogue. New topics for the interdisciplinary module are designed for each semester, so that if a student fails the module examination, partial performances already passed are forfeited and cannot be credited in the next attempt. Failed exams can be retaken on a matriculation basis.</b>

Workload breakdown				
Presence <b>60,0 h</b>	Self-study <b>10,0 h</b>	Projects <b>77,0 h</b>	Exam <b>3,0 h</b>	Total <b>150 h</b>

## Interdisciplinary Module

### Learning objectives

#### Knowledge

- Students are aware of the challenges that arise during collaboration in interdisciplinary teams and are able to deal with them.
- The students can evaluate a specific task from their professional expertise, which they have acquired in their respective course of study, and bring it into the implementation of the project.

#### Skills

- The students are enabled to organise their project team in such a way that a successful project implementation is possible.
- Students can show that they both have and can apply basic knowledge of project management (phases, methods and criteria of use).
- Students are able to apply, deepen and further develop their specialised knowledge in an interdisciplinary practice context.
- Students can present subject-specific theories, models and concepts in an interdisciplinary context, introduce them for a concrete problem solution and contrast them with each other.
- Students are able to present interdisciplinary topics to specific target groups.
- Students can reflect on value-related aspects in an interdisciplinary perspective (e.g. sustainability, social justice).
- Students further develop their solution-oriented thinking - related to the implementation of an interdisciplinary project - in order to formulate and implement new approaches to solutions together with their project team.

#### Social

- Students work constructively in interdisciplinary teams and can deal with any difficulties that occur during the course of the project.
- Against the background of the different knowledge and skills in the heterogeneous groups of students, they guide and support each other.
- Students are able to reflect on their respective work results.
- Students will be able to contrast and compare different professional perspectives.
- Students are able to communicate orally and in writing in an interdisciplinary context in an appropriate and professional manner.

#### Autonomy

- The students set and realise their own work goals in the course of the project.
- Students independently and responsibly plan and review their progress and engage with different - sometimes conflicting - perspectives on project implementation.

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## Interdisciplinary Module

### Content

1. The contents serve future-relevant interdisciplinary topics and vary depending on the task.
2. The following overarching guidelines apply to the design of the interdisciplinary topics:
  - Authentic, problem-based assignments so that students develop solutions independently and systemically in interdisciplinary exchange and apply elements from project management; clear reference to a later professional activity and/or
  - Promote communication, conflict resolution and cooperation skills through teamwork
  - Encourage a change of perspectives across disciplines to understand the added value and synergy effects of interdisciplinary work.

### Compulsory literature

#### Suggested literature

- Future Skills – Lernen der Zukunft – Hochschule der Zukunft, 2020, Ulf-Daniel Ehlers, Springer VS Wiesbaden, <https://link.springer.com/book/10.1007/978-3-658-29297-3>
- Hofert, S. (2018). Das agile Mindset: Mitarbeiter entwickeln, Zukunft der Arbeit gestalten, Wiesbaden: Springer Fachmedien Wiesbaden.
- Neue Narrative (Magazin für neues Arbeiten), <http://www.neuenarrative.de>
- enorm (Magazin für gesellschaftliche Verantwortung), <https://enorm-magazin.de>

## Business English Communications Skills II

Module name <b>Business English Communications Skills II</b>	
Degree course <b>European Business Management (Option 2: 20 Weeks Internship + Specialization)</b>	Degree <b>Bachelor of Arts</b>
Module responsible(s) <b>MBA Martin Bradbeer</b>	
As of <b>2023-02-28</b>	Language <b>English</b>
Type <b>Elective</b>	CP according to ECTS <b>5</b>

Study type <b>Full time</b>	Semester <b>4</b>	SWS <b>4</b>	L / E / L / P / S <b>2 / 2 / 0 / 0 / 0</b>
Study type <b>Part time</b>	Semester <b>10</b>	SWS <b>4</b>	L / E / L / P / S <b>2 / 2 / 0 / 0 / 0</b>

Recommended prerequisites <b>English at B2.2 European Framework of Reference</b>
Special regulations

Workload breakdown				
Presence <b>60,0 h</b>	Self-study <b>68,0 h</b>	Projects <b>0,0 h</b>	Exam <b>2,0 h</b>	Total <b>130 h</b>

## Business English Communications Skills II

### Learning objectives

#### Knowledge

- Specific vocabulary for the degree programme
- Consolidation of English grammar

#### Skills

- To read and write texts in English with an academic and business focus and discuss them
- Students are able to take part in varieties of business situations
- Students have skills to communicate effectively across cultures

#### Social

- To be able to communicate comfortably in English in a European environment
- Ability to work in teams and identify roles within teams

#### Autonomy

- To take the initiative in order to improve language level through self-study and external engagements
- Students are able to do the following: Identify their strengths, skills, knowledge etc and communicate them effectively in job interviews

### Content

1. Business functions including negotiations and presentations
2. Job applications including CVs, letters of motivation, interviews, assessment centres
3. Business Correspondence

### Compulsory literature

- Erin, M. (2015). The culture map : decoding how people think, lead, and get things done across cultures. New York NY.
- Oxford Advanced Learner's Dictionary 8: ISBN 978-3068014929
- Das große Oxford Wörterbuch - Second Edition: ISBN 978-3068013045
- Oxford Business English Dictionary for Learners of English: 978-0194316170
- Business Spotlight magazine, Econo

### Suggested literature



## Service Management

Module name <b>Service Management</b>	
Degree course <b>European Business Management (Option 2: 20 Weeks Internship + Specialization)</b>	Degree <b>Bachelor of Arts</b>
Module responsible(s) <b>M.A. Simon Devos-Chernova</b>	
As of <b>2023-08-21</b>	Language <b>English</b>
Type <b>Elective</b>	CP according to ECTS <b>5</b>

Study type <b>Full time</b>	Semester <b>4</b>	SWS <b>4</b>	L / E / L / P / S <b>2 / 2 / 0 / 0 / 0</b>
Study type <b>Part time</b>	Semester <b>10</b>	SWS <b>4</b>	L / E / L / P / S <b>2 / 2 / 0 / 0 / 0</b>

Recommended prerequisites <b>Basic understanding of business administration regarding accounting, human resource management and organisation, marketing</b>
Special regulations

Workload breakdown				
Presence <b>60,0 h</b>	Self-study <b>50,0 h</b>	Projects <b>18,5 h</b>	Exam <b>1,5 h</b>	Total <b>130 h</b>

## Service Management

### Learning objectives

#### Knowledge

- Students will understand the specifics of service from a management perspective and the main differences to managing challenges in manufacturing

#### Skills

- They will be able to analyse, design and optimize service processes, apply quality management methods and develop specific service marketing strategies

#### Social

- Students will discuss benefits and drawbacks and opportunities and risks of different approaches to service management in group discussions; they will develop concepts in case study work in small teams

#### Autonomy

- They will learn to reflect their customer perception regarding services, develop and argue a position in their team and in class

### Content

1. Three sector economy model, the modern service economy, situation in developed and emerging countries, forecast
2. Specifics of service (intangibility, uno-actu-principle, integration of the customer) and economic consequences
3. Service design, process visualisation, process management and optimisation, innovation in services
4. Service marketing, market segmentation, pricing policy, case studies
5. Services internationalisation

### Compulsory literature

- Gemmel, P, Van Looy, B & Van Dierdonck, R. (2013). *Service management : an integrated approach* (3. ed.). Harlow [u.a.] : Pearson.

### Suggested literature

## International Communication and Presentations Skills

Module name <b>International Communication and Presentations Skills</b>	
Degree course <b>European Business Management (Option 2: 20 Weeks Internship + Specialization)</b>	Degree <b>Bachelor of Arts</b>
Module responsible(s) <b>MBA Martin Bradbeer</b>	
As of <b>2023-07-13</b>	Language <b>English</b>
Type <b>Elective</b>	CP according to ECTS <b>5</b>

Study type <b>Full time</b>	Semester <b>4</b>	SWS <b>4</b>	L / E / L / P / S <b>2 / 2 / 0 / 0 / 0</b>
Study type <b>Part time</b>	Semester <b>10</b>	SWS <b>4</b>	L / E / L / P / S <b>2 / 2 / 0 / 0 / 0</b>

Recommended prerequisites <b>English at B2 European Framework of Reference</b>
Special regulations

Workload breakdown				
Presence <b>60,0 h</b>	Self-study <b>68,0 h</b>	Projects <b>0,0 h</b>	Exam <b>2,0 h</b>	Total <b>130 h</b>

## International Communication and Presentations Skills

### Learning objectives

#### Knowledge

- Students know and understand selected aspects of communication theory

#### Skills

- Students are able to communicate and present more effectively, in English, and they gain skills relating to communication and presentation in German too

#### Social

- Students are able to enhance their team-working abilities, and to target their communication more effectively according to specific situations; students gain experience in leading and moderating group discussions and teamwork

#### Autonomy

- Students are able to reflect on their own communication and presentation skills, to analyze communication situations, to develop strategies for improvement, and they gain self-confidence in presentation and communication situations

### Content

1. Presentation skills: presentation basics and philosophy
2. Cultural and international expectations for presentations
3. Presentations in English
4. Communication theories: sender-receiver, four sides of a message, analogue and digital communication
5. Use of visual aids, visualization
6. Feedback
7. Internal and external corporate communication
8. Short introduction to communication in negotiation and conflict
9. Methods: The course involves a large amount of practical, hands-on work, including presentation scenarios, visuals design, and working with video, and also feedback and reflection on individual performances

### Compulsory literature

- Borg, James, Persuasion. The Art of Influencing People, Pearson Education Limited, Harlow,
- 2007 Dignen, Bob, 50 Ways to Improve Your Presentation Skills, Oxford
- 2007 Duarte, Nancy, Slideology. The Art and Science of Creating Great Presentations, Sebastop

### Suggested literature

## Business French III

Module name <b>Business French III</b>	
Degree course <b>European Business Management (Option 2: 20 Weeks Internship + Specialization)</b>	Degree <b>Bachelor of Arts</b>
Module responsible(s) <b>M.A. Marie-Noelle Demarchi</b>	
As of <b>2023-07-19</b>	Language <b>German</b>
Type <b>Elective</b>	CP according to ECTS <b>5</b>

Study type <b>Full time</b>	Semester <b>4</b>	SWS <b>4</b>	L / E / L / P / S <b>2 / 2 / 0 / 0 / 0</b>
Study type <b>Part time</b>	Semester <b>10</b>	SWS <b>4</b>	L / E / L / P / S <b>2 / 2 / 0 / 0 / 0</b>

Recommended prerequisites <b>from A1 building on the previous level (after placement test, levels according to CEFR)</b>
Special regulations <b>none</b>

Workload breakdown				
Presence <b>60,0 h</b>	Self-study <b>0,0 h</b>	Projects <b>0,0 h</b>	Exam <b>0,0 h</b>	Total <b>60 h</b>

## Business French III

### Learning objectives

#### Knowledge

- Students have previous knowledge of French: vocabulary, grammar, reading and communicative competences in the field of business and professional situations. They reach the corresponding level of the European Framework of Reference for Languages GER (A1-B2).

#### Skills

- Students are able to communicate constructively effectively and consciously, both orally and in writing (e.g. making contact; conversing with partners, listening attentively, maintaining a dialogue).
- They are able to express themselves appropriately when speaking, write comprehensibly, persuade others through strong identification with their own arguments according to CEFR levels.
- Students are able to articulate information needs, locate data, information and content in digital environments, access them and navigate between them. Create and update personal search strategies.

#### Social

- Students are able to demonstrate their teamwork skills in the context of group work. They are able to argue in the foreign language and to work out and present solutions in teams.
- Students know and understand the differences between cultures and treat them with respect and tolerance. They know and understand that different political, economic and social views influence thinking. They respect other values and opinions.

#### Autonomy

- Students are able to independently acquire and deepen the basics of the language (vocabulary, grammar) and to critically evaluate its content.

### Content

1. A1: making appointments: telephoning, writing e-mails, organising trips, describing daily routines and organising an agenda, ordering in a restaurant
2. A2: Applying for a job, writing a CV and letters of application, introducing a company (sector, organisation chart, history, key figures), work in the past and today.
3. A2.2/B1 Describe working environment: Working conditions, motivation, health and illness
4. B1 Researching and evaluating successfully with authentic material.  
Collecting information: Researching and analysing, taking notes, reproducing content  
Reproducing press reviews around a current economic topic. Successfully communicate and negotiate, presenting arguments, explaining facts,  
Questioning and defending points of view. Successfully summarise and present.
5. B2: business, human resources, production, marketing, buying 3. and selling, finance

### Compulsory literature

### Suggested literature

## Business Spanish III

Module name <b>Business Spanish III</b>	
Degree course <b>European Business Management (Option 2: 20 Weeks Internship + Specialization)</b>	Degree <b>Bachelor of Arts</b>
Module responsible(s) <b>Veronica Bertinotti de Fiddicke</b>	
As of <b>2023-07-19</b>	Language <b>German</b>
Type <b>Elective</b>	CP according to ECTS <b>5</b>

Study type <b>Full time</b>	Semester <b>4</b>	SWS <b>4</b>	L / E / L / P / S <b>2 / 2 / 0 / 0 / 0</b>
Study type <b>Part time</b>	Semester <b>10</b>	SWS <b>4</b>	L / E / L / P / S <b>2 / 2 / 0 / 0 / 0</b>

Recommended prerequisites <b>From A1 building on the previous level (placement test according to CEFR)</b>
Special regulations <b>None</b>

Workload breakdown				
Presence <b>60,0 h</b>	Self-study <b>0,0 h</b>	Projects <b>0,0 h</b>	Exam <b>0,0 h</b>	Total <b>60 h</b>

## Business Spanish III

### Learning objectives

#### Knowledge

- Students have a basic knowledge of Spanish: vocabulary, grammar, reading and communicative competences in the field of business and professional situations. They reach the corresponding level of the European Framework of Reference for Languages GER (A0-B1).

#### Skills

- Students are able to communicate constructively, effectively and consciously, both orally and in writing (e.g. making contact; conversing with partners, listening attentively, maintaining a dialogue).
- They are able to express themselves appropriately when speaking, write comprehensibly, persuade others through strong identification with their own arguments according to CEFR levels.
- Students are able to articulate information needs, locate data, information and content in digital environments, access them and navigate between them. Create and update personal search strategies.
- Students are able to analyse, compare and critically evaluate the credibility and reliability of data and information sources and digital content. They can also analyse the data, information and digital content, they are able to interpret and critically evaluate this data.

#### Social

- Students are able to demonstrate their teamwork skills in the context of group work. They are able to argue in the foreign language and to work out and present solutions in teams.
- Students know and understand the differences between cultures and treat them with respect and tolerance. They know and understand that different political, economic and social views influence thinking. They respect other values and opinions.

#### Autonomy

- Students are able to independently acquire and deepen the basics of the language (vocabulary, grammar) and to critically evaluate its content.

### Content

1. A1: making appointments: telephoning, writing e-mails, organising trips, describing daily routines and organising an agenda, ordering in a restaurant
2. A2: Applying for a job, writing a CV and letters of application, introducing a company (sector, organisation chart, history, key figures), work in the past and today
3. A2.2/B1 Describe working environment: Working conditions, motivation, health and illness
4. A2.2/B1 Researching and evaluating successfully with authentic material. Collecting information: Researching and analysing, taking notes, reproducing content. Reproducing press reviews around a current economic topic. Successfully communicate and negotiate, presenting arguments, explaining facts, Questioning and defending points of view. Successfully summarise and present

### Compulsory literature



## Business Spanish III

Suggested literature

## Business German III

Module name <b>Business German III</b>	
Degree course <b>European Business Management (Option 2: 20 Weeks Internship + Specialization)</b>	Degree <b>Bachelor of Arts</b>
Module responsible(s) <b>M.A. Daniela Schultz</b>	
As of <b>2023-07-19</b>	Language <b>German</b>
Type <b>Elective</b>	CP according to ECTS <b>5</b>

Study type <b>Full time</b>	Semester <b>4</b>	SWS <b>4</b>	L / E / L / P / S <b>2 / 2 / 0 / 0 / 0</b>
Study type <b>Part time</b>	Semester <b>10</b>	SWS <b>4</b>	L / E / L / P / S <b>2 / 2 / 0 / 0 / 0</b>

Recommended prerequisites <b>aufbauend auf der vorherigen Stufe (Einstufungstest nach GER)</b>
Special regulations <b>none</b>

Workload breakdown				
Presence <b>60,0 h</b>	Self-study <b>60,0 h</b>	Projects <b>0,0 h</b>	Exam <b>5,0 h</b>	Total <b>125 h</b>

## Business German III

### Learning objectives

#### Knowledge

- Students will have basic German: Vocabulary, grammar, reading and communicative skills in the Business and in professional situations. They reach the corresponding level of the European Framework of Reference for Languages (A1 to B2).

#### Skills

- Students are able to communicate constructively, effectively, and deliberately, both orally and in writing (e.g., establish rapport; hold a conversation with multiple partners, listen attentively, maintain dialogue. She/he expresses him/herself appropriately to the addressee, writes comprehensibly, convinces others by strongly identifying with his/her own arguments). (according to CEFR levels)
  - Students are able to articulate information needs, search, access and navigate among data, information and content in digital environments, create and update personal search strategies.
  - Be able to: analyze, compare, and critically evaluate the credibility and reliability of data and information sources and digital content. Analyze, interpret, and critically evaluate data, information, and digital content.

#### Social

- Students are able to demonstrate their ability to work in a team in the context of to demonstrate their ability to work in a team. They are able to argue in the foreign language and to work out and present solutions in teams. and present them.
  - Students know and understand the differences of cultures and encounter them respectfully and tolerantly. They know and understand that different political, economic and social views influence thinking. They respect other values and opinions.

#### Autonomy

- The students are able to independently acquire the basics of the of the language (vocabulary, grammar) independently, to deepen and critically evaluate.

## Business German III

### Content

1. Beginners: pronunciation, introduce yourself, nationality, profession, personal details, age, numbers and time, family
2. Intermediate: Apply for a job, write a resume and letters of application, introduce a (industry, organization chart, history, key figures), describe work in the past and today and today, describe working environment (working conditions, motivation, illness)
3. Upper level: collecting information, research and analysis, note-taking, content press review on a current economic topic, communicate and negotiate successfully, present arguments  
communicate and negotiate, present arguments, challenge viewpoints, successfully summarize and present

Compulsory literature

Suggested literature

## Financial Statement Analysis & Valuation

Module name <b>Financial Statement Analysis &amp; Valuation</b>	
Degree course <b>European Business Management (Option 2: 20 Weeks Internship + Specialization)</b>	Degree <b>Bachelor of Arts</b>
Module responsible(s) <b>Prof. Dr. rer. pol. Verena Klapschus</b>	
As of <b>2023-03-03</b>	Language <b>English</b>
Type <b>Specialization</b>	CP according to ECTS <b>5</b>

Study type <b>Full time</b>	Semester <b>4</b>	SWS <b>4</b>	L / E / L / P / S <b>0 / 0 / 0 / 0 / 4</b>
Study type <b>Part time</b>	Semester <b>8</b>	SWS <b>4</b>	L / E / L / P / S <b>0 / 0 / 0 / 0 / 4</b>

Recommended prerequisites <b>Financial Accounting &amp; Financial Statements</b>
Special regulations

Workload breakdown				
Presence <b>60,0 h</b>	Self-study <b>44,5 h</b>	Projects <b>44,0 h</b>	Exam <b>1,5 h</b>	Total <b>150 h</b>

## Financial Statement Analysis & Valuation

### Learning objectives

#### Knowledge

- The course focuses on exploring financial reporting from the perspective of financial statement users (stakeholders).
- The course provides students with a thorough understanding of fundamental concepts for financial statements analysis and company valuation.
- Students will learn to compare companies financially, understand cash flow, interpret and analyze financial statements as well as to value companies.

#### Skills

- Students will acquire the competence to analyze a company's financial statement for decision-making purposes.
- Students will be able to evaluate a company's financial performance and business value.
- Students will develop basic modeling skills.

#### Social

- Students will work in teams. They will develop the skills to organize themselves within the team and to carry responsibility for the team result.  
Students will learn to encourage and to push one another to receive the best result possible.

#### Autonomy

- Students will learn how to manage their time, as the course requires a lot of self-study, prep and wrap-up time.

### Content

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

### Compulsory literature

### Suggested literature

## Management Accounting

Module name <b>Management Accounting</b>	
Degree course <b>European Business Management (Option 2: 20 Weeks Internship + Specialization)</b>	Degree <b>Bachelor of Arts</b>
Module responsible(s) <b>Prof. Dr. rer. pol. Mike Steglich</b>	
As of <b>2023-03-03</b>	Language <b>English</b>
Type <b>Specialization</b>	CP according to ECTS <b>5</b>

Study type <b>Full time</b>	Semester <b>4</b>	SWS <b>4</b>	L / E / L / P / S <b>0 / 0 / 0 / 0 / 4</b>
Study type <b>Part time</b>	Semester <b>8</b>	SWS <b>4</b>	L / E / L / P / S <b>0 / 0 / 0 / 0 / 4</b>

Recommended prerequisites <b>Management and Cost Accounting, Financial Accounting, Production and Logistics, Mathematics</b>
Special regulations

Workload breakdown				
Presence <b>60,0 h</b>	Self-study <b>88,0 h</b>	Projects <b>0,0 h</b>	Exam <b>2,0 h</b>	Total <b>150 h</b>

## Management Accounting

### Learning objectives

#### Knowledge

- Students will gain a thorough understanding of Management Accounting, operative planning and control tools and cost management systems

#### Skills

- Students will be able to plan and to evaluate short-term oriented projects, products, programmes, etc. and to analyse the variances of planned and actual key figures (especially sales, costs) to coordinate departments, companies or subsidiary.

Students will be able to create and use cost management tools like target costing, life cycle costing, process-based costing to plan, direct and control the long-term oriented cost situation of a company.

#### Social

- The students are able to develop their own solutions for decision problems in dialogue with other students and to present the results adequately.

#### Autonomy

- The students are able to independently define goals, independently choose methods for solving a problem and analyse and interpret their own solutions.



## Management Accounting

### Content

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

## Management Accounting

### Compulsory literature

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

### Suggested literature

## Webanalytics and eHRM I

Module name <b>Webanalytics and eHRM I</b>	
Degree course <b>European Business Management (Option 2: 20 Weeks Internship + Specialization)</b>	Degree <b>Bachelor of Arts</b>
Module responsible(s) <b>Prof. Dr. rer. pol. Lydia Göse &amp; Prof. Dr. rer. pol. Marc Roedenbeck</b>	
As of <b>2023-03-13</b>	Language <b>English</b>
Type <b>Specialization</b>	CP according to ECTS <b>5</b>

Study type <b>Full time</b>	Semester <b>4</b>	SWS <b>4</b>	L / E / L / P / S <b>0 / 0 / 0 / 0 / 4</b>
Study type <b>Part time</b>	Semester <b>8</b>	SWS <b>4</b>	L / E / L / P / S <b>0 / 0 / 0 / 0 / 4</b>

Recommended prerequisites <b>Human Resources and Organisational Design (EB), Introduction to Marketing (EB); Einführung in die BWL (BWL), Marketing (BWL)</b>
Special regulations <b>If the graduate profile "Junior Digital Marketing Manager" is aimed for, participation in the specialization "Digital Marketing &amp; Design" is recommended. The module is part of the specialisation Marketing &amp; HR Analytics.</b>

Workload breakdown				
Presence <b>60,0 h</b>	Self-study <b>59,0 h</b>	Projects <b>24,5 h</b>	Exam <b>1,5 h</b>	Total <b>145 h</b>

## Webanalytics and eHRM I

### Learning objectives

#### Knowledge

- WEB ANALYTICS: Students know how to collect, store and measure usage-relevant Internet data. They also learn how to better understand and respond to user and visitor behavior through deductive-experimental approaches, among other things.
- WEB ANALYTICS: Students know how to use conversions in web controlling.
- eHRM: Students are able to describe the impact of digitalization on HRM
- eHRM: Students are able to describe the application of methods for given tasks in e-HRM

#### Skills

- WEB ANALYTICS: Based on an understanding of relevant technical backgrounds of the functioning of search engines, web analytics systems as well as of key performance indicators, students will be able to apply web analytics systems correctly.
- WEB ANALYTICS: Students can select and interpret metrics for optimizing website (usage) in a context-related manner and derive recommendations for action.
- WEB ANALYTICS: Students know steps for search engine optimization and can define suitable metrics under consideration of superordinate objectives of website design.
- eHRM: Students are able to explain and exemplify the leveraging effect of technology and different tools on e-HRM
- eHRM: Students are able to construct or prepare datasets used in e-HRM

#### Social

- eHRM: Group Work: Students are able to communicate constructive, effective and conscious in an oral and written manner within a work group

#### Autonomy

- Flexibility: Students can adapt habitual thinking and actions to new changing situations, as well as take on new tasks & challenges.
- Analytical skills: Students develop their critical-relational, contextual analytical skills (such as in the use of multiple metrics, data collection and storage, and data analysis and presentation).
- Diligence: Students complete work assignments conscientiously, thoroughly, completely, and reliably. In doing so, they maintain an overview, paying particular attention to orderly records and documentation of procedures and important details.
- Students develop autodidactic competencies (learning to learn, independent use of new educational media, responsibility for their own educational process, education for education ).

## Webanalytics and eHRM I

### Content

1. The specialization Marketing & HR Analytics is an interdisciplinary specialization that combines the disciplines of Marketing, HRM, IT, Quantitative Methods and Law and thus prepares students for current labor market requirements. The module "Webanalytics & eHRM I" lays the necessary foundations in the area of web analytics and eHRM, which are built upon in a very practice-oriented manner in the 5th semester.
2. PART I: WEB ANALYTICS
  - 2.1 INTRODUCTION TO DIGITAL ANALYTICS: Definition of terms web analytics, digital analytics & classification in marketing controlling// Relevance of search engines//Fields of application (examples of application & advantages of web analytics)
  - 2.2 TECHNICAL FUNDAMENTALS: Technical principles website design// How analytics systems work (server-side data collection (logfile), client-side data collection (page tagging), alternative mechanisms)// Data storage (internal versus cloud-based solutions)
  - 2.3 STRUCTURE AND FUNCTIONALITY OF SEARCH ENGINES & RESULTS PAGES
  - 2.4 SELECTION OF ANALYTIC SYSTEMS
  - 2.5 ANALYZE METRICS: Definition & benefits of metrics/characterization of hits, page views, website visits, visitors, etc.//Traffic sources//Visitor characteristics//Visitor behavior//Content usage
  - 2.6 USE METRICS: Selection of metrics & Usage of reports//Create internal benchmarks/comparison with competitors// How to use analytics knowledge to derive recommendations for action?// Accuracy of web analytics data (Inaccurate visitor data, misinterpretations, etc.) and how to improve it.
  - 2.7 INCREASING SUCCESS SUSTAINABLY: DIGITAL GOALS, SEO PROCESS, GOAL ACHIEVEMENT AND CONVERSIONS
3. PART II: eHRM
  - 3.1 Candidate Journey / Information Presentation: Competency & Personality Models, Job Boards & Job Classifications
  - 3.2 Candidate Journey / Application Management: Curriculum Vitae & Letters of Motivation
  - 3.3 Candidate Journey / Selection Procedures: Variabels with Impacts on Performance & Turnover
  - 3.4 Candidate Journey / Onboarding Management: Job Satisfaction, Commitment, Engagement and Exit Interviews
  - 3.5 Human Resource Information System (HR IS): Storing Personell Data

### Compulsory literature

## Webanalytics and eHRM I

### Suggested literature

- Recommended literature on Web Analytics will be provided on the learning platform.
- Google Analytics YouTube Channel
- Official Blog Google Marketing Platform: <https://www.blog.google/products/marketingplatform/360/>
- Thite M (2019): eHRM - Digital Approaches, Directions & Applications. Routledge: New York.
- Edwards MR & Edwards K (2019): Predictive HR Analytics - Mastering the HR Metric. KoganPage: London.

## Data Mining and Analytics

Module name <b>Data Mining and Analytics</b>	
Degree course <b>European Business Management (Option 2: 20 Weeks Internship + Specialization)</b>	Degree <b>Bachelor of Arts</b>
Module responsible(s) <b>Prof. Dr. rer. nat. Rainer Stollhoff</b>	
As of <b>2023-03-07</b>	Language <b>English</b>
Type <b>Specialization</b>	CP according to ECTS <b>5</b>

Study type <b>Full time</b>	Semester <b>4</b>	SWS <b>4</b>	L / E / L / P / S <b>0 / 0 / 0 / 0 / 4</b>
Study type <b>Part time</b>	Semester <b>8</b>	SWS <b>4</b>	L / E / L / P / S <b>0 / 0 / 0 / 0 / 4</b>

Recommended prerequisites <b>Basics of information management and statistics</b>
Special regulations <b>The module is part of the specialisation Marketing &amp; HR Analytics.</b>

Workload breakdown				
Presence <b>60,0 h</b>	Self-study <b>60,0 h</b>	Projects <b>15,0 h</b>	Exam <b>0,0 h</b>	Total <b>135 h</b>

## Data Mining and Analytics

### Learning objectives

#### Knowledge

- Students are familiar with basic dataflows and data management processes, analytical techniques as well as visualization methods commonly used in HR and Marketing analytics. They know the corresponding definitions, properties and notation.

#### Skills

- Students can handle data. Students can import and merge data from different data sources, transform variables and/or construct new variables, aggregate data and export results.
- Students can explore data. Students can group and filter data, calculate descriptive statistics to aggregate information, and generate visualizations to graphically analyse and display properties and relationships of data.
- Students can analyse data. Students can carry out basic hypothesis tests regarding group differences on a professional level, they can fit and assess multivariate regression models to investigate for relationships between variables and generate forecasts.
- Students can report data. Students can interpret the results and know about shortcomings and limitations of different analytical procedures, they can select appropriate statistics and visualizations to display and communicate data and results constructively, effectively and consciously both orally and in writing.

#### Social

- Students are able to critically question and review the work of their peers. They can formulate and communicate their feedback in a structured and constructive manner.

#### Autonomy

- Students can carry out analysis, develop novel ideas and organize work processes independently.

### Content

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

### Compulsory literature



## Data Mining and Analytics

### Suggested literature

- Orange Data Mining channel on YouTube
- Runkler, T. (2020). *Data analytics : models and algorithms for intelligent data analysis* (Third Edition). Wiesbaden : Springer Vieweg.
- James, G, Tibshirani, R, Hastie, T & Witten, D. (2013). *An Introduction to Statistical Learning*. Springer.

## Communication Design

Module name <b>Communication Design</b>	
Degree course <b>European Business Management (Option 2: 20 Weeks Internship + Specialization)</b>	Degree <b>Bachelor of Arts</b>
Module responsible(s)	
As of <b>2023-07-13</b>	Language <b>German</b>
Type <b>Specialization</b>	CP according to ECTS <b>5</b>

Study type <b>Full time</b>	Semester <b>4</b>	SWS <b>4</b>	L / E / L / P / S <b>0 / 0 / 0 / 0 / 4</b>
Study type <b>Part time</b>	Semester <b>4</b>	SWS <b>4</b>	L / E / L / P / S <b>0 / 0 / 0 / 0 / 4</b>

Recommended prerequisites
Special regulations

Workload breakdown				
Presence <b>0,0 h</b>	Self-study <b>0,0 h</b>	Projects <b>0,0 h</b>	Exam <b>0,0 h</b>	Total <b>0 h</b>

Learning objectives
Knowledge
Skills
Social
Autonomy

Content
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Compulsory literature
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## Communication Design

Suggested literature

## Digital Marketing I

Module name <b>Digital Marketing I</b>	
Degree course <b>European Business Management (Option 2: 20 Weeks Internship + Specialization)</b>	Degree <b>Bachelor of Arts</b>
Module responsible(s)	
As of <b>2023-07-13</b>	Language <b>German</b>
Type <b>Specialization</b>	CP according to ECTS <b>5</b>

Study type <b>Full time</b>	Semester <b>4</b>	SWS <b>4</b>	L / E / L / P / S <b>0 / 0 / 0 / 0 / 4</b>
Study type <b>Part time</b>	Semester <b>4</b>	SWS <b>4</b>	L / E / L / P / S <b>0 / 0 / 0 / 0 / 4</b>

Recommended prerequisites
Special regulations

Workload breakdown				
Presence <b>0,0 h</b>	Self-study <b>0,0 h</b>	Projects <b>0,0 h</b>	Exam <b>0,0 h</b>	Total <b>0 h</b>

Learning objectives
Knowledge
Skills
Social
Autonomy

Content
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Compulsory literature
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## Digital Marketing I

Suggested literature

## The Law of International Business Transactions I

Module name <b>The Law of International Business Transactions I</b>	
Degree course <b>European Business Management (Option 2: 20 Weeks Internship + Specialization)</b>	Degree <b>Bachelor of Arts</b>
Module responsible(s) <b>Prof. Dr. rer. pol. Christian Hederer &amp; Prof. Dr. iur. Dietmar Baetge</b>	
As of <b>2023-03-03</b>	Language <b>English</b>
Type <b>Specialization</b>	CP according to ECTS <b>5</b>

Study type <b>Full time</b>	Semester <b>4</b>	SWS <b>4</b>	L / E / L / P / S <b>0 / 0 / 0 / 0 / 4</b>
Study type <b>Part time</b>	Semester <b>8</b>	SWS <b>4</b>	L / E / L / P / S <b>0 / 0 / 0 / 0 / 4</b>

Recommended prerequisites <b>Basics of private and public law; basics of economics</b>
Special regulations <b>The module is part of the curriculum for the specialization "International Trade and Investment". The modules "International Trade: Economics, Politics, Law I" and "The Law of International Business Transactions I" will be co-taught in an integrated interdisciplinary fashion.</b>

Workload breakdown				
Presence <b>60,0 h</b>	Self-study <b>88,0 h</b>	Projects <b>0,0 h</b>	Exam <b>2,0 h</b>	Total <b>150 h</b>

## The Law of International Business Transactions I

### Learning objectives

#### Knowledge

- Students know ...
- ... legal aspects of globalization;
- ... the scope and character of different legal sources relating to international business transactions;
- ... the economic and legal-operational implications of international trade and investment for international corporations;
- ... basic international rules of Corporate Social Responsibility.

#### Skills

- Students are able to ...
- ... apply and assess the importance of rules related to Corporate Social Responsibility in international trade, and to recognize the broader social and environmental consequences of business decisions in an international context;
- ... apply and assess the importance of different standards related to international trade in various fields;
- ... retrieve, organise, and assess relevant legal information from different sources;
- ... read and assess primary legal sources on international trade and investment.

#### Social

- Students are able to ...
- ... resolve differences and organize teamwork effectively, and taking into account intercultural differences;
- ... communicate complex legal issues in international trade to a broader audience (business, stakeholders).

#### Autonomy

- Students are able to ...
- ... familiarise themselves quickly with complex legal issues in international trade, including relevant research;
- ... work out smaller case studies on international business taking into account legal as well as economic and social perspectives.

## The Law of International Business Transactions I

### Content

1. World Trade: selected aspects
  - 1.1 History of the world trade order in a nutshell
  - 1.2 International competition policy and trade policy: two sides of the same coin?
2. International rules promoting Sustainable Development
  - 2.1 UN Global Compact, OECD Guidelines for Multinational Enterprises and the social responsibility of international corporations
  - 2.2 Corporate accountability in supply chains
  - 2.3 International standards, with a focus on labor, environment, and intellectual property rights

Compulsory literature

Suggested literature



## International Trade: Economics, Politics, Law I

Module name <b>International Trade: Economics, Politics, Law I</b>	
Degree course <b>European Business Management (Option 2: 20 Weeks Internship + Specialization)</b>	Degree <b>Bachelor of Arts</b>
Module responsible(s) <b>Prof. Dr. rer. pol. Christian Hederer &amp; Prof. Dr. iur. Dietmar Baetge</b>	
As of <b>2023-03-03</b>	Language <b>English</b>
Type <b>Specialization</b>	CP according to ECTS <b>5</b>

Study type <b>Full time</b>	Semester <b>4</b>	SWS <b>4</b>	L / E / L / P / S <b>0 / 0 / 0 / 0 / 4</b>
Study type <b>Part time</b>	Semester <b>8</b>	SWS <b>4</b>	L / E / L / P / S <b>0 / 0 / 0 / 0 / 4</b>

Recommended prerequisites <b>Basics of private and public law; basics of economics</b>
Special regulations <b>The module is part of the curriculum for the specialization "International Trade and Investment". The modules "International Trade: Economics, Politics, Law I" and "The Law of International Business Transactions I" will be co-taught in an integrated interdisciplinary fashion.</b>

Workload breakdown				
Presence <b>60,0 h</b>	Self-study <b>88,0 h</b>	Projects <b>0,0 h</b>	Exam <b>2,0 h</b>	Total <b>150 h</b>

## International Trade: Economics, Politics, Law I

### Learning objectives

#### Knowledge

- Students know ...
- ... the basic meaning and content of globalisation;
- ... theoretical approaches to globalisation and trade from an economic and political perspective;
- ... the contribution of international trade to growth and sustainable development;
- ... the structure of the global financial and exchange rate system and its implications for finance, banking, and economic stability.

#### Skills

- Students are able to ...
- ... participate, and take theory-based positions, in critical discussions on globalisation;
- ... apply and assess the importance of different standards related to international trade in various fields;
- ... assess the role of different finance and exchange rate regimes for international business;
- ... retrieve, organise, and assess relevant economic data from different sources;
- ... read and assess primary economic sources on international trade and investment.

#### Social

- Students are able to ...
- ... resolve differences and organize teamwork effectively, and taking into account intercultural differences;
- ... communicate complex economic issues in international trade to a broader audience (business, stakeholders).

#### Autonomy

- Students are able to ...
- ... familiarize themselves quickly with complex economic issues in international trade, including relevant research;
- ... work out smaller case studies on international business taking into account legal as well as economic perspectives.

## International Trade: Economics, Politics, Law I

### Content

1. Globalization and World Trade
  - 1.1 Globalization - concept and background
  - 1.2 Traditional and new trade theories in economics: from comparative advantage to new trade paradigms
  - 1.3 The political economy of international trade relations
2. Growth and Sustainable Development
  - 2.1 Trade, sustainable development, and equality
  - 2.2 The role of international trade and investment for growth and sustainable development
3. Basics of international finance and exchange rate regimes
  - 3.1 History in a nutshell: Bretton Woods and beyond
  - 3.2 Global Financial Institutions: International Monetary Fund, World Bank, Bank for International Settlements
  - 3.3 The Basle Framework and the regulation of the international banking system
  - 3.4 Exchange rate regimes and currency crises

Compulsory literature

Suggested literature

## Managementsysteme

Module name <b>Managementsysteme</b>	
Degree course <b>European Business Management (Option 2: 20 Weeks Internship + Specialization)</b>	Degree <b>Bachelor of Arts</b>
Module responsible(s) <b>Prof. Dr. rer. nat. Alexander Lübbe</b>	
As of <b>2023-07-12</b>	Language <b>German</b>
Type <b>Specialization</b>	CP according to ECTS <b>5</b>

Study type <b>Full time</b>	Semester <b>4</b>	SWS <b>4</b>	L / E / L / P / S <b>2 / 0 / 2 / 0 / 0</b>
Study type <b>Part time</b>	Semester <b>8</b>	SWS <b>4</b>	L / E / L / P / S <b>2 / 0 / 2 / 0 / 0</b>

Recommended prerequisites <i>./. ./.</i>
Special regulations <i>./.</i>

Workload breakdown				
Presence <b>60,0 h</b>	Self-study <b>80,0 h</b>	Projects <b>0,0 h</b>	Exam <b>10,0 h</b>	Total <b>150 h</b>

## Managementsysteme

### Learning objectives

#### Knowledge

- Die Studierenden kennen und verstehen Managementdisziplinen in Organisationen mit Brandenburg- und IT-Bezug. Dies umfasst Grundlagen wie Begriffe, Ziele, Konzepte, Methoden, Verfahren, Werkzeuge sowie wichtige Anwendungsfelder.

#### Skills

- Die Studierenden können die erworbenen Kenntnisse und ihr Wissen über eine Managementdisziplin in den Kontext der Organisation einordnen, sowie die Verknüpfung zwischen Managementdisziplinen herstellen.
- Studierende verstehen die Konzepte hinter den Managementdisziplinen und können diese auf konkrete Organisationen übertragen.
- Die Studierenden können die erworbenen Kenntnisse und ihr Wissen über eine Managementdisziplin auf ein ausgewähltes Szenario anwenden und zur Fragestellung passende Lösungsansätze entwickeln.

#### Social

- Die Studierenden sind in der Lage (Teil-)ergebnisse zu entwickeln (allein und in Gruppen) und diese vor der Gruppe zu präsentieren und zu vertreten.
- Die Studierenden können ihr in gegebenen Situationen gewähltes Vorgehen sowie ihre Lösungsansätze argumentativ vertreten und im Wechselspiel mit ihren Kommilitoninnen und Kommilitonen sowie im Dialog mit ihrer Lehrkraft weiter entwickeln.
- Die Studierenden können ihr in gegebenen Situationen gewähltes Vorgehen sowie ihre Lösungsansätze schriftlich darstellen sowie mündlich in und vor einer Gruppe effektiv kommunizieren.

#### Autonomy

- Die Studierenden können Gruppenarbeiten selbstständig planen und steuern.
- Die Studierenden sind in der Lage, eigene Lern- und Arbeitsprozesse sowie deren Ergebnisse eigenverantwortlich zu analysieren, zu bewerten und ggf. zu optimieren.
- Die Studierenden sind in der Lage, Falllösungen selbstständig mit eigenen Lösungsansätzen und systematischem Vorgehen zu planen und zu erarbeiten.
- Die Studierenden sind in der Lage, wissenschaftliche und auch politische Formen der Analyse- und Problemlösungsfähigkeit, Diskussions-, Kritik- und Urteilsfähigkeit zu entwickeln.

## Managementsysteme

### Content

1. Einführung
2. Einführung in Managementdisziplinen im Allgemeinen, Normen und Audits im Speziellen
3. Umweltmanagement
4. Nachhaltigkeitsmanagement
5. Qualitätsmanagement
6. QM: Wissensmanagement & Beschwerdemanagement
7. Lean, SixSigma, TQM
8. Energiemanagement
9. Risikomanagement
10. Arbeits- und Gesundheitsschutz
11. Zielvereinbarungen und Kontraktmanagement
12. Chngemanagement

### Compulsory literature

#### Suggested literature

- Broekmate, L, Dahrendorf, K & Dunker, K. (2001). *Qualitätsmanagement in der öffentlichen Verwaltung* (1. Aufl.). München [u.a.] : Jehle.
- Deutsche Gesellschaft für Qualität Arbeitsgruppe QM in der Öffentlichen Verwaltung. (2005). *Qualitätsmanagement in der öffentlichen Verwaltung*. Berlin : Beuth.
- Doppler, K & Lauterburg, C. (2009). *Change Management : den Unternehmenswandel gestalten* ([12. Aufl.]). Frankfurt [u.a.] : Campus-Verl.
- Lehner, F. (2012). *Wissensmanagement : Grundlagen, Methoden und technische Unterstützung* (4., aktualisierte und erw. Aufl.). München : Hanser.
- Schedler, K & Proeller, I. (2009). *New Public Management* (4. Aufl.). Bern [u.a.] : Haupt.
- Schüttler, A. (2009). *Qualitätsmanagement in der öffentlichen Verwaltung*.
- Stolzenberg, K & Heberle, K. (2009). *Change Management : Veränderungsprozesse erfolgreich gestalten - Mitarbeiter mobilisieren ; [Vision, Kommunikation, Beteiligung, Qualifizierung] ; mit 25 Schemata und 4 Tabellen* (2., überarb. und erw. Aufl.). Heidelberg : Springer Medizin.

## Wirtschaftssimulation

Module name <b>Wirtschaftssimulation</b>	
Degree course <b>European Business Management (Option 2: 20 Weeks Internship + Specialization)</b>	Degree <b>Bachelor of Arts</b>
Module responsible(s) <b>Prof. Dr. rer. pol. Ralf Szymanski</b>	
As of <b>2023-05-24</b>	Language <b>German</b>
Type <b>Specialization</b>	CP according to ECTS <b>5</b>

Study type <b>Full time</b>	Semester <b>4</b>	SWS <b>4</b>	L / E / L / P / S <b>2 / 0 / 2 / 0 / 0</b>
Study type <b>Part time</b>	Semester <b>8</b>	SWS <b>4</b>	L / E / L / P / S <b>2 / 0 / 2 / 0 / 0</b>

Recommended prerequisites
Special regulations

Workload breakdown				
Presence <b>60,0 h</b>	Self-study <b>80,0 h</b>	Projects <b>0,0 h</b>	Exam <b>10,0 h</b>	Total <b>150 h</b>

## Wirtschaftssimulation

### Learning objectives

#### Knowledge

- Die Unternehmenssimulation ermöglicht den Studierenden eine Brücke zwischen betriebswirtschaftlicher Theorie und betrieblicher Praxis.
- Eine realistische und modellhafte Abbildung eines Industrieunternehmens wird interaktiv modelliert und durch die Studierenden konfiguriert. Der integrative Ansatz verknüpft verschiedene Elemente bestehender Module, z.B. der allgemeinen BWL (marketingpolitische Instrumente, Produktionsverfahren, Personalmanagement, Festlegung von Zielen) und des Rechnungswesens (Erfolgs- und Kostenrechnung und Produktkalkulation).
- Zum tieferen Verständnis werden die betriebswirtschaftlichen Fakten in einer Tabellenkalkulationssoftware parallel geführt.
- Es besteht die Möglichkeit spezifische Situationen wie z.B: galoppierende Inflation oder einen massiven Konjunkturreinbruch zu simulieren und unterschiedliche Handlungsoptionen zu evaluieren.

#### Skills

- Die Studierenden erleben durch die Simulation die Zusammenführung, Reflektion, Vernetzung, Anwendung und Vertiefung des bis dahin erworbenen Wissens in konkreten betriebswirtschaftlichen Entscheidungssituationen.
- Sie erlernen den Umgang mit einer betriebswirtschaftlichen Komplexität sowie das Auseinandersetzen mit gruppenspezifischen Prozessen in einer hohen Umfeld-Dynamik.
- Seitens der Studierenden wird daher ein ganzheitliches Verständnis zu allen betriebswirtschaftlichen Funktions- und Entscheidungsbereichen (Rechnungswesen, Controlling, Personal, Beschaffung, Operations- Management, Marketing etc.) auf strategischer und operativer Ebene vertieft.

#### Social

- Im Rahmen von Gruppenarbeiten lernen die Studierenden sich in kleinen Teams selbstständig zu organisieren und in verschiedenen Rollen ihre Ziele zu erreichen.
- Die Studierenden können ihre Arbeitsergebnisse argumentativ vertreten und weiterentwickeln.

#### Autonomy

- Die Studierenden können Probleme selbstständig strukturieren, Arbeitsziele setzen und den Lernprozess eigenständig gestalten sowie den eigenen Kenntnisstand kritisch reflektieren..



## Wirtschaftssimulation

### Content

1. Die Studierenden finden sich in Teams zusammen und sind Teil einer Unternehmenssimulation mit maximal 10 Unternehmen in einem Marktsegment.
2. Die eigene betriebswirtschaftliche Situation sowie die der Konkurrenz ist permanent zu analysieren und zu reflektieren. Schwerpunkte sind dabei: Ziel- und Strategieplanung und Umsetzung, Absatzplanung, Marketing-Mix (Preis-, Produkt-, Vertriebs- und Kommunikationspolitik), Kapazitäts- und Kostenplanung, Investitions- und Deckungsbeitragsrechnung, Gewinn- und Verlustrechnung und Bilanzen.
3. Es müssen Entscheidungen in den Bereichen Entwicklung, Einkauf, Produktion, Finanzen und Vertrieb getroffen werden. Die Teams definieren selbst festgelegten Strategien in Interaktion mit Ihren Teammitgliedern.
4. Unterstützend werden die grundlegenden Konzepte und Verfahren einer Tabellenkalkulationssoftware wiederholt und vertieft.
5. Für Interessierte (also optional) wird die Makroprogrammierung - z.B. für Prognoseverfahren - wiederholt bzw. vermittelt oder die Modellierung im SQL-Kontext.

Compulsory literature

Suggested literature

## Inferenzstatistik

Module name <b>Inferenzstatistik</b>	
Degree course <b>European Business Management (Option 2: 20 Weeks Internship + Specialization)</b>	Degree <b>Bachelor of Arts</b>
Module responsible(s) <b>Prof. Dr. phil. Ronny Freier</b>	
As of <b>2023-02-27</b>	Language <b>German</b>
Type <b>Specialization</b>	CP according to ECTS <b>5</b>

Study type <b>Full time</b>	Semester <b>4</b>	SWS <b>4</b>	L / E / L / P / S <b>0 / 4 / 0 / 0 / 0</b>
Study type <b>Part time</b>	Semester <b>6</b>	SWS <b>4</b>	L / E / L / P / S <b>0 / 4 / 0 / 0 / 0</b>

Recommended prerequisites <b>Grundlage für diesen Kurs sind die Inhalte und Techniken aus den vorangehenden Statistikkursen im Studiengang.</b>
Special regulations <b>Das Modul ist Teil der Spezialisierung Data Analytics. Es findet zeitgleich mit dem Modul Datenverarbeitung- und visualisierung statt und ist stellt die Grundlage für die Module Prädiktive Analysetechniken und Projekt Data Analytics dar.</b>

Workload breakdown				
Presence <b>60,0 h</b>	Self-study <b>70,0 h</b>	Projects <b>0,0 h</b>	Exam <b>2,0 h</b>	Total <b>132 h</b>

## Inferenzstatistik

### Learning objectives

#### Knowledge

- Die Studierenden verstehen Wahrscheinlichkeiten sowie diskrete und stetige Wahrscheinlichkeitsverteilungen.
- Die Studierenden können Schätzverfahren für Erwartungswerte und Varianzen auf kleine Datensätze anwenden.
- Die Studierenden sind mit unterschiedlichen Testsituationen in der Statistik vertraut. Sie können die entsprechenden statistischen Tests selbstständig identifizieren und in der Statistiksoftware R sowie in Tabellenkalkulationsprogrammen umsetzen.
- Die Studierenden kennen spezielle nicht-parametrische Tests, die sich für kleine Stichproben eignen.
- Die Studierenden können Hypothesen im linearen Regressionsmodell überprüfen.

#### Skills

- Die Studierenden vertiefen Ihre Fertigkeiten im Umgang mit Datensätzen.
- Die Studierenden können selbstständig testbare Hypothesen aufstellen und diese mit den gegebenen Daten überprüfen.
- Die Studierenden erstellen selbstständig komplexe Abbildungen, die geeignet sind, die Hypothesentests visuell zu unterlegen.
- Die Studierenden gewinnen Sicherheit im Umgang mit der Statistiksoftware R.

#### Social

- Die Studierenden lernen die sichere Kommunikation über Zahlen, Daten und Fakten.
- Die Studierenden lernen sich selbst in komplexe Sachverhalte aus dem Bereich der Statistik einzuarbeiten.
- Die Studierenden können Aufgaben eigenverantwortlich und effektiv in Arbeitsgruppen zu bearbeiten.
- Die Studierenden sind in der Lage sich aktiv am Erkenntnisprozess zu beteiligen.

#### Autonomy

- Die Studierenden können eigene Lern- und Arbeitsprozesse sowie deren Ergebnisse eigenverantwortlich analysieren und bewerten und ggf. optimieren.
- Die Studierenden können selbstständig Daten aufbereiten und bearbeiten. Mit den aufbereiteten Daten können die Studierenden selbstständig erarbeitete Hypothesen testen.

## Inferenzstatistik

### Content

1. Grundlagen der Wahrscheinlichkeitsrechnung
  - Rechenregeln, Bedingte Wahrscheinlichkeiten, Kombinatorik, Diskrete und Stetige Wahrscheinlichkeitsverteilungen
2. Schätzverfahren
  - Schätzverfahren für Erwartungswerte, Schätzverfahren für Varianzen
3. Hypothesentests
  - Tests für Mittelwerte, Tests für Mediane, Tests für Varianzen
4. Nicht-parametrische Testverfahren
  - Wilcoxon-Vorzeichen-Test, Kolmogorow-Smirnow-Test, Mann-Whitney-U-Test
5. Hypothesentests im linearen multivariaten Regressionsmodell

### Compulsory literature

- Haack, Tippe, Stobernack und Wendler (eBook) Mathematik für Wirtschaftswissenschaftler, Kapitel 10-12.
- Büning, Trenkler (2013), "Nichtparametrische statistische Methoden", DeGruyter Verlag.
- von Auer (2016), "Ökonometrie - Eine Einführung", Gabler Verlag.

### Suggested literature

## Datenverarbeitung und -visualisierung

Module name <b>Datenverarbeitung und -visualisierung</b>	
Degree course <b>European Business Management (Option 2: 20 Weeks Internship + Specialization)</b>	Degree <b>Bachelor of Arts</b>
Module responsible(s) <b>Prof. Dr. rer. nat. Rainer Stollhoff</b>	
As of <b>2022-03-29</b>	Language <b>German</b>
Type <b>Specialization</b>	CP according to ECTS <b>5</b>

Study type <b>Full time</b>	Semester <b>4</b>	SWS <b>4</b>	L / E / L / P / S <b>0 / 4 / 0 / 0 / 0</b>
Study type <b>Part time</b>	Semester <b>6</b>	SWS <b>4</b>	L / E / L / P / S <b>0 / 4 / 0 / 0 / 0</b>

Recommended prerequisites <b>Erfahrung in der computerbasierten Datenverarbeitung z.B. mit Tabellenkalkulationen Grundkenntnisse in deskriptiver Statistik und empirischen Forschungsmethoden</b>
Special regulations <b>Das Modul ist Teil der Spezialisierung Data Analytics.</b>

Workload breakdown				
Presence <b>60,0 h</b>	Self-study <b>60,0 h</b>	Projects <b>20,0 h</b>	Exam <b>0,0 h</b>	Total <b>140 h</b>

## Datenverarbeitung und -visualisierung

### Learning objectives

#### Knowledge

- Die Studierenden kennen und verstehen die Grundkonzepte des Datenmanagements. Insbesondere können Sie die Relevanz von Datenquellen und Daten mit Blick auf eine konkrete Fragestellung beurteilen.
- Die Studierenden kennen und verstehen gängige Kenngrößen deskriptiver Statistik und können diese in verschiedenen Kontexten bezogen auf unterschiedliche Fragestellungen interpretieren.
- Die Studierenden kennen und verstehen gängige Verfahren der Datentransformationen und -repräsentation aus dem Bereich des Unsupervised Learning.
- Die Studierenden kennen und verstehen die Grundkonzepte der Programmiersprache R

#### Skills

- Die Studierenden können die Programmiersprache R zur Datenanalyse einsetzen.
- Die Studierenden können Daten aus verschiedenen Quellen und in verschiedenen Formaten einlesen und verarbeiten.
- Die Studierenden können für Datensätze zu einer bestimmten Fragestellung passende statistische Kenngrößen und Datenrepräsentationen berechnen und geeignete graphische Darstellungen erzeugen.
- Die Studierenden können die Ergebnisse der Datenanalyse in verschiedenen Ausgabeformaten zielgruppengerecht darstellen.

#### Social

- Studierende wissen, wie man Kritik an anderen kommuniziert, so dass sie für die Person förderlich ist. Sie können Kritik an der eigenen Person reflektieren und andere Standpunkte einnehmen.

#### Autonomy

- Studierende können sowohl eigene Entscheidungen als auch Ansichten und Entscheidungen von anderen kritisch hinterfragen.

## Datenverarbeitung und -visualisierung

### Content

1. Grundlagen der Bedienung von R
  - 1.1 Graphische Benutzerumgebungen, Hilfsfunktionen, Pakete
  - 1.2 Befehlssyntax, Datenstrukturen, Funktionsaufrufe
  - 1.3 Daten einlesen und speichern, Dateisystemoperationen
  - 1.4 Kontrollstrukturen, Funktionen erstellen
  - 1.5 Interaktive Notebooks und Dokumente mit RMarkdown und Shiny
2. Datenmanagement
  - 2.1 Datenquellen
  - 2.2 Datenimport
  - 2.3 Datentransformation
3. Explorative Datenanalyse
  - 3.1 Deskriptive Statistik
  - 3.2 Visualisierung / graphische Darstellung
  - 3.3 Datenprojektionen (Clustering und Dimensionsreduktion)
4. Kommunikation von Ergebnissen
  - 4.1 Zielgruppengerechte Aufbereitung
  - 4.2 Darstellungsformate

### Compulsory literature

### Suggested literature

- Healy, K. (2018). *Data Visualization - A practical introduction*. Princeton University Press.
- Wickham, H & Golemund, G. (o.D.). *R for Data Science*.
- James, G, Tibshirani, R, Hastie, T & Witten, D. (2013). *An introduction to statistical learning*. Springer.
- Hastie, T, Friedman, J & Tibshirani, R. (2009). *The Elements of Statistical Learning*. Springer.
- Rahlf, T. (2018). *Datenvisualisierung mit R : 111 Beispiele (2., erweiterte Auflage)*. Berlin : Springer Spektrum.

## Digitales Marketing I

Module name <b>Digitales Marketing I</b>	
Degree course <b>European Business Management (Option 2: 20 Weeks Internship + Specialization)</b>	Degree <b>Bachelor of Arts</b>
Module responsible(s) <b>Prof. Dr. rer. pol. Sandra Haas</b>	
As of <b>2023-02-27</b>	Language <b>German</b>
Type <b>Specialization</b>	CP according to ECTS <b>5</b>

Study type <b>Full time</b>	Semester <b>4</b>	SWS <b>4</b>	L / E / L / P / S <b>0 / 4 / 0 / 0 / 0</b>
Study type <b>Part time</b>	Semester <b>6</b>	SWS <b>4</b>	L / E / L / P / S <b>0 / 4 / 0 / 0 / 0</b>

Recommended prerequisites <b>Modul Marketing</b>
Special regulations <b>Sofern das Absolventenprofil „Junior Marketing Manager“ angestrebt wird, wird eine Teilnahme an der Spezialisierung „Marketing &amp; HRM Analytics“ empfohlen.</b>

Workload breakdown				
Presence <b>60,0 h</b>	Self-study <b>80,0 h</b>	Projects <b>0,0 h</b>	Exam <b>2,0 h</b>	Total <b>142 h</b>



## Digitales Marketing I

### Learning objectives

#### Knowledge

- Fachkompetenz Marketing: Studierende besitzen einen Überblick über praxisrelevante digitale Kommunikationsmaßnahmen inkl. Kanäle, Tools und Akteure und kennen vorherrschende Rahmenbedingungen und Herausforderungen diesbezüglicher Maßnahmen.
- Studierende können ein Bild über den „neuen Kunden“ zeichnen und kritisch reflektieren.
- Für einzelne Bereiche digitaler Kommunikation haben sie ein vertieftes Wissen erworben.
- Sie verstehen, wie man mit Below-the-line digitaler Kommunikation Kunden anspricht und bindet.

#### Skills

- Fachkompetenz Marketing: Studierende sind in der Lage Konzepte digitale Kommunikationsmaßnahmen zu entwerfen und ein Planungstool anzuwenden/aufzusetzen.
- Wissenschaftliche Kompetenzen: Studierende verfügen über eine wissenschaftlich-systematische Arbeits- und Herangehensweise. Diese ist charakterisiert durch den Gebrauch von Theorien, Modellen und systematischen Wissensbeständen. Darüber hinaus weisen sie erste Erfahrungen in der Auswahl, Planung & Durchführung vornehmlich qualitativer empirischer Methoden auf, die im Zusammenhang mit Marketingmaßnahmen stehen. Des Weiteren sind Studierende (a) befähigt wissenschaftliche Beiträge (Texte, Poster, Präsentationen) zu schaffen. Sie können komplexe Zusammenhänge & Ergebnisse in der Argumentation visualisieren und darstellen.
- Digitale Kompetenzen: Entwicklung, Integration und Überarbeitung von digitalen Inhalten.

#### Social

- Kommunikationskompetenzen: Studierende sind in der Lage, mündlich als auch schriftlich konstruktiv, effektiv und bewusst zu kommunizieren. Zudem werden Deutschkenntnisse sehr gut in Wort & Schrift angewendet.

#### Autonomy

- Verantwortungsbewußtsein: Studierende besitzen die Fähigkeit & Bereitschaft selbstgesteuert zur Gestaltung von Prozessen unter Einbeziehung möglicher Folgen beizutragen.
- Sorgfältigkeit: Studierende erledigen Arbeitsaufträge gewissenhaft, gründlich, vollständig und verlässlich.
- Reflexionskompetenz: Studierende entwickeln ein berufliches Selbstbild, das sich an Zielen und Standards professionellen Handelns in vorwiegend außerhalb der Wissenschaft liegenden Berufsfeldern orientiert. Sie reflektieren ihr berufliches Handeln kritisch in Bezug auf gesellschaftliche Erwartungen und Folgen.

## Digitales Marketing I

### Content

1. Die Vertiefung „Digitales Marketing & Design“ zielt auf die Vermittlung von kreativen und managementbezogenen Kompetenzen mit besonderem Bezug auf Digitales Marketing. In Kombination mit der Spezialisierung Webanalytics and eHRM I (Marketing & Human Resource Analytics) werden Studierende auf die Position „Junior Marketing Manager“ hin ausgebildet.
2. Im Modul Digitales Marketing I (4. Sem.) steht die Vermittlung grundlegender anwendungsbezogener Kenntnisse & Fertigkeiten aus dem Bereich der digitalen Kommunikation im Vordergrund.
  - 2.1 Grundlagen Digitales Marketing
    - 2.1.1 Definition & Begriffsabgrenzungen
    - 2.1.2 Technische Aspekte, Mediaspekte, Datenaspekte und Kommunikationsaspekte des Digitalen Marketing
    - 2.1.3 Implikationen des Digitalen Marketing
    - 2.1.4 Verbreitung & Nutzung des Digitalen Marketing
  - 2.2 Der Moderne Kunde
  - 2.3 Online Marketing Strategie und Konzeption
  - 2.4 Digitale Kommunikation
    - 2.4.1 Überblick Above-the-Line & Below-the-Line Instrumente Digitaler Kommunikation
    - 2.4.2 Above-the-Line Instrumente im Fokus: Digitale Werbung heute (Marktteilnehmer, Abrechnungsmodelle, Marktvolumen); SEM & Onlinewerbung (SEA+Affiliate, Display Advertising/Banner, Paid per Click etc.)
    - 2.4.3 Below-the-Line Instrumente im Fokus (z.B. Social Media Marketing & Community Management)
    - 2.4.4 Spezielle und/oder innovative digitale Kommunikationsmaßnahmen sowie Trends: In Zusammenarbeit mit Studierenden wird ein Set an weiteren speziellen oder innovativen digitalen Kommunikationsmaßnahmen definiert, die in einem inverted classroom Format behandelt werden (z.B. Prognostic Marketing//Online PR//Mobile Marketing//Native Advertising//TV-Marketing//Digitales Radio//Digital out of Home Marketing//Web-Events-Web 2.0//Cross Media Marketing//Videomarketing//Virales Marketing//Social Bockmarking//Blogging usw.)
    - 2.4.5 Content Marketing
  - 2.5 Spezielle Herausforderungen digitalen Marketings (z.B. Bannerblindheit, Adblocker, Mobile Internetnutzung, Mensch-Technik Interaktion, Kinder als Rezipienten)

### Compulsory literature

## Digitales Marketing I

### Suggested literature

- Ascherl, S.: Content Marketing Kompendium : Digitales Unternehmensmarketing einfach und einfallsreich erklärt. BMU Media Verlag Landshut 2021.
- Bravo, C.: Social Media Marketing für Einsteiger : Erfolgreiches Marketing auf Facebook, Instagram, LinkedIn und Co. BMU Media Verlag Landshut 2021.
- Heinrich, S.: Content Marketing: so finden die besten Kunden zu Ihnen: wie Sie Ihre Zielgruppe anziehen und stabile Geschäftsbeziehungen schaffen. Wiesbaden: Springer Gabler (jeweils aktuelle Auflage)
- Ivanova, J. & Gawenda, A.: Online-Mediaplanung für Einsteiger : Grundlagen, Begriffe, Arbeitsschritte und Praxisbeispiele für B2C und B2B. Springer Fachmedien Wiesbaden GmbH (Verlag) 2021.
- Lammenett, E.: Praxiswissen Online-Marketing : Affiliate-, Influencer-, Content-, Social-Media-, Amazon-, Voice-, Messenger- und E-Mail-Marketing, Google Ads, SEO. Springer Fachmedien Wiesbaden GmbH (Verlag) (jeweils aktuelle Ausgabe)
- Pilz, G.: Online-Marketing Schritt für Schritt : Arbeitsbuch. UTB - Konstanz : UVK Konstanz 2021.
- Rommerskirchen, J. (Herausgeber): Die neue Macht der Konsumenten. Springer Fachmedien Wiesbaden GmbH (Verlag) 2020.
- Ruisinger, D.: Die digitale Kommunikationsstrategie: Praxis-Leitfaden für Unternehmen - Mit Case Studys und Expertenbeiträgen - Für eine Kommunikation in digitalen Zeiten. Schäffer Poeschel. Stuttgart (jeweils aktuelle Auflage)
- Wesselmann, M. (Hrsg.): Content gekonnt: Strategie, Organisation, Umsetzung, ROI-Messung und Fallbeispiele aus der Praxis. Springer Fachmedien Wiesbaden GmbH (Verlag) 2020
- Weitere Literaturangaben entnehmen Sie den Vorlesungsunterlagen.

## Kommunikationsdesign

Module name <b>Kommunikationsdesign</b>	
Degree course <b>European Business Management (Option 2: 20 Weeks Internship + Specialization)</b>	Degree <b>Bachelor of Arts</b>
Module responsible(s) <b>Prof. Dr. rer. pol. Sandra Haas</b>	
As of <b>2022-03-29</b>	Language <b>German</b>
Type <b>Specialization</b>	CP according to ECTS <b>5</b>

Study type <b>Full time</b>	Semester <b>4</b>	SWS <b>4</b>	L / E / L / P / S <b>0 / 4 / 0 / 0 / 0</b>
Study type <b>Part time</b>	Semester <b>6</b>	SWS <b>4</b>	L / E / L / P / S <b>0 / 4 / 0 / 0 / 0</b>

Recommended prerequisites
Special regulations <b>Eine Teilnahme an den praktischen Lehreinheiten wird als erforderlich zum erfolgreichen Absolvieren des Moduls erachtet.</b>

Workload breakdown				
Presence <b>60,0 h</b>	Self-study <b>44,0 h</b>	Projects <b>44,0 h</b>	Exam <b>2,0 h</b>	Total <b>150 h</b>

## Kommunikationsdesign

### Learning objectives

#### Knowledge

- Studierende benennen Anwendungsfelder von Mediendesign im Marketing und erklären Gelingensbedingungen erfolgreicher Kommunikation.
- Studierende verstehen kommunikative, mediale Prozesse und ihre ästhetischen, sozialen und ökologischen Funktionen. Hierbei reflektieren sie aktuelle Kommunikationsverhältnisse kritisch.
- Studierende kennen Gestaltungsgrundlagen im Bereich Typografie & Grafikdesign
- Studierende benennen Phasen des Entwurfs graphischer & gestalterischer Arbeiten von der Ideengenerierung bis zur Ergebnispräsentation.
- Studierende kennen relevante Tools & Methoden zur visuellen und textlichen Gestaltung

#### Skills

- Studierende wenden Methoden zur Ideengenerierung an, führen in systematischer Weise graphische & gestalterische Arbeiten aus und wenden kommerzielle Gestaltungssoftware zur Umsetzung ihrer Werbe- und Visualisierungskonzepte an (Grundlagenniveau).
- Studierende analysieren kommerzielle visuelle Medien und leiten visuelle Kommunikationsstrategien ab.

#### Social

- Kommunikationskompetenzen: Studierende formulieren innerhalb ihres Handelns fachliche und sachbezogene Problemlösungen und können diese im Diskurs mit Fachvertreterinnen und Fachvertretern sowie Fachfremden mit theoretisch und methodisch fundierter Argumentation begründen. Hierbei visualisieren sie Zusammenhänge & Ergebnisse, um ihre Argumentation zu verstärken.
- Kritikfähigkeit: Studierende wissen, wie man Kritik an anderen kommuniziert, so dass sie für die Person förderlich ist. Sie können Kritik an der eigenen Person reflektieren und andere Standpunkte einnehmen.

#### Autonomy

- Kreativität & Aufgeschlossenheit: Studierende sind experimentierfreudig und bereit, neue Wege zu gehen. Sie können unkonventionelle, ungewöhnliche neue Ideen entwickeln und dementsprechend umzusetzen. Sie sind einfallsreich und probieren gerne Neues aus.
- Reflexionskompetenzen: Studierende reflektieren ihr berufliches Handeln kritisch in Bezug auf gesellschaftliche Erwartungen und Folgen.

## Kommunikationsdesign

### Content

1. Absolventen der Vertiefung Digitales Marketing & Design benötigen Kompetenzen in der Entwicklung von Medien für marketingbezogene Zwecke. Im Modul Kommunikationsdesign werden künstlerisch-gestalterische Fragen der Marketingkommunikation thematisiert sowie handwerklich und technische Kompetenzen vermittelt.
  - 1.1 Theoretische Auseinandersetzung mit Grundlagen der Gestaltung und visuellen Kommunikation
    - Einführung in Kommunikationsdesign
    - Mediendesign im Marketing, Anwendungsfelder persuasiver Marketingkommunikation mittels Medien, usw.)
    - Funktionsprinzipien zwischenmenschlicher Kommunikation und Einflussfaktoren
    - Theorien, Themen und Methoden der Visuellen Kommunikation & Ästhetik
    - Bildnutzung, Bildrezeption und Bildwirkung & Analyse visueller Phänomene
    - Grundlagen der Gestaltung in Typografie & Grafikdesign
  - 1.2 Praktische Auseinandersetzung mit Grundlagen der Gestaltung und visuellen Kommunikation
    - Phasen des Entwurfs graphischer & gestalterischer Arbeiten (Methoden der Ideenfindung, Planung und Durchführung von Kreativprozessen, Entwurfstechniken, Techniken der Konzeptvisualisierung und Präsentation
    - Tools & Methoden zur visuellen und textlichen Gestaltung
    - Praktische Anwendung von kommerzieller Gestaltungssoftware (z.B. Adobe Photoshop und Illustrator; JIRA) in der Entwicklung von „kleineren“ Werbe- und Visualisierungskonzepten

### Compulsory literature

### Suggested literature

- „BIBLIOTHEK DER MEDIENGESTALTUNG“ einzusehen unter: <https://www.bi-me.de> (Letzter Stand: 10.2.2021)
- Bühler, P., Schlaich, P. & Sinner, D.: Visuelle Kommunikation: Wahrnehmung - Perspektive - Gestaltung. Springer Vieweg 2017 (jeweils aktuellste Auflage)
- Fraguera, S.: Bildbearbeitung & Design für Social Media : Visuelle Inhalte erstellen und optimieren. O'Reilly. Heidelberg 2020.
- Gause, M.: Adobe Illustrator: das umfassende Handbuch. Rheinwerk Verlag. Bonn 2020.
- Mühlke, S. (Verfasser): Adobe Photoshop: das umfassende Handbuch. Rheinwerk Verlag. Bonn 2020.
- Müller, M. G., Geise, S.: Grundlagen der Visuellen Kommunikation: Theorieansätze und Analysemethoden. UVK Verlagsgesellschaft Konstanz 2003
- Schmidt, C. M. (Hrsg.): Werbekommunikation in der Wirtschaft: Mediengerecht, praxisorientiert und interdisziplinär. VS Verlag für Sozialwissenschaften 2018.
- Winnen, L., Rühle, A. & Wrobel, A.: Innovativer Einsatz digitaler Medien im Marketing: Analysen, Strategien, Erfolgsfaktoren, Fallbeispiele. Gabler Verlag Wiesbaden 2019.

## Investition und Finanzierung für KMU

Module name <b>Investition und Finanzierung für KMU</b>	
Degree course <b>European Business Management (Option 2: 20 Weeks Internship + Specialization)</b>	Degree <b>Bachelor of Arts</b>
Module responsible(s) <b>Prof. Dr. phil. Stefanie Kunze</b>	
As of <b>2023-03-01</b>	Language <b>German</b>
Type <b>Specialization</b>	CP according to ECTS <b>5</b>

Study type <b>Full time</b>	Semester <b>4</b>	SWS <b>4</b>	L / E / L / P / S <b>0 / 4 / 0 / 0 / 0</b>
Study type <b>Part time</b>	Semester <b>6</b>	SWS <b>4</b>	L / E / L / P / S <b>0 / 4 / 0 / 0 / 0</b>

Recommended prerequisites <b>Einführung in die BWL, Externes Rechnungswesen, Kosten- und Leistungsrechnung, Mathematik I, Mathematik (aus dem Modul Mathematik II und Statistik I), Investition und Finanzierung</b>
Special regulations

Workload breakdown				
Presence <b>60,0 h</b>	Self-study <b>88,0 h</b>	Projects <b>0,0 h</b>	Exam <b>2,0 h</b>	Total <b>150 h</b>

## Investition und Finanzierung für KMU

### Learning objectives

#### Knowledge

- Studierende kennen die verschiedenen Formen der Mittelstandsfinanzierung.
- Studierende kennen die vertiefte Grundlagen der Kreditfinanzierung sowie die Kreditwürdigkeitsprüfung und die wesentlichsten Sicherungsinstrumente.

#### Skills

- Studierende können verschiedene Finanzierungsarten auf ihre wirtschaftliche Vorteilhaftigkeit für KMU überprüfen und bewerten.
- Studierende können Finanzierungsmöglichkeiten für KMU entwickeln.
- Studierende können digitale Werkzeuge und Technologien zur individuellen und kollektiven Schaffung von Wissen nutzen.

#### Social

- Arbeitsprozesse kooperativ planen und gestalten, Abläufe und Ergebnisse begründen, Sachverhalte umfassend darstellen, bereichsspezifische und übergreifende Diskussion führen, Kommunikation.
- Studierende können unter Zeitdruck Lösungen erarbeiten.
- Studierende sind experimentierfreudig und bereit, neue Wege zu gehen. Sie können Ideen entwickeln und dementsprechend umzusetzen. Sie sind einfallsreich und probieren gerne Neues aus.

#### Autonomy

- Studierende sind in der Lage sich selbst zu organisieren.
- Studierende sind in der Lage selbstständig Inhalte zu erarbeiten.
- Studierende erledigen Arbeitsaufträge gewissenhaft, gründlich, vollständig und verlässlich. Hierbei wahren sie den Überblick, achten insbesondere auf die Dokumentation von Vorgängen und wichtigen Details.
- Studierende können gemeinsam mit anderen digitale Inhalte erstellen und bearbeiten. Sie können Informationen und Inhalte in Zusammenarbeit mit anderen modifizieren, verfeinern, verbessern und in einen bestehenden Wissensbestand integrieren.



## Investition und Finanzierung für KMU

### Content

1. Mittelstand - Motor der deutschen Wirtschaft - und dessen Finanzierungsmöglichkeiten
2. Trends in der Mittelstandsfinanzierung
3. Bedeutung des Ratings für die Unternehmensfinanzierung im Mittelstand
4. Klassische Kredit- & Konsortialfinanzierung
5. Finanzierung über öffentliche Mittel
6. Ausgewählte Anlässe und Themen der Mittelstandsfinanzierung
7. Besondere Finanzierungsanlässe und -arten
8. Working Capital Management
9. Finanzanalyse
10. Finanzplanung

### Compulsory literature

### Suggested literature

- Dimler, Nick; Peter, Joachim; Karcher, Boris [Herausgeber] Unternehmensfinanzierung im Mittelstand : Lösungsansätze für eine maßgeschneiderte Finanzierung (2018)
- Kessler (Hrsg.) | Unternehmensfinanzierung Mittelstand | 2015
- Becker, Wolfgang ; Ulrich, Patrick ; Botzkowski, Tim: Finanzierung im Mittelstand (2015)
- Schlitt, Michael: Finanzierungsstrategien im Mittelstand (2014)
- Langer, Cornelia ; Eschenburg, Klaus ; Eschbach, Rainer: Rating und Finanzierung im Mittelstand: Leitfaden für erfolgreiche Bankgespräche (2013)
- Daube, Carl Heinz; Dobernig, Harald; Becker, Marco; Peskes, Markus(2017) : Mittelstandsfinanzierung: Rahmenbedingungen, Status Quo und Entwicklung, NorthernBusiness School, Hamburg

## Betriebliche Steuern I

Module name <b>Betriebliche Steuern I</b>	
Degree course <b>European Business Management (Option 2: 20 Weeks Internship + Specialization)</b>	Degree <b>Bachelor of Arts</b>
Module responsible(s) <b>Professorin Nikola Budilov-Nettelmann</b>	
As of <b>2023-02-27</b>	Language <b>German</b>
Type <b>Specialization</b>	CP according to ECTS <b>5</b>

Study type <b>Full time</b>	Semester <b>4</b>	SWS <b>4</b>	L / E / L / P / S <b>0 / 4 / 0 / 0 / 0</b>
Study type <b>Part time</b>	Semester <b>6</b>	SWS <b>4</b>	L / E / L / P / S <b>0 / 4 / 0 / 0 / 0</b>

Recommended prerequisites <b>Externes Rechnungswesen und Jahresabschluss und Betriebliche Steuern</b>
Special regulations

Workload breakdown				
Presence <b>60,0 h</b>	Self-study <b>88,0 h</b>	Projects <b>0,0 h</b>	Exam <b>2,0 h</b>	Total <b>150 h</b>

## Betriebliche Steuern I

### Learning objectives

#### Knowledge

- Die Studierenden sind mit dem Ablauf des Besteuerungsverfahrens vertraut.
- Die Studierenden kennen das System der Nettoumsatzsteuer mit Vorsteuerabzug.
- Die Studierenden kennen die Tatbestände der Umsatzsteuer.
- Insbesondere kennen sie Systematik der umsatzsteuerlichen Falllösung.
- Die Studierenden kennen die europarechtlichen Bezüge der Umsatzsteuer.

#### Skills

- Die Studierenden können die Umsatzsteuer in das Steuersystem einordnen.
- Sie können einen Lebenssachverhalt umsatzsteuerlich beurteilen.
- Sie können umsatzsteuerliche Fallgestaltungen lösen.

#### Social

- Die Studierenden können in Kleingruppen Falllösungen erarbeiten und die erarbeiteten Lösungen der Gruppe vorstellen.

#### Autonomy

- Sie können sich unbekannte Sachverhalte selbständig erarbeiten, indem sie u.a. in einschlägigen Fachdatenbanken recherchieren.
- Sie können Lehr- und Lernziele reflektieren und diese eigenverantwortlich verfolgen.

## Betriebliche Steuern I

### Content

1. Das Besteuerungsverfahren (Ermittlungs-, Festsetzungs- und Erhebungsverfahren)
2. Charakterisierung der Umsatzsteuer und Einordnung in das Steuersystem. Überblick über das Besteuerungsverfahren
  - 2.1 Besteuerungskonzept: (Allphasen-)Nettoumsatzsteuer mit Vorsteuerabzug (Wdh.)
  - 2.2 Besteuerungsverfahren
3. Der steuerbare Leistungsaustausch nach § 1 Abs. 1 Nr. 1 UStG
  - 3.1 Leistungen im Sinne des Umsatzsteuergesetzes
  - 3.2 Der umsatzsteuerliche Unternehmer
  - 3.3 Inlandsbegriff und Ort der Leistung
  - 3.4 Entgelt
  - 3.5 Unentgeltliche Wertabgaben
4. Steuerbefreiungen und Option zur Steuerpflicht
  - 4.1 Überblick über wichtige Steuerbefreiungen
  - 4.2 Steuerbefreiungen beim grenzüberschreitenden Warenverkehr
  - 4.3 Steuerbefreiungen und Vorsteuerabzug; Verzicht nach § 9 UStG
  - 4.4 Vorsteueraufteilung nach § 15 Abs. 4 UStG: Grundsätze und Darstellung in der Buchführung
5. Bemessungsgrundlage und Steuersatz
6. Vorsteuerabzug: Voraussetzungen, Ausschluss, Korrektur
  - 6.1 Voraussetzungen für den Vorsteuerabzug, § 15 Abs. 1 UStG
  - 6.2 Ausschluss nach § 15 Abs. 1a, 2 UStG
  - 6.3 Vorsteuerberichtigung nach § 15a UStG
7. Komplexe Fallstudien

### Compulsory literature

- Wichtige Steuergesetze mit Durchführungsverordnung, akt. Auflage, NWB-Verlag
- Wichtige Steuerrichtlinien, akt. Auflage, NWB-Verlag

### Suggested literature

- Budilov-Nettelmann, Steuerlehre, 1. Auflage 2021, Wiley (als eBook in eBook central verfügbar)
- Kortschak, Heizmann, Lehrbuch Umsatzsteuer, akt. Auflage
- Mücke, Umsatzsteuer leicht gemacht, akt. Auflage

## Human Resource Management

Module name <b>Human Resource Management</b>	
Degree course <b>European Business Management (Option 2: 20 Weeks Internship + Specialization)</b>	Degree <b>Bachelor of Arts</b>
Module responsible(s) <b>Prof. Dr. rer. pol. Marc Roedenbeck</b>	
As of <b>2023-08-04</b>	Language <b>German</b>
Type <b>Specialization</b>	CP according to ECTS <b>5</b>

Study type <b>Full time</b>	Semester <b>4</b>	SWS <b>4</b>	L / E / L / P / S <b>2 / 2 / 0 / 0 / 0</b>
Study type <b>Part time</b>	Semester <b>6</b>	SWS <b>4</b>	L / E / L / P / S <b>2 / 2 / 0 / 0 / 0</b>

Recommended prerequisites <b>Einführung in die BWL</b>
Special regulations

Workload breakdown				
Presence <b>60,0 h</b>	Self-study <b>30,0 h</b>	Projects <b>60,0 h</b>	Exam <b>0,0 h</b>	Total <b>150 h</b>

## Human Resource Management

### Learning objectives

#### Knowledge

- Die Studierenden kennen die Wertschöpfungskette des Personalmanagements.
- Die Studierenden kennen die Elemente der Wertschöpfungskette des Personalmanagements sowohl aus betriebswirtschaftlicher als auch aus wirtschaftspsychologischer Sicht.

#### Skills

- Die Studierenden können Fragen zu den Elementen der Wertschöpfungskette des Personalmanagements aus betriebswirtschaftlicher und wirtschaftspsychologischer Sicht beantworten und dazu kritisch Stellung nehmen.
- Die Studierenden können die Elemente der Wertschöpfungskette aus betriebswirtschaftlicher und wirtschaftspsychologische Sicht mit aktuellen Forschungsthemen unterlegen.

#### Social

- Studierende halten sich an Regeln & Absprachen, die sie mit anderen vereinbart haben.
- Studierende wissen, wie man Kritik an anderen kommuniziert, so dass sie für die Person förderlich ist.
- Studierende sind in der Lage, mündlich als auch schriftlich konstruktiv, effektiv und bewusst zu kommunizieren

#### Autonomy

- Studierende können sowohl eigene Entscheidungen als auch Ansichten und Entscheidungen von anderen kritisch hinterfragen.
- Studierende können in unterschiedlichen Situationen angemessene Entscheidungen treffen
- Studierende besitzen die Fähigkeit & Bereitschaft selbstgesteuert ein Forschungstagebuch zu erstellen

### Content

1. Personalplanung
2. Personalbeschaffung & Auswahl
3. Personaleinsatz
4. Personalbeurteilung
5. Personalentwicklung
6. Personalvergütung
7. Personalfreisetzung

### Compulsory literature

- Treier, M & Springer-Verlag GmbH. (2019). *Wirtschaftspsychologische Grundlagen für Personalmanagement : Fach- und Lehrbuch zur modernen Personalarbeit*. Berlin : Springer.

## Human Resource Management

### Suggested literature

- Berthel, J, Becker, F & Fachverlag für Wirtschafts- und Steuerrecht Schäffer (Stuttgart). (2017). *Personal-Management : Grundzüge für Konzeptionen betrieblicher Personalarbeit* (11., vollständig überarbeitete Auflage). Stuttgart : Schäffer-Poeschel Verlag.

## Arbeitsrecht und Arbeitsmarktpolitik

Module name <b>Arbeitsrecht und Arbeitsmarktpolitik</b>	
Degree course <b>European Business Management (Option 2: 20 Weeks Internship + Specialization)</b>	Degree <b>Bachelor of Arts</b>
Module responsible(s) <b>Prof. Dr. jur. Jörg Peter &amp; Prof. Dr. rer. pol. Christian Hederer</b>	
As of <b>2023-02-27</b>	Language <b>German</b>
Type <b>Specialization</b>	CP according to ECTS <b>5</b>

Study type <b>Full time</b>	Semester <b>4</b>	SWS <b>4</b>	L / E / L / P / S <b>2 / 2 / 0 / 0 / 0</b>
Study type <b>Part time</b>	Semester <b>6</b>	SWS <b>4</b>	L / E / L / P / S <b>2 / 2 / 0 / 0 / 0</b>

Recommended prerequisites <b>Grundkenntnisse des Arbeitsrechts, bspw. aufgrund der Absolvierung des Wahlpflichtmoduls Handels-, Gesellschafts- und Arbeitsrecht Grundkenntnisse des deutschen Rechts (Modul Einführung in das Recht) und der Volkswirtschaftslehre</b>
Special regulations <b>Das Modul vermittelt eine interdisziplinäre Einführung in Grundfragen des Arbeitsrechts und der Arbeitsmarktpolitik. Nach einer Vermittlung der juristischen und ökonomischen Grundlagen werden ausgewählte Themen im Team-Teaching durch beide Dozenten präsentiert und eine kombiniert juristisch-wirtschaftswissenschaftliche Perspektive erarbeitet. Die Studierenden werden geschult, Fragen des Arbeitsrechts und der Arbeitsbeziehungen auf verschiedenen Ebenen (etwa Betrieb, Tarifparteien, Gesamtwirtschaft) zu analysieren und zu beurteilen.</b>

Workload breakdown				
Presence <b>60,0 h</b>	Self-study <b>89,0 h</b>	Projects <b>0,0 h</b>	Exam <b>1,0 h</b>	Total <b>150 h</b>



## Arbeitsrecht und Arbeitsmarktpolitik

### Learning objectives

#### Knowledge

- Grundkenntnisse des deutschen Arbeitsrechts
- Grundkenntnisse der Arbeitsmarktökonomik
- Grundkenntnisse der Arbeitsmarktpolitik und ihrer wesentlichen Institutionen und Akteure in Deutschland

#### Skills

- Juristische Einordnung und Erstbeurteilung grundlegender arbeitsrechtlicher Sachverhalte
- Einordnung und Einschätzung arbeitsrechtlicher Regelungen und arbeitsmarktpolitischer Maßnahmen aus ökonomischer und rechtlicher Perspektive

#### Social

- Erarbeitung und Präsentation von Falllösungen oder Stellungnahmen in Teams
- Akzeptanz von und sachliche Auseinandersetzung mit unterschiedlichen wirtschafts-/sozialpolitischen Standpunkten

#### Autonomy

- Fähigkeit zur eigenständigen Recherche und Analyse einschlägiger Fragestellungen, die juristische und wirtschaftswissenschaftliche/ökonomische Sichtweisen verknüpft

### Content

1. Kernpunkte des deutschen Arbeitsrechts - Individualarbeitsrecht: Begründung des Arbeitsverhältnisses, Rechte und Pflichten im Arbeitsverhältnis, Beendigung des Arbeitsverhältnisses, insbesondere Kündigungsrecht. Kollektives Arbeitsrecht: Arbeitskampf- und Tarifrecht, insbesondere die Rolle der Gewerkschaften, Betriebsverfassungsrecht
2. Grundzüge der Arbeitsmarktökonomik und -politik: Lohnbildung, Strukturen und Organisationsformen des Arbeitsmarkts, Arbeitslosigkeit aus mikro- und makroökonomischer Perspektive, Hauptinstrumente der Arbeitsmarktpolitik und ihre Wirkungen
3. Ausgewählte Themen; Beispiele:
  - a. Tarifverträge und Tarifautonomie. Rechtliche Probleme und ökonomische Wirkungen von Mindestlöhnen; Allgemeinverbindlichkeitserklärungen von Tarifverträgen und ihre Problematik; Rolle der Gewerkschaften und Verhältnis zu Nicht-Gewerkschaftsmitgliedern.
  - b. Kündigungsschutz und Funktionsfähigkeit des Arbeitsmarktes. Kündigungsrecht in Deutschland, Analyse und internationaler Vergleich aus ökonomischer Perspektive.
  - c. Kurzarbeit als arbeitsmarktpolitisches Instrument. Ökonomische Analyse, arbeits- und flankierend sozialrechtliche Fragestellungen.

### Compulsory literature

- Däubler, W. (2017). *Arbeitsrecht Ratgeber für Beruf - Praxis - Studium [derzeit 12. A. 2017]*.

### Suggested literature

## Innovation in der Wissensgesellschaft

Module name <b>Innovation in der Wissensgesellschaft</b>	
Degree course <b>European Business Management (Option 2: 20 Weeks Internship + Specialization)</b>	Degree <b>Bachelor of Arts</b>
Module responsible(s) <b>Prof.Dr.rer.pol.habil. Iciar Dominguez Lacasa</b>	
As of <b>2023-08-11</b>	Language <b>German</b>
Type <b>Specialization</b>	CP according to ECTS <b>5</b>

Study type <b>Full time</b>	Semester <b>4</b>	SWS <b>4</b>	L / E / L / P / S <b>0 / 4 / 0 / 0 / 0</b>
Study type <b>Part time</b>	Semester <b>6</b>	SWS <b>4</b>	L / E / L / P / S <b>0 / 4 / 0 / 0 / 0</b>

Recommended prerequisites <b>Einführung VWL I</b>
Special regulations

Workload breakdown				
Presence <b>60,0 h</b>	Self-study <b>58,0 h</b>	Projects <b>30,0 h</b>	Exam <b>2,0 h</b>	Total <b>150 h</b>

## Innovation in der Wissensgesellschaft

### Learning objectives

#### Knowledge

- Studierende verstehen die Rolle von Wissen und Innovation für die Gesellschaft und für die Wettbewerbsfähigkeit von Unternehmen.
- Studierende verstehen Prozesse und Faktoren, die Veränderung und Innovation verhindern.
- Studierende verstehen die Rolle von Wissen und Innovation für die wirtschaftliche Entwicklung von Regionen und Ländern.
- Studierende kennen Indikatoren für die Analyse von Innovationsprozessen in Unternehmen, Regionen und Länder.

#### Skills

- Studierende analysieren Innovationsstrategien vom Unternehmen in wissensintensiven Sektoren (Fallbeispielanalyse)
- Studierende analysieren der Wandel von Regionen und Ländern in ihrer wirtschaftlichen und gesellschaftlichen Entwicklung (Fallbeispielanalyse).
- Studierende sind in der Lage, wirtschaftswissenschaftliche Daten, Resultate und Analyse in öffentlich zugänglichen Datenbanken, im Internet und in Publikationen zu recherchieren und zusammenzufassen.
- Studierende sind in der Lage, eine kurze schriftliche Arbeit zu verfassen zu einer vorgegebenen Fragestellung oder ein Poster zu erstellen.

#### Social

- Die Studierende sind in der Lage, in Team zu arbeiten und ihren Kommilitonen konstruktives Feedback zu geben.
- Studierende sind in der Lage, in der Unterrichtsdiskussion fachliche Inhalte adäquat zu kommunizieren.

#### Autonomy

- Die Studierende sind in der Lage, in der Kooperativen Arbeit eigenverantwortlich zu agieren und eigenständig mit Ihren Stärken zum Ergebnis beizutragen,
- Studierende sind in der Lage, sich Lern- und Arbeitsziele selbst zu setzen und diese zu realisieren.

### Content

1. Wissen und Innovation in Ökonomie und Gesellschaft
2. Innovationsindikatoren für Unternehmen, Regionen und Länder
3. Innovationssysteme und Netzwerke
4. Pfadabhängigkeit und Lockin (Fallbeispiele)
5. Unternehmen und Netzwerke in wissensintensiven Sektoren (Fallbeispiele)
6. Analyse von Regionen im Wandel zur Wissensgesellschaft (Fallbeispiele)

## Innovation in der Wissensgesellschaft

### Compulsory literature

- Blättel-Mink, B, Schulz-Schaeffer, I & Windeler, A. (2021). *Handbuch Innovationsforschung : sozialwissenschaftliche Perspektiven : mit 27 Abbildungen und 15 Tabellen*. Wiesbaden : Springer VS.
- *The road to the 'knowledge society'*. (1997).The @Antidote 2 (1997), S. 6-7. Emerald.  
<http://dx.doi.org/10.1108/EUM00000000006332>
- Carayannis, E & Campbell, D. (2019). *Smart quintuple helix innovation systems : how social ecology and environmental protection are driving innovation, sustainable development and economic growth*. Cham, Switzerland :Springer,.
- *The economics of industrial innovation - Christopher Freeman, (2nd edn.) London: Frances Pinter, 1982.250 pp. £15.50.*International Review of Law and Economics 3 (1983), S. 210-211. Elsevier.  
[http://linkinghub.elsevier.com/retrieve/pii/0144-8188\(83\)90019-4](http://linkinghub.elsevier.com/retrieve/pii/0144-8188(83)90019-4)
- Casper, S & Waarden, F. (2005). *Innovation and institutions : a multidisciplinary review of the study of innovation systems*. Cheltenham : Elgar.
- Abele, T. (2019). *Fallstudien zum Technologie- & Innovationsmanagement : Praxisfälle zur Wissensvertiefung*. Wiesbaden : Springer Gabler.

### Suggested literature

## Entrepreneurship

Module name <b>Entrepreneurship</b>	
Degree course <b>European Business Management (Option 2: 20 Weeks Internship + Specialization)</b>	Degree <b>Bachelor of Arts</b>
Module responsible(s) <b>Prof. Dr. rer. pol. Dana Mietzner</b>	
As of <b>2023-02-27</b>	Language <b>German</b>
Type <b>Specialization</b>	CP according to ECTS <b>5</b>

Study type <b>Full time</b>	Semester <b>4</b>	SWS <b>4</b>	L / E / L / P / S <b>0 / 4 / 0 / 0 / 0</b>
Study type <b>Part time</b>	Semester <b>6</b>	SWS <b>4</b>	L / E / L / P / S <b>0 / 4 / 0 / 0 / 0</b>

Recommended prerequisites
Special regulations

Workload breakdown				
Presence <b>60,0 h</b>	Self-study <b>57,0 h</b>	Projects <b>30,0 h</b>	Exam <b>3,0 h</b>	Total <b>150 h</b>

## Entrepreneurship

### Learning objectives

#### Knowledge

- Die Studierenden kennen die Bedeutung von Unternehmensgründungen für die wirtschaftliche Entwicklung, den Gründungsprozess sowie unterschiedliche Formen der Unternehmensgründung.
- Die Studierenden kennen Ansätze in der Entwicklung von Geschäftsmodellen.
- Sie kennen die Funktion eines Businessplans und seine einzelnen Elemente.

#### Skills

- Die Studierenden durchlaufen den Prozess der Entwicklung einer Geschäftsidee und eines Geschäftsmodells.
- Die Studierenden wenden ausgewählte Methoden der Ideengenerierung, Geschäftsmodellentwicklung und -testung und Businessplanung an.
- Die Studierenden arbeiten in Teams an Gründungsprojekten oder an Fallstudien.

#### Social

- Die Arbeit in Teams soll dazu führen, dass die Studierenden lernen sich in eine Gruppe zu integrieren. Dort sollen sie ihre Meinungen und Ansichten äußern und diese argumentativ vertreten.
- Sie haben die Probleme und Herausforderungen bei der Teamarbeit erfahren und gelernt mit unterschiedlichen Sichtweisen umzugehen und gewinnbringend zu nutzen.
- Durch das Vorstellen, die Visualisierung und Diskussion von erarbeiteten Ergebnissen entwickeln die Studierenden Kommunikationskompetenz.

#### Autonomy

- Die selbstständige Arbeit an einer Gründungsidee oder an Fallstudien soll die Selbstreflektion der einzelnen Studierenden verstärken. Ziel ist es dabei, dass sie ihre Stärken und Schwächen identifizieren und ihre Ressourcen und Kompetenzen zielgerichtet einsetzen und weiterentwickeln.

### Content

1. Zentrale Begriffe und Definitionen in der Unternehmensgründung
2. Unternehmensgründung im internationalen Vergleich
3. Gründer/innen-Persönlichkeit und Gründerteam
4. Quellen für Gründungsideen und Ideenscouting
5. Geschäftsmodellentwicklung mit Business Model Canvas und Value Proposition Canvas
6. Testen von Geschäftsmodellen
7. Bedeutung, Rolle und Elemente des Businessplans
8. Überblick zu Instrumenten der Gründungsfinanzierung und Gründungsförderung

## Entrepreneurship

### Compulsory literature

- Skript zur Vorlesung
- Osterwalder, A.; Pigneur, Yves (2010): Business Model Generation: Ein Handbuch für Visionäre, Spielveränderer und Herausforderer, Campus Verlag, Frankfurt am Main.
- Fueglistaller, U.; Müller, C.; Volery, T. (2008): Entrepreneurship, Modelle - Umsetzung - Perspektiven Mit Fallbeispielen aus Deutschland, Österreich und der Schweiz, Gabler Verlag, Wiesbaden.

### Suggested literature

- Hoxtell, A., & Hasewinkel, V. (Eds.). (2020). Fallstudien zu Berliner Gründerpersönlichkeiten: Chancen-Risiken-Einflussfaktoren. Springer-Verlag.

## Operations Research

Module name <b>Operations Research</b>	
Degree course <b>European Business Management (Option 2: 20 Weeks Internship + Specialization)</b>	Degree <b>Bachelor of Arts</b>
Module responsible(s) <b>Prof. Dr. rer. pol. Matthias Forster &amp; Prof. Dr. rer. pol. Mike Steglich</b>	
As of <b>2023-03-08</b>	Language <b>German</b>
Type <b>Specialization</b>	CP according to ECTS <b>5</b>

Study type <b>Full time</b>	Semester <b>4</b>	SWS <b>4</b>	L / E / L / P / S <b>0 / 4 / 0 / 0 / 0</b>
Study type <b>Part time</b>	Semester <b>6</b>	SWS <b>4</b>	L / E / L / P / S <b>0 / 4 / 0 / 0 / 0</b>

Recommended prerequisites <b>Modul Mathematik I Modul Mathematik II (aus dem Modul Mathematik II und Statistik I)</b>
Special regulations

Workload breakdown				
Presence <b>60,0 h</b>	Self-study <b>88,0 h</b>	Projects <b>0,0 h</b>	Exam <b>2,0 h</b>	Total <b>150 h</b>



## Operations Research

### Learning objectives

#### Knowledge

- Die Studierenden können Entscheidungsmodelle in den betriebswirtschaftlichen Kontext einordnen, sie verstehen Sinn und Nutzen von Entscheidungsmodellen und können Anwendungsgebiete von Entscheidungsmodellen in der Betriebswirtschaftslehre benennen.
- Die Studierenden können Zielfunktion u. Restriktionen der LP-Modelle unterscheiden und Begriffe wie Programmplanung, Mischungsproblem usw. einordnen.
- Die Studierenden verstehen den Unterschied zwischen LP-Modellen und gemischt-ganzzahligen Modellen und können den Nutzen gemischt-ganzzahliger Modelle beurteilen.
- Die Studierenden verstehen den Anwendungsbezug des Moduls.

#### Skills

- Die Studierenden können ein Entscheidungsmodell systematisch aufbauen, sie können einfache LP-Modelle unterscheiden, formulieren und lesen.
- Die Studierenden sind in der Lage, ein LP mit zwei Variablen grafisch zu lösen. Die Studierenden können ein LP-Modell in ein Simplextableau übertragen und den Simplexalgorithmus anwenden, um ein LP mit mehr als zwei Variablen zu lösen.
- Die Studierenden sind in der Lage, einfache gemischt-ganzzahlige Modelle zu lesen und zu verstehen.  
Die Studierenden können Fallbeispiele aus Produktion, Distribution und Investition einordnen und analysieren.
- Die Studierenden können Modelle (LP und MIP) in einem Tabellenkalkulationsprogramm formulieren und mit einem integrierten Solver lösen.

#### Social

- Die Studierenden werden durch das Arbeiten in Gruppen in die Lage versetzt, sich über abstrakte Probleme auszutauschen.
- Sie verbessern ihre Kommunikationsfähigkeiten.
- Sie entwickeln ein Wir-Gefühl in der Arbeitsgruppe.
- Sie lernen, ihre Ergebnisse vor anderen Studierenden zu präsentieren und die Ergebnisse geeignet zu kommunizieren.

#### Autonomy

- Durch das Arbeiten in Gruppen lernen die Studierenden, Probleme selbstständig zu lösen.
- Sie lernen, ihre Ergebnisse selbstständig zu formulieren und zu präsentieren.

## Operations Research

### Content

1. Entscheidungsmodelle und Anwendungsfelder:
  - 1.1 Nutzen von Entscheidungsmodellen
  - 1.2 Aufbau von Entscheidungsmodellen
  - 1.3 Anwendungsgebiete von Entscheidungsmodellen in der Betriebswirtschaftslehre
2. Lineare Programmierung:
  - 2.1 Bausteine Linearer Programme (Zielfunktion, Restriktionen)
  - 2.2 Simplexmethode
  - 2.3 grafisches Lösen von Problemen mit zwei Variablen
  - 2.4 Beispiele für LP-Modelle (Programmplanung, Mischungsprobleme, das Transportproblem, Verschnitt-minimierung)
3. Grundlagen der gemischt-ganzzahligen Programmierung:
  - 3.1 Unterschied LP-Modelle (LPs) vs. gemischt-ganzzahlige Modelle (MIPs)
  - 3.2 Beispiele für gemischt-ganzzahlige Modelle (Standorte von Fabriken planen, Fixkosten in das Modell aufnehmen)
4. Fallbeispiele:
  - 4.1 Produktionsprogrammplanung
  - 4.2 Distributionsplanung
  - 4.3 Investitionsplanung

### Compulsory literature

### Suggested literature

- Domschke, W. (2007). *Übungen und Fallbeispiele zum Operations Research* (6., verb. Aufl.). Berlin [u.a.] : Springer.
- Domschke, W & Drexl, A. (2011). *Einführung in Operations Research* (8. Aufl.). Heidelberg [u.a.] : Springer.
- Zimmermann, H. (2005). *Operations Research Methoden und Modelle*.

## Produktionsmanagement und Optimierung

Module name <b>Produktionsmanagement und Optimierung</b>	
Degree course <b>European Business Management (Option 2: 20 Weeks Internship + Specialization)</b>	Degree <b>Bachelor of Arts</b>
Module responsible(s) <b>Prof. Dr. rer. pol. Matthias Forster &amp; Prof. Dr. rer. pol. Mike Steglich</b>	
As of <b>2023-03-08</b>	Language <b>German</b>
Type <b>Specialization</b>	CP according to ECTS <b>5</b>

Study type <b>Full time</b>	Semester <b>4</b>	SWS <b>4</b>	L / E / L / P / S <b>0 / 4 / 0 / 0 / 0</b>
Study type <b>Part time</b>	Semester <b>6</b>	SWS <b>4</b>	L / E / L / P / S <b>0 / 4 / 0 / 0 / 0</b>

Recommended prerequisites <b>Modul Mathematik I Modul Mathematik II (aus dem Modul Mathematik II und Statistik I)</b>
Special regulations

Workload breakdown				
Presence <b>60,0 h</b>	Self-study <b>30,0 h</b>	Projects <b>60,0 h</b>	Exam <b>0,0 h</b>	Total <b>150 h</b>

## Produktionsmanagement und Optimierung

### Learning objectives

#### Knowledge

- Die Studierenden können die grundlegenden Begriffe der Produktions- und Kostentheorie definieren, die Produktions- und Materialwirtschaft in den betriebswirtschaftlichen Kontext einordnen und von anderen Modulen (z.B. Organisation und Personalwirtschaft, Investition und Finanzwirtschaft) unterscheiden.
- Sie verstehen die Erscheinungsformen der Produktion und können Typen und Eigenschaften von Produktionssystemen benennen. Sie sind in der Lage, Anpassungsformen mit Hilfe der Gutenbergschen Theorie zu erklären.
- Die Studierenden können substitutionale und limitationale Produktion unterscheiden. Sie kennen die Produktionsfunktionen vom Typ A und vom Typ B und können diese anwenden (Eigenschaften, Berechnungen, Kennzahlen).
- Die Studierenden verstehen den Zusammenhang der Phasen eines PPS-Systems und können Programmplanung, Mengenplanung, Losgrößenplanung, Durchlaufterminierung und Kapazitätsterminierung unterscheiden.
- Die Studierenden kennen die Aufgaben eines Lagers und die Grundbegriffe der Lagerwirtschaft. Sie kennen das statische Grundmodell der Bestellmengenplanung und können es anwenden.

#### Skills

- Die Studierenden bekommen die Fähigkeit, Faktoren, Kapazitäten und Prozessabläufe in der Produktions- und Materialwirtschaft zu planen und zu berechnen.
- Sie können wichtige Formeln der Produktions- und Materialwirtschaft sinnvoll anwenden.
- Die Studierenden können Produktionssysteme durch Kenntnis der Eigenschaften einordnen u. analysieren.
- Sie können wichtige Fragestellungen des Produktionsmanagements einordnen und ggf. durch Rechnen beantworten. Die Studierenden bekommen die Fähigkeit, typische Fragestellungen der Lagerwirtschaft einzuordnen und ggf. durch Rechnen zu beantworten.

#### Social

- Die Studierenden werden in den Übungen befähigt, die richtigen Fragen zu stellen und Antworten zu kommunizieren. Sie lernen, Managementfragen in kleinen Gruppen zu diskutieren.

#### Autonomy

- In den Übungen lernen die Studierenden, Probleme des Produktionsmanagements selbstständig zu lösen.
- Sie lernen, ihre Ergebnisse selbstständig zu formulieren und zu kommunizieren.

## Produktionsmanagement und Optimierung

### Content

1. Optimierung
  - 1.1 Lineare Optimierung
  - 1.2 Gemischt-ganzzahlige Optimierung
  - 1.3 Nichtlineare Optimierung
2. Produktionsmanagement
  - 2.1 Modelle im Bereich der strategischen Entscheidungsebene
  - 2.2 Modelle im Bereich der taktischen Entscheidungsebene
  - 2.3 Modelle im Bereich der operativen Entscheidungsebene

### Compulsory literature

### Suggested literature

- Dinkelbach, W & Rosenberg, O. (2000). *Erfolgs- und umweltorientierte Produktionstheorie : mit 15 Tabellen* (3., neubearb. und erw. Aufl.). Berlin ; Heidelberg ; New York ; Barcelona ; Hongkong ; London ; : Springer.
- Dyckhoff, H. (2000). *Grundzüge der Produktionswirtschaft*. Berlin [u.a.]: Springer.
- Steven, M. (2013). *Einführung in die Produktionswirtschaft*. Kohlhammer.
- Wöhe, G. & Kaiser, H. & Döring, U. (2002). *Übungsbuch zur Einführung in die allgemeine Betriebswirtschaftslehre*. München: Vahlen.

## European Law

Module name <b>European Law</b>	
Degree course <b>European Business Management (Option 2: 20 Weeks Internship + Specialization)</b>	Degree <b>Bachelor of Arts</b>
Module responsible(s) <b>Prof. Dr. jur. Stefan Strassner</b>	
As of <b>2023-02-28</b>	Language <b>English</b>
Type <b>Compulsory</b>	CP according to ECTS <b>5</b>

Study type <b>Full time</b>	Semester <b>5</b>	SWS <b>4</b>	L / E / L / P / S <b>2 / 2 / 0 / 0 / 0</b>
Study type <b>Part time</b>	Semester <b>7</b>	SWS <b>4</b>	L / E / L / P / S <b>2 / 2 / 0 / 0 / 0</b>

Recommended prerequisites <b>no no</b>
Special regulations

Workload breakdown				
Presence <b>60,0 h</b>	Self-study <b>88,0 h</b>	Projects <b>0,0 h</b>	Exam <b>2,0 h</b>	Total <b>150 h</b>

## European Law

### Learning objectives

#### Knowledge

- The aim of this course is to familiarize with the rules coming from the primary and secondary EU law which are of fundamental importance for the economic and legal system in Germany.

#### Skills

- The students know the possibilities and freedoms that EU law gives its citizens and companies in the context of economic activities.

#### Social

- The students learn which rights and obligations are coming from the EU Law. For example, they know about the employers' obligation to protect the employees against discrimination.

#### Autonomy

- Students are independently able to understand basic legal issues and to solve legal cases in the field of European business law by using the appropriate provisions of the primary and secondary EU Law.

### Content

1. Introduction
2. European law in a narrow and broad sense
3. Origin and Development of the European Communities
4. Entry into and exit from the Communities (EAEC and EU)
5. The enlargement
6. The reform treaties
7. The institutional frame of EU Law
8. The legal sources of EU Law
9. Primary law
10. Secondary law
11. The legislative procedure
12. Legal protection by the courts
13. The fundamental freedoms of the TFEU
14. Free movement of goods
15. Free movement of workers
16. Freedom of establishment
17. Freedom of establishment
18. The EU competition rules

## European Law

Compulsory literature
Suggested literature



## International Strategies in Theory and Practice II

Module name <b>International Strategies in Theory and Practice II</b>	
Degree course <b>European Business Management (Option 2: 20 Weeks Internship + Specialization)</b>	Degree <b>Bachelor of Arts</b>
Module responsible(s) <b>Prof. Dr. rer. pol. Sandra Haas, MBA Martin Bradbeer &amp; Prof. Dr. rer. pol. Christian Hederer</b>	
As of <b>2023-02-28</b>	Language <b>English</b>
Type <b>Compulsory</b>	CP according to ECTS <b>5</b>

Study type <b>Full time</b>	Semester <b>5</b>	SWS <b>4</b>	L / E / L / P / S <b>0 / 0 / 0 / 0 / 4</b>
Study type <b>Part time</b>	Semester <b>9</b>	SWS <b>4</b>	L / E / L / P / S <b>0 / 0 / 0 / 0 / 4</b>

Recommended prerequisites
Special regulations

Workload breakdown				
Presence <b>60,0 h</b>	Self-study <b>20,0 h</b>	Projects <b>68,0 h</b>	Exam <b>2,0 h</b>	Total <b>150 h</b>

## International Strategies in Theory and Practice II

### Learning objectives

#### Knowledge

- Students possess knowledge in the following fields: 1. basic problem areas of going & being international in general and in different functional units of the company (in combination with a professional specialization) 2. planning and planning processes of internationalization activities.
- Students possess advanced English language skills in all relevant areas of international companies .

#### Skills

- Based on country analyses, realistic questions/&problems corresponding to the level of study are solved for the management of international markets within the framework of a project team. In combination with a subject-specific specialization, fundamental, subject-specific proposals for action can be developed. (=Subject-related competencies)
- Students are equipped with a scientific and systematic way of working. This is characterized by the use of partly interdisciplinary approaches, models and systematic knowledge. (= scientific approach)
- Students can search for and evaluate data, information and digital content, assess the relevance of the source and its content. They possess skills to store, manage and organize digital data, information and content. (=Digital competencies)

#### Social

- Students communicate (orally & in writing) with other subject representatives as well as non-subject internal /external contacts to responsibly solve a task. You apply English skills very well in word & writing// Level: C1 (final level) (=communication skills).
- Students use digital technologies to interact, communicate, and collaborate with an awareness of cultural and generational diversity (=digital competencies).
- Students demonstrate a high level of teamwork skills and strong intercultural competencies in the context of team-based project work. (=team ability)
- Students adhere to rules and agreements they have made with others. Others can rely on their own statements that tasks will be completed in the promised quality. (=reliability)
- Students know and understand the differences of cultures and approach them with respect and tolerance. They know and understand that different political, economic and social views influence thinking. They respect other values and opinions. (=openness to the world/tolerance)

#### Autonomy

- Students can adapt habitual thinking and actions to new changing situations, as well as accept new tasks & challenges. (=flexibility)
- Students complete work assignments conscientiously, thoroughly, completely and reliably. In doing so, they maintain an overview, pay particular attention to orderly documents and to the documentation of processes and important details. (=carefulness)
- Students critically reflect on their professional actions in relation to societal/global expectations and consequences.

## International Strategies in Theory and Practice II

### Content

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

## International Strategies in Theory and Practice II

fluently, spontaneously and appropriately

o Presentations: Giving clear, well-structured presentations of a complex subject, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples. Handling interjections well, responding spontaneously and almost effortlessly.

- 3.3 Listening: Listening strategies to understand a range of different accents and Englishes
- 3.4 Writing: Writing clear, well-structured texts of complex subjects, underlining the relevant salient issues, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples and concluding appropriately.
4. International Strategies in Theory & Practice II: At its core of the module is a foreign market entry strategy for one firm in one region. This will include management and intercultural dimensions, and include research, analysis, and an actual plan ready for implementation. The project will be developed continuously with feedback by your instructors and group feedback. Depending on the project task, your instructors will give project-related input-sessions. All project work will also be monitored regarding language use and feedback given by the language instructors.

### Compulsory literature

- Mike W. Peng: Global, Global Business, Cengage, latest edition.

### Suggested literature

- Please refer also to the reference list presented in the learning materials & learning platform.
- Michael R. Czinkota et al: International Business, WILEY, latest edition.
- John Daniels, Lee Radebaugh, Daniel Sullivan: International Business, Pearson, latest edition.
- Svend Hollensen: Global Marketing, Pearson, latest edition.

## International and Institutional Economics II

Module name <b>International and Institutional Economics II</b>	
Degree course <b>European Business Management (Option 2: 20 Weeks Internship + Specialization)</b>	Degree <b>Bachelor of Arts</b>
Module responsible(s) <b>Prof. Dr. rer. pol. Christian Hederer &amp; Prof. Dr. rer. pol. Sandra Haas</b>	
As of <b>2023-08-24</b>	Language <b>English</b>
Type <b>Compulsory</b>	CP according to ECTS <b>5</b>

Study type <b>Full time</b>	Semester <b>5</b>	SWS <b>4</b>	L / E / L / P / S <b>0 / 0 / 0 / 0 / 4</b>
Study type <b>Part time</b>	Semester <b>7</b>	SWS <b>4</b>	L / E / L / P / S <b>0 / 0 / 0 / 0 / 4</b>

Recommended prerequisites <b>International and Institutional Economics I; International Strategy in Theory and Practice I</b>
Special regulations <b>The module is held in joint co-operation with "International Strategy in Theory and Practice II".</b>

Workload breakdown				
Presence <b>60,0 h</b>	Self-study <b>88,0 h</b>	Projects <b>0,0 h</b>	Exam <b>2,0 h</b>	Total <b>150 h</b>

## International and Institutional Economics II

### Learning objectives

#### Knowledge

- Students have an overview knowledge of economic, political and legal determinants of international trade and investment flows, and their implications on international business..
- Students know the basics of exchange rate economics and the corresponding business strategies addressing exchange rate risk.
- Students know basic theories of economic growth and development, including their implications for global business strategies.

#### Skills

- Students are able to develop theory-based assessments of target countries / locations for exports and Foreign Direct Investment.
- Students are able to develop basic hedging strategies against foreign exchange risk.
- Students are able to assess countries with respect to their prospects for economic growth.
- Students can apply basic rules of Corporate Social Responsibility to business strategy.

#### Social

- See "International Strategy in Theory and Practice I"

#### Autonomy

- See "International Strategy in Theory and Practice I"

### Content

1. The specialization International Management in European Context prepares students for tasks in an international environment by developing appropriate general skills. The two-semester interdisciplinary module "International and Institutional Economics" provides students with a broad understanding of the key framework conditions of international business strategies, including institutional analysis on both country and international level, comprehensive country comparisons, and a business-oriented analysis of international trade, investment, and financial flows.
2. International trade and the export decision
  - 2.1 Economic theories of international trade
  - 2.2 Domestic politics of international trade
  - 2.3 Introduction to the WTO and regional trade agreements
3. International investment and the investment decision
  - 3.1 Economic, business and political perspectives on Foreign Direct Investment
  - 3.2 Introduction to international investment protection
4. Exchange rates, exchange rate fluctuations and hedging strategies
5. Economic growth: causes, prospects, implications for international business
6. Introduction to Corporate Social Responsibility

## International and Institutional Economics II

Compulsory literature

– tba

Suggested literature

## Team Development and Coaching II

Module name <b>Team Development and Coaching II</b>	
Degree course <b>European Business Management (Option 2: 20 Weeks Internship + Specialization)</b>	Degree <b>Bachelor of Arts</b>
Module responsible(s) <b>M. Sc. Marcel Herold</b>	
As of <b>2023-02-28</b>	Language <b>English</b>
Type <b>Compulsory</b>	CP according to ECTS <b>3</b>

Study type <b>Full time</b>	Semester <b>5</b>	SWS <b>2</b>	L / E / L / P / S <b>0 / 0 / 0 / 0 / 2</b>
Study type <b>Part time</b>	Semester <b>9</b>	SWS <b>2</b>	L / E / L / P / S <b>0 / 0 / 0 / 0 / 2</b>

Recommended prerequisites
Special regulations

Workload breakdown				
Presence <b>0,0 h</b>	Self-study <b>0,0 h</b>	Projects <b>0,0 h</b>	Exam <b>0,0 h</b>	Total <b>0 h</b>

Learning objectives
Knowledge
Skills
Social
Autonomy

Content
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Compulsory literature
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## Team Development and Coaching II

Suggested literature

## Corporate Finance

Module name <b>Corporate Finance</b>	
Degree course <b>European Business Management (Option 2: 20 Weeks Internship + Specialization)</b>	Degree <b>Bachelor of Arts</b>
Module responsible(s) <b>Prof. Dr. rer. pol. Stefan Trencsik</b>	
As of <b>2023-08-23</b>	Language <b>English</b>
Type <b>Specialization</b>	CP according to ECTS <b>5</b>

Study type <b>Full time</b>	Semester <b>5</b>	SWS <b>4</b>	L / E / L / P / S <b>0 / 0 / 0 / 0 / 4</b>
Study type <b>Part time</b>	Semester <b>9</b>	SWS <b>4</b>	L / E / L / P / S <b>0 / 0 / 0 / 0 / 4</b>

Recommended prerequisites <b>Some concepts require the use of MS Excel.</b>
Special regulations

Workload breakdown				
Presence <b>60,0 h</b>	Self-study <b>88,5 h</b>	Projects <b>0,0 h</b>	Exam <b>1,5 h</b>	Total <b>150 h</b>

## Corporate Finance

### Learning objectives

#### Knowledge

- Students are able to describe and evaluate the different financing alternatives and the associated processes involve.
- Students are able to critically assess theoretical and empirical developments in capital structure topics and relate their findings to the contemporary business environment.
- Students are able to critically evaluate theoretical and empirical aspects in dividend policy research, and to communicate findings effectively.

#### Skills

- Students are able to critically discuss the main goals of a corporation, the impact of “short-termism” and responsible long-term value maximization.
- Students are able to assess an organisations financing needs and advise on an appropriate capital structure.
- Students are able to examine and discuss the key issues related to dividend policy and their implications for the value of the firm.

#### Social

- Students develop teamwork and presentation skills in debating discussion topics and producing team solutions to problems.
- Students will develop awareness of all the interaction of finance and societal issues.

#### Autonomy

- The self-preparation of the students for the lecture, facilitates the ability to manage themselves and their time in a more effective and efficient way.
- Students will be able to solve problems in a structured way by analyzing complex financial problems.

### Content

1. Introduction
2. Optimal Capital Structure
3. Long-Term Financing
4. Short-Term Financing
5. Optimal Payout Policy

### Compulsory literature

- Berk/DeMarzo (2020), Corporate Finance, 5th Global Edition
- Brealey/Myers/Allen (2023), International Student Edition of Principles of Corporate Finance, 14th Edition
- Hillier/Ross/Westerfield/Jaffe/Jordan (2021), Corporate Finance , 4th European Edition
- Damodoran, (2014), Applied Corporate Finance, Fourth Edition

## Corporate Finance

Suggested literature

- Benninga (2014), Financial Modeling, Fourth Edition

## FACT-Project

Module name <b>FACT-Project</b>	
Degree course <b>European Business Management (Option 2: 20 Weeks Internship + Specialization)</b>	Degree <b>Bachelor of Arts</b>
Module responsible(s) <b>Prof. Dr. rer. pol. Mike Steglich, Prof. Dr. rer. pol. Verena Klapschus &amp; Prof. Dr. rer. pol. Stefan Trencsik</b>	
As of <b>2023-03-03</b>	Language <b>English</b>
Type <b>Specialization</b>	CP according to ECTS <b>5</b>

Study type <b>Full time</b>	Semester <b>5</b>	SWS <b>4</b>	L / E / L / P / S <b>0 / 0 / 0 / 0 / 4</b>
Study type <b>Part time</b>	Semester <b>9</b>	SWS <b>4</b>	L / E / L / P / S <b>0 / 0 / 0 / 0 / 4</b>

Recommended prerequisites <b>Good knowledge of quantitative methods Specialization FACT (international)</b>
Special regulations

Workload breakdown				
Presence <b>60,0 h</b>	Self-study <b>30,0 h</b>	Projects <b>60,0 h</b>	Exam <b>0,0 h</b>	Total <b>150 h</b>

## FACT-Project

### Learning objectives

#### Knowledge

- Students have an in-depth knowledge in the areas of Finance, Accounting, Controlling & Technology.

#### Skills

- Students are able to apply, link, and extend their knowledge from previous "FACT (international)" modules
- Students are able to apply their technical knowledge in practical case study (e.g. excel modelling, programming, data analysis).
- Students are able to present their results professionally in presentations and reports.

#### Social

- Students are able to discuss problems and solutions within a team.
- Students are able to understand and respect the perception, the way of thinking and acting from persons with different social and cultural backgrounds.

#### Autonomy

- Students are able to develop solutions independently.

### Content

1. Case studies in finance
2. Case studies in financial statements & valuation
3. Case studies in controlling

### Compulsory literature

### Suggested literature

## Webanalytics and eHRM II

Module name <b>Webanalytics and eHRM II</b>	
Degree course <b>European Business Management (Option 2: 20 Weeks Internship + Specialization)</b>	Degree <b>Bachelor of Arts</b>
Module responsible(s) <b>Prof. Dr. rer. pol. Marc Roedenbeck &amp; Prof. Dr. Friederike Busch</b>	
As of <b>2023-07-13</b>	Language <b>English</b>
Type <b>Specialization</b>	CP according to ECTS <b>5</b>

Study type <b>Full time</b>	Semester <b>5</b>	SWS <b>4</b>	L / E / L / P / S <b>0 / 0 / 0 / 0 / 4</b>
Study type <b>Part time</b>	Semester <b>9</b>	SWS <b>4</b>	L / E / L / P / S <b>0 / 0 / 0 / 0 / 4</b>

Recommended prerequisites <b>Human Resources and Organizational Design, Introduction to Marketing Basics of Web Analytics and eHRM, Data Mining and Analytics</b>
Special regulations <b>The module is part of the specialization Marketing and HR Analytics, students should be well versed in the topics covered in the modules Webanalytics and eHRM I as well as Data Mining and Analytics.</b>

Workload breakdown				
Presence <b>60,0 h</b>	Self-study <b>30,0 h</b>	Projects <b>60,0 h</b>	Exam <b>0,0 h</b>	Total <b>150 h</b>

## Webanalytics and eHRM II

### Learning objectives

#### Knowledge

- **WEB ANALYTICS:** Students know which metrics and measurement values are relevant in the context of the specified objectives. They can define corresponding KPIs and configure them in Google Analytics (basic level). They know possibilities and limitations of Google Analytics as well as recommended actions for efficient work with Google Analytics. Students know how to install and set up Google Analytics.
- **eHRM:** Students know how to apply which method in the context of different e-HRM cases and know how to interpret the results

#### Skills

- **WEB ANALYTICS:** Students are able to use the reporting functions of Google Analytics correctly depending on the question and to carry out further investigations on the basis of data obtained and evaluations (basic level). They can check the degree of target achievement and identify weaknesses and optimization potential (derive recommendations for action).
- **eHRM:** Students are able to apply relevant methods on a given dataset, solve data issues and evaluate the outcome in relation to questions of e-HRM cases to derive recommendations for strategic HRM actions
- **Legal competence:** When planning data analyses, students can recognise where there are obstacles under data protection law and react at an early stage.

#### Social

- **Communication skills:** Students formulate subject-specific and factual solutions to problems within their actions and can justify these in discourse with theoretically and methodologically sound argumentation. They can prepare and present analysis results in reports in such a way that they are also comprehensible to people outside the subject area.

#### Autonomy

- **Flexibility:** Students can adapt habitual thinking and actions to new changing situations, as well as take on new tasks & challenges.
- **Analytical skills:** Students develop their critical-relational, contextual analytical skills (such as in the use of multiple metrics, data collection and storage, and data analysis and presentation).
- **Diligence:** Students complete work assignments conscientiously, thoroughly, completely, and reliably. In doing so, they maintain an overview, paying particular attention to orderly records and documentation of procedures and important details.
- Students develop autodidactic competencies (learning to learn, independent use of new educational media, responsibility for their own educational process, education for education ).



## Webanalytics and eHRM II

### Content

1. The specialization Marketing & HRM Analytics is an interdisciplinary specialization that combines the disciplines of Marketing, HRM, IT, quantitative methods and law and thus prepares students for current labor market requirements. Modules of the 5th semester focus on the application of the acquired knowledge.
2. WEB ANALYTICS: In this part of the module, the main methods and analyses of Google Analytics as well as the selection, introduction and operational use of Google Analytics are addressed.
  - 2.1 GOOGLE ANALYTICS IN THEORY: Google Analytics features// Functionality of Google Analytics incl. possibilities and limitations// Report layout of Google Analytics (key figures, data sheets and reportings)// Definition of goals and target funnels// Efficiently working with Google Analytics
  - 2.2 GOOGLE ANALYTICS IN PRACTICE
    - 2.2.1 Google Analytics reports (dashboard view, top reports, \$index, impact of sampling on reports and interpretation)
    - 2.2.2 Installing and setting up Google Analytics
    - 2.2.3 Case Study Work:
      - o Define goals and target funnels in Google Analytics
      - o Extract relevant information
      - o Deploying reporting features based on the question at hand
      - o Creating reports
      - o Evaluate results, identify weaknesses & discuss possible solutions
3. eHRM
  - 3.1 Candidate Journey / Information Presentation: Sentiment & Word Cloud Analysis on Job Ads, Descriptive Statistics & Visualizing on Job Classifications
  - 3.2 Candidate Journey / Application Management: Document-Term-Matrices and Classification on Letter's of Motivation, CV Parsing
  - 3.3 Candidate Journey / Selection Management: Tests & Regression Models on Predicting Performance & Turnover
  - 3.4 Candidate Journey / Onboarding Management: Transkription & Coding of Textual Data
  - 3.5 Human Resource Information Systems: Descriptive Statistics and Tests on Basic Personell Data
4. The question of whether a data analysis - be it in the context of Webanalytics or eHRM - complies with the law is primarily answered by the General Data Protection Regulation (GDPR), if the analysis concerns "personal data" and their "processing". Personal data means any information relating to an identified or identifiable natural person. Processing means any operation or set of operations which is performed on personal data or on sets of personal data, whether or not by automated means, such as collection, recording, organisation, structuring, storage, adaptation or alteration, retrieval, consultation, use, disclo-sure by transmission, dissemination or otherwise making available, alignment or combination, restriction, erasure or destruction. The explanation of the GDPR and its relevant rules for data analysis is an essential content of the module.

## Webanalytics and eHRM II

### Compulsory literature

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

### Suggested literature

- Google Analytics YouTube Channel
- Official Blog Google Marketing Platform: <https://www.blog.google/products/marketingplatform/360/>
- For the google analytics part, current literature references are provided on the learning platform.
- Edwards MR & Edwards K (2019): Predictive HR Analytics - Mastering the HR Metric. KoganPage: London.

## Projektmodul - Webanalytics and eHRM

Module name <b>Projektmodul - Webanalytics and eHRM</b>	
Degree course <b>European Business Management (Option 2: 20 Weeks Internship + Specialization)</b>	Degree <b>Bachelor of Arts</b>
Module responsible(s) <b>Prof. Dr. rer. nat. Rainer Stollhoff, Prof. Dr. rer. pol. Sandra Haas &amp; Prof. Dr. rer. pol. Marc Roedenbeck</b>	
As of <b>2023-07-13</b>	Language <b>English</b>
Type <b>Specialization</b>	CP according to ECTS <b>5</b>

Study type <b>Full time</b>	Semester <b>5</b>	SWS <b>4</b>	L / E / L / P / S <b>0 / 0 / 0 / 0 / 4</b>
Study type <b>Part time</b>	Semester <b>9</b>	SWS <b>4</b>	L / E / L / P / S <b>0 / 0 / 0 / 0 / 4</b>

Recommended prerequisites <b>Human Resource Management &amp; Organizational Design, Introduction to Marketing</b>
Special regulations <b>The module is part of the specialization Marketing and HR Analytics, students should be well versed in the topics covered in the modules Webanalytics and eHRM I, II as well as Data Mining and Analytics.</b>

Workload breakdown				
Presence <b>60,0 h</b>	Self-study <b>0,0 h</b>	Projects <b>90,0 h</b>	Exam <b>0,0 h</b>	Total <b>150 h</b>

## Projektmodul - Webanalytics and eHRM

### Learning objectives

#### Knowledge

#### Skills

- Students can formulate requirements for the process of data analysis for a specific project, identify and safely integrate or apply suitable data sources and procedures, as well as interpret the results of the analysis, critically reflect on them and communicate them in a way that is appropriate for the target group.
- Methodological competencies: Students design and implement project plans, schedules and reports. To work on complex practical problems in the field of Web and/or HR analytics, they apply learned methods, draw back on theories and models discussed, work systematically and make decisions taking different facets into account.
- Managerial competencies: Students create and conduct their own analysis in the field of Web and/or HR Analytics to develop strategic recommendations for action. Students practice thinking in systems and processes and they demonstrate junior entrepreneurial, solution-oriented and innovative thinking and acting.

#### Social

- Communication skills: Students formulate subject-specific and factual solutions to problems within their actions and can justify these in discourse with theoretically and methodologically sound argumentation. They can prepare and present analysis results in reports in such a way that they are also comprehensible to people outside the subject area.
- Ability to work in teams: Students work successfully in (interdisciplinary) teams and are able to take into account the different views and interests of other interests of others involved.

#### Autonomy

- Flexibility: Students can adapt habitual thinking and actions to new changing situations, as well as take on new tasks & challenges.
- Creativity: Students are eager to experiment and willing to break new ground. They can develop unconventional, unusual new ideas and implement them accordingly. They are imaginative and like to try out new things.
- Commitment: Students show the personal attitude to act with full commitment (e.g. to work actively, emphatically and with largely unreserved commitment for common goals).
- Responsibility: Students possess the ability & willingness to contribute in a self-directed manner to the design of processes involving potential consequences.

### Content

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

## Projektmodul - Webanalytics and eHRM

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Compulsory literature

Suggested literature

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

## Digital Marketing II

Module name <b>Digital Marketing II</b>	
Degree course <b>European Business Management (Option 2: 20 Weeks Internship + Specialization)</b>	Degree <b>Bachelor of Arts</b>
Module responsible(s)	
As of <b>2023-07-19</b>	Language <b>English</b>
Type <b>Specialization</b>	CP according to ECTS <b>5</b>

Study type <b>Full time</b>	Semester <b>5</b>	SWS <b>4</b>	L / E / L / P / S <b>0 / 0 / 0 / 0 / 4</b>
Study type <b>Part time</b>	Semester <b>5</b>	SWS <b>4</b>	L / E / L / P / S <b>0 / 0 / 0 / 0 / 4</b>

Recommended prerequisites
Special regulations

Workload breakdown				
Presence <b>60,0 h</b>	Self-study <b>0,0 h</b>	Projects <b>0,0 h</b>	Exam <b>0,0 h</b>	Total <b>60 h</b>

Learning objectives
Knowledge
Skills
Social
Autonomy

Content
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Compulsory literature
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## Digital Marketing II

Suggested literature

## Project - Digital Marketing & Design

Module name <b>Project - Digital Marketing &amp; Design</b>	
Degree course <b>European Business Management (Option 2: 20 Weeks Internship + Specialization)</b>	Degree <b>Bachelor of Arts</b>
Module responsible(s)	
As of <b>2023-07-19</b>	Language <b>English</b>
Type <b>Specialization</b>	CP according to ECTS <b>5</b>

Study type <b>Full time</b>	Semester <b>5</b>	SWS <b>4</b>	L / E / L / P / S <b>0 / 0 / 0 / 0 / 4</b>
Study type <b>Part time</b>	Semester <b>5</b>	SWS <b>4</b>	L / E / L / P / S <b>0 / 0 / 0 / 0 / 4</b>

Recommended prerequisites
Special regulations

Workload breakdown				
Presence <b>60,0 h</b>	Self-study <b>0,0 h</b>	Projects <b>0,0 h</b>	Exam <b>0,0 h</b>	Total <b>60 h</b>

Learning objectives
Knowledge
Skills
Social
Autonomy

Content
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Compulsory literature
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## Project - Digital Marketing & Design

Suggested literature

## The Law of International Business Transactions II

Module name <b>The Law of International Business Transactions II</b>	
Degree course <b>European Business Management (Option 2: 20 Weeks Internship + Specialization)</b>	Degree <b>Bachelor of Arts</b>
Module responsible(s) <b>Prof. Dr. iur. Dietmar Baetge &amp; Prof. Dr. rer. pol. Christian Hederer</b>	
As of <b>2023-03-03</b>	Language <b>English</b>
Type <b>Specialization</b>	CP according to ECTS <b>5</b>

Study type <b>Full time</b>	Semester <b>5</b>	SWS <b>4</b>	L / E / L / P / S <b>0 / 0 / 0 / 0 / 4</b>
Study type <b>Part time</b>	Semester <b>9</b>	SWS <b>4</b>	L / E / L / P / S <b>0 / 0 / 0 / 0 / 4</b>

Recommended prerequisites
Special regulations <b>The module is part of the curriculum for the specialization "International Trade and Investment". The modules "International Trade: Economics, Politics, Law II" and "The Law of International Business Transactions II" will be co-taught in an integrated interdisciplinary fashion.</b>

Workload breakdown				
Presence <b>60,0 h</b>	Self-study <b>60,0 h</b>	Projects <b>30,0 h</b>	Exam <b>0,0 h</b>	Total <b>150 h</b>

## The Law of International Business Transactions II

### Learning objectives

#### Knowledge

- Students know ...
- ... key rules of trade compliance and export/import control;
- ... different instruments for a business enterprise to protect its international investments;
- ... the main instruments of a business enterprise to protect and enforce its international transactions and contracts.

#### Skills

- Students are able to ...
- ... support business enterprises in complying with, and utilizing, international rules on trade and investment;
- ... judge the suitability and use of different instruments of protecting international transactions for business enterprises;
- ... judge whether internal processes in enterprises or public institutions are in line with trade compliance rules;
- ... support the implementation of internal systems of trade compliance management and export control in corporations.

#### Social

- Students are able to ...
- ... resolve differences and organize teamwork effectively, and taking into account intercultural differences;
- ... communicate complex legal issues in international trade to a broader audience (business, stakeholders).

#### Autonomy

- Students are able to ...
- ... familiarize themselves quickly with complex legal issues in international trade, including relevant research;
- ... study a larger-scale project in international business taking into account legal as well as economic perspectives.

## The Law of International Business Transactions II

### Content

1. Selected legal elements of international business transactions
  - 1.1 Export and import control laws and their impact on doing business abroad
  - 1.2 Trade compliance and the mitigation of trade risks
2. International Sales Agreements in a nutshell
3. Basics of International Commercial Arbitration
4. International Trade and Investment: Where do we go from here? (Focus on legal aspects)
  - 4.1 Developing countries in world trade: Do we need a fairer world trade order?
  - 4.2 China's new state capitalism as challenge to the competitive level playing field
  - 4.3 The crisis of the world trading system: is free trade dead?
  - 4.4 Implications for business

Compulsory literature

Suggested literature

## International Trade: Economics, Politics, Law II

Module name <b>International Trade: Economics, Politics, Law II</b>	
Degree course <b>European Business Management (Option 2: 20 Weeks Internship + Specialization)</b>	Degree <b>Bachelor of Arts</b>
Module responsible(s) <b>Prof. Dr. rer. pol. Christian Hederer &amp; Prof. Dr. iur. Dietmar Baetge</b>	
As of <b>2023-03-03</b>	Language <b>English</b>
Type <b>Specialization</b>	CP according to ECTS <b>5</b>

Study type <b>Full time</b>	Semester <b>5</b>	SWS <b>4</b>	L / E / L / P / S <b>0 / 0 / 0 / 0 / 4</b>
Study type <b>Part time</b>	Semester <b>9</b>	SWS <b>4</b>	L / E / L / P / S <b>0 / 0 / 0 / 0 / 4</b>

Recommended prerequisites
Special regulations <b>The module is part of the curriculum for the specialization "International Trade and Investment". The modules "International Trade: Economics, Politics, Law II" and "The Law of International Business Transactions II" will be co-taught in an integrated interdisciplinary fashion.</b>

Workload breakdown				
Presence <b>60,0 h</b>	Self-study <b>60,0 h</b>	Projects <b>30,0 h</b>	Exam <b>0,0 h</b>	Total <b>150 h</b>

## International Trade: Economics, Politics, Law II

### Learning objectives

#### Knowledge

- Students know ...
- ... the structure and key rules of the WTO, and how to apply and enforce those rules in a business context;
- ... the international investment regime, including instruments of political risk insurance.

#### Skills

- Students are able to ...
- ... to assess the implications of WTO rules and standards for business, including enforceability;
- ... evaluate the repercussions of the increasing fragmentation and regionalization of the World Trade System for businesses;
- ... utilize the specific structure of International Investment Agreements and political risk insurance for cross-border business activities.

#### Social

- Students are able to ...
- ... resolve differences and organize teamwork effectively, and taking into account intercultural differences;
- ... communicate complex economic issues in international trade to a broader audience (business, stakeholders).

#### Autonomy

- Students are able to ...
- ... familiarize themselves quickly with complex economic issues in international trade, including relevant research;
- ... study a larger-scale project in international business taking into account legal as well as economic perspectives.

## International Trade: Economics, Politics, Law II

### Content

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

Compulsory literature

Suggested literature

## Consulting Management

Module name <b>Consulting Management</b>	
Degree course <b>European Business Management (Option 2: 20 Weeks Internship + Specialization)</b>	Degree <b>Bachelor of Arts</b>
Module responsible(s) <b>Prof. Dr. rer. pol. Verena Klapschus</b>	
As of <b>2022-03-25</b>	Language <b>German</b>
Type <b>Specialization</b>	CP according to ECTS <b>5</b>

Study type <b>Full time</b>	Semester <b>5</b>	SWS <b>4</b>	L / E / L / P / S <b>2 / 0 / 2 / 0 / 0</b>
Study type <b>Part time</b>	Semester <b>9</b>	SWS <b>4</b>	L / E / L / P / S <b>2 / 0 / 2 / 0 / 0</b>

Recommended prerequisites <b>Interesse an dem Berufsbild des Consultant, Spaß an projekt- und problemlösungsorientiertem Arbeiten im Team Es gibt keine Pflichtvoraussetzungen.</b>
Special regulations

Workload breakdown				
Presence <b>60,0 h</b>	Self-study <b>88,0 h</b>	Projects <b>0,0 h</b>	Exam <b>2,0 h</b>	Total <b>150 h</b>



## Consulting Management

### Learning objectives

#### Knowledge

- Die Studierenden erlangen Kenntnisse über das Berufsbild des Consultants und die erfolgreiche Abwicklung von Beratungsprojekten.

Die Studierenden kennen und verstehen

- den Aufbau und die Organisation von Consultingdienstleistern,
- das strategische Agieren auf wettbewerbsintensiven Beratungsmärkten,
- professionelles Agieren im Mandantenumfeld,
- Auftrags- und Mandantenakquise,
- methodisch saubere Herangehensweisen zur Problemanalyse und -lösung sowie
- den professionellen Aufbau einer nachhaltigen Mandantenbeziehung.

#### Skills

- Die Studierenden erwerben die für einen erfolgreichen Einstieg als Consultant erforderlichen Fähigkeiten. Sie sind in der Lage, mit Hilfe verschiedener Methoden die zu lösenden Probleme zu identifizieren und gemeinsam mit dem Mandanten individuelle Lösungsstrategien zu entwickeln.

#### Social

- Die Studierenden sind in der Lage erfolgreich als Team zu agieren, professionell mit dem Mandanten zu kommunizieren und zu interagieren, Verhandlungen strategisch zu führen und Lösungsansätze für etwaige Konflikte zu entwickeln.

#### Autonomy

- Die Studierenden sind in der Lage, selbständig Lösungsansätze zu erarbeiten und die erarbeiteten Lösungsansätze vor unterschiedlichen Adressatengruppen zu präsentieren und zu diskutieren.

### Content

#### 1. Beraterkompetenzen

- 1.1 Kompetenzprofil eines Unternehmensberaters: Berufsbild des Beraters, Beratungsmarkt, ethische und rechtliche Herausforderungen (Corporate Governance)
- 1.2 Projekte (richtig) bepreisen und gewinnen (pitchen)

#### 2. Analysekompetenzen

Problem erkennen, abgrenzen und mittels unterschiedlicher Methoden Lösungsvorschläge erarbeiten; Projekte effizient und erfolgreich durchführen und abschließen

#### 3. Sozialkompetenzen

Vermittlung erfolgskritischer sozialer Beratungskompetenzen (erfolgreich durch Business Meetings führen, Überzeugungsstrategien, Selbstvermarktung, Geschäftsetikette)

### Compulsory literature

### Suggested literature

## IT-Consulting

Module name <b>IT-Consulting</b>	
Degree course <b>European Business Management (Option 2: 20 Weeks Internship + Specialization)</b>	Degree <b>Bachelor of Arts</b>
Module responsible(s) <b>Prof. Dr. rer. nat. Alexander Lübbe</b>	
As of <b>2023-09-05</b>	Language <b>German</b>
Type <b>Specialization</b>	CP according to ECTS <b>5</b>

Study type <b>Full time</b>	Semester <b>5</b>	SWS <b>4</b>	L / E / L / P / S <b>2 / 0 / 2 / 0 / 0</b>
Study type <b>Part time</b>	Semester <b>9</b>	SWS <b>4</b>	L / E / L / P / S <b>2 / 0 / 2 / 0 / 0</b>

Recommended prerequisites <b>Kurse des 4. Semesters in der Spezialisierung Unternehmensberatung</b>
Special regulations

Workload breakdown				
Presence <b>60,0 h</b>	Self-study <b>20,0 h</b>	Projects <b>60,0 h</b>	Exam <b>10,0 h</b>	Total <b>150 h</b>

## IT-Consulting

### Learning objectives

#### Knowledge

- Studierende können die Besonderheiten von IT Projekten einordnen, im Besonderen im Spannungsfeld zwischen Kundenanforderungen und technischen Möglichkeiten
- Studierende können die Phasen von IT Projekten und die Planungsmethoden in der IT charakterisieren
- Studierende können nachvollziehen wie IT Projekte gesteuert und nachgesteuert werden
- Studierende können beispielhaft ein IT System und deren Konfiguration erläutern

#### Skills

- Studierende können Aufwandsschätzverfahren anwenden
- Studierende können IT-Projektziele definieren und in Arbeitspakete runterbrechen.
- Studierende können Kundenanforderungen in IT-Anforderungen übersetzen
- Studierende können ein beispielhaftes IT-System für Kundenanforderungen konfigurieren

#### Social

- Die Studierenden lernen sich in kleinen Teams selbstständig zu organisieren und in verschiedenen Rollen ihre Ziele zu erreichen.
- In der Abstimmung mit Auftraggebern/Kunden lernen die Studierenden zielgruppengerechte Kommunikation
- Die Studierenden können ihre Arbeitsergebnisse argumentativ vertreten, Feedback entgegen nehmen und ihre Ergebnisse weiterentwickeln.

#### Autonomy

- Die Studierenden können ihre Arbeitsergebnisse argumentativ vertreten, Feedback entgegen nehmen und ihre Ergebnisse weiterentwickeln.

### Content

1. Charakter von IT-Projektberatungsprojekten kennen lernen (Besonderheiten im Projektmanagement, Auftraggeber-Auftrag-Nehmerbeziehung, IT-Projektphasen, Planungsmethoden, Steuerung von IT-Beratungsprojekten)
2. Lernen aus IT-Beratungsprojekt-Beispielen anhand von externen Vortragenden
3. IT-Konfiguration für einen Kunden durchführen (Szenario und Kundenbedürfnisse verstehen, Software kennen lernen, Anforderungen definieren und umsetzen)

### Compulsory literature

### Suggested literature

## Prädiktive Analysetechniken

Module name <b>Prädiktive Analysetechniken</b>	
Degree course <b>European Business Management (Option 2: 20 Weeks Internship + Specialization)</b>	Degree <b>Bachelor of Arts</b>
Module responsible(s) <b>Prof. Dr. rer. nat. Rainer Stollhoff</b>	
As of <b>2023-03-06</b>	Language <b>German</b>
Type <b>Specialization</b>	CP according to ECTS <b>5</b>

Study type <b>Full time</b>	Semester <b>5</b>	SWS <b>4</b>	L / E / L / P / S <b>0 / 4 / 0 / 0 / 0</b>
Study type <b>Part time</b>	Semester <b>7</b>	SWS <b>4</b>	L / E / L / P / S <b>0 / 4 / 0 / 0 / 0</b>

Recommended prerequisites <b>Fähigkeit und Bereitschaft, Lernprozesse selbständig zu gestalten. Grundkompetenzen in der Datenverarbeitung und -visualisierung, in der reellwertigen Analysis und der linearen Algebra.</b>
Special regulations <b>Das Modul ist Teil der Spezialisierung Data Analytics.</b>

Workload breakdown				
Presence <b>60,0 h</b>	Self-study <b>60,0 h</b>	Projects <b>20,0 h</b>	Exam <b>0,0 h</b>	Total <b>140 h</b>

## Prädiktive Analysetechniken

### Learning objectives

#### Knowledge

- Die Studierenden kennen und verstehen unterschiedliche Problemstellungen in der datenbasierten Vorhersage.
- Die Studierenden kennen die mathematischen Grundlagen der multivariaten Regressionsanalyse sowie des statistischen bzw. maschinellen Lernens und können diese erklären.
- Die Studierenden kennen und verstehen Maße und Verfahren, um die Vorhersagegüte unterschiedlicher Verfahren sowie die Relevanz einzelner Merkmale innerhalb eines Modells zu bestimmen und zu vergleichen.

#### Skills

- Die Studierenden können für Problemstellungen aus den Bereichen Regression, Klassifikation und Zeitreihenanalyse jeweils geeignete prädiktive Analyseverfahren identifizieren.
- Die Studierenden können für prädiktive Analyseverfahren anhand von Daten Modelle schätzen, die Parameter der Modelle interpretieren, modellbasierte Vorhersagen erstellen und die Güte der Vorhersagen überprüfen.

#### Social

- Studierende erlernen Arbeitsaufträge gewissenhaft, gründlich, vollständig und verlässlich zu erledigen. Insbesondere achten Sie auf geordnete Unterlagen gemäß Vorgaben und auf die hinreichende Dokumentation von Vorgängen und wichtigen Details.

#### Autonomy

- Die Studierenden können neue Ideen und Lösungsansätze entwickeln und umsetzen.

### Content

1. Mathematische Grundlagen und Überblick
  - 1.1 Grundlagen Multivariate Regressionsmodelle
  - 1.2 Regressionsvorhersagen
  - 1.3 Klassifikationsvorhersagen
  - 1.4 Zeitreihenvorhersagen
2. Vorhersagen (jeweils Regression, Klassifikation, Zeitreihenanalyse)
  - 2.1 Modellparameter schätzen bzw. Lernverfahren trainieren
  - 2.2 Modellvalidierung
  - 2.3 Modellselektion
  - 2.4 Modellbereitstellung
3. Modellanalysen
  - 3.1 Diskussion der Modelle
  - 3.2 Interpretation der Modellparameter

### Compulsory literature

## Prädiktive Analysetechniken

### Suggested literature

- James, G, Tibshirani, R, Hastie, T & Witten, D. (2013). *An Introduction to Statistical Learning*. Springer.
- Hastie, T, Friedman, J & Tibshirani, R. (2009). *The Elements of Statistical Learning*. Springer.
- Hude, M. (2020). *Predictive analytics und data mining : eine Einführung mit R*. Wiesbaden : Springer Vieweg.

## Projekt - Data Analytics

Module name <b>Projekt - Data Analytics</b>	
Degree course <b>European Business Management (Option 2: 20 Weeks Internship + Specialization)</b>	Degree <b>Bachelor of Arts</b>
Module responsible(s) <b>Prof. Dr. phil. Ronny Freier &amp; Prof. Dr. rer. nat. Rainer Stollhoff</b>	
As of <b>2023-03-06</b>	Language <b>German</b>
Type <b>Specialization</b>	CP according to ECTS <b>5</b>

Study type <b>Full time</b>	Semester <b>5</b>	SWS <b>4</b>	L / E / L / P / S <b>0 / 0 / 0 / 4 / 0</b>
Study type <b>Part time</b>	Semester <b>7</b>	SWS <b>4</b>	L / E / L / P / S <b>0 / 0 / 0 / 4 / 0</b>

Recommended prerequisites <b>Grundkompetenzen im Bereich der explorativen Datenanalyse und Statistik (Module Statistik 1 und Statistik 2), Grundkompetenzen im Projektmanagement</b>
Special regulations <b>Das Modul ist Teil der Spezialisierung Data Analytics. Es baut auf den vorangehenden Modulen Datenverarbeitung- und visualisierung sowie Inferenzstatistik auf und ist eng verknüpft mit dem zeitgleichen Modul Prädiktive Analysetechniken.</b>

Workload breakdown				
Presence <b>60,0 h</b>	Self-study <b>0,0 h</b>	Projects <b>80,0 h</b>	Exam <b>0,0 h</b>	Total <b>140 h</b>

## Projekt - Data Analytics

### Learning objectives

#### Knowledge

- Studierende kennen und verstehen den für ein spezifisches Projekt der Datenanalyse notwendigen fachlichen Kontext z.B. betriebswirtschaftliche Begrifflichkeiten, rechtliche Rahmenbedingungen, etc.

#### Skills

- Studierende können ein Projekt zur Datenanalyse planen und erfolgreich durchführen.
- Studierende können für ein spezifisches Projekt Anforderungen an den Prozess der Datenanalyse formulieren, geeignete Datenquellen und Verfahren identifizieren und sicher einbinden bzw. anwenden, sowie die Ergebnisse der Analyse interpretieren, kritisch reflektieren und zielgruppengerecht kommunizieren.

#### Social

- Studierende festigen Ihre Zuverlässigkeit im professionellen Kontext - insbesondere das Einhalten von Regeln und Absprachen sowie, dass von Ihnen übernommene Aufgaben in der zugesagten Qualität erledigt werden.
- Studierende können gemeinsam mit anderen digitale Inhalte erstellen und bearbeiten. Sie können Informationen und Inhalte in Zusammenarbeit mit anderen modifizieren, verfeinern, verbessern und in einen bestehenden Wissensbestand integrieren.

#### Autonomy

- Studierende können gewohntes Denken und Handeln an neue veränderte Situationen anpassen, wie auch neue Aufgaben & Herausforderungen annehmen.
- Die Studierenden können neue Ideen und Lösungsansätze entwickeln und umsetzen.

### Content

1. Im Rahmen eines definierten Projektes erarbeiten die Studierenden in Teamarbeit anhand einer mit Projektbeteiligten und Auftraggebern abgestimmten Vorgehensweise konkrete Lösungsansätze, stellen Ergebnisse vor und diskutieren Verbesserungspotenzial und potenzielle weitere Einsatzgebiete.
2. Die Studierenden wenden dabei die im Vertiefungsstudium erworbenen Kompetenzen an und generieren unter Begleitung eines Lehrenden "echte" Berufserfahrung.
3. Je nach Inhalt des Projekts kann eine eigenständige Vertiefung der Lehrinhalte aus vorangegangenen Lehr-/Lerneinheiten notwendig sein.
4. Die im Grundstudium erworbenen Methodenkompetenzen des Projektmanagements und des wissenschaftlichen Arbeitens werden auf eine komplexe, praxisnahe Aufgabenstellung angewendet.

### Compulsory literature



## Projekt - Data Analytics

### Suggested literature

- Becker, W, Ulrich, P & Botzkowski, T. (2016). *Data Analytics im Mittelstand*. Wiesbaden : Springer Gabler.

## Projektmodul - Digitales Marketing & Design

Module name <b>Projektmodul - Digitales Marketing &amp; Design</b>	
Degree course <b>European Business Management (Option 2: 20 Weeks Internship + Specialization)</b>	Degree <b>Bachelor of Arts</b>
Module responsible(s) <b>Prof. Dr. rer. pol. Sandra Haas</b>	
As of <b>2022-03-29</b>	Language <b>German, English</b>
Type <b>Specialization</b>	CP according to ECTS <b>5</b>

Study type <b>Full time</b>	Semester <b>5</b>	SWS <b>4</b>	L / E / L / P / S <b>0 / 0 / 0 / 4 / 0</b>
Study type <b>Part time</b>	Semester <b>7</b>	SWS <b>4</b>	L / E / L / P / S <b>0 / 0 / 0 / 4 / 0</b>

Recommended prerequisites <b>Projektmanagement, Marketing (Grundstudium); Module aus dem 4. Semester der Vertiefung (Digitales Marketing and Design I; Kommunikationsdesign)</b>
Special regulations <b>Sofern das Absolventenprofil „Junior Marketing Manager“ angestrebt wird, wird eine Teilnahme an der Spezialisierung „Marketing &amp; HRM Analytics“ empfohlen. Studierende sollten ein Kompetenzprofil vorweisen können, dass den Inhalten aus den Modulen „Digitales Marketing I“ und "Kommunikationsdesign" entspricht. Das Projektmodul stellt im Kern praktische Arbeiten dar, dessen Lernziele nicht ohne aktive Beteiligung der Studierenden in der Lehrveranstaltung erreicht werden können. Für ein erfolgreiches Absolvieren wird daher eine regelmäßige Anwesenheit empfohlen.</b>

Workload breakdown				
Presence <b>60,0 h</b>	Self-study <b>0,0 h</b>	Projects <b>88,0 h</b>	Exam <b>2,0 h</b>	Total <b>150 h</b>

Learning objectives
Knowledge
– In Abhängigkeit der Projekthinhalte vertiefen/ergänzen Studierende Wissensbestände der digitalen Kommunikation oder erwerben branchenbezogene Kenntnisse. Studierenden kennen Methoden zur Bearbeitung komplexer Probleme im Feld der (digitalen) Marketingkommunikation.
Skills
– Managementbezogene Kompetenzen: Studierende entwickeln digitale

## Projektmodul - Digitales Marketing & Design

Kommunikationsmaßnahmen (basierend auf strategischen Konzepten/Rahmenbedingungen) in einem Team (Grundlagenniveau). Dabei führen die Analysen zur Erstellung/Bewertung von digitalen Kommunikationsmaßnahmen durch und wenden Tools & Methoden zur visuellen und textlichen Gestaltung von Medien praxisbezogen an (Grundlagenniveau). Studierende praktizieren ein Denken in Systemen und Prozessen.

- Methodenkompetenzen: In Anleitung konzipieren und realisieren Studierende Projektpläne, Zeitpläne und Berichte. Sie zeigen auf Einsteigerniveau unternehmerisches, lösungsorientiertes und innovatives Denken & Handeln. Zur Bearbeitung komplexer praktischer Probleme im Feld der Marketingkommunikation setzen sie erlernte Methoden (z.B. Materialrecherche/-auswertung, Erfassung von KPIs & Marktbeobachtungen, Auswertung von Analysen, Methoden der Ideengenerierung und Selektion) ein, arbeiten systematisch und treffen Entscheidungen unter Berücksichtigung ökonomischer & nicht ökonomischer Aspekte.

### Social

- Kommunikationskompetenzen: Studierende kommunizieren (mündlich & schriftlich) mit anderen Fachvertreterinnen und Fachvertretern sowie Fachfremden mit internen & externen Ansprechpartnern, um eine Aufgabenstellung verantwortungsvoll zu lösen. Sie formulieren innerhalb ihres Handelns fachliche und sachbezogene Problemlösungen und können diese im Diskurs mit Fachvertreterinnen und Fachvertretern sowie Fachfremden mit theoretisch und methodisch fundierter Argumentation begründen. Zur Untermauerung ihrer Argumentation visualisieren sie komplexe Zusammenhänge & Ergebnisse.
- Teamfähigkeit: Studierende arbeiten erfolgreich in (interdisziplinären) Teams und sind in der Lage unterschiedliche Sichtweisen und Interessen anderer Beteiligter zu berücksichtigen.

### Autonomy

- Zuverlässigkeit: Studierende halten sich an Regeln & Absprachen, die sie mit anderen vereinbart haben. Andere können sich auf eigene Aussagen verlassen, dass Aufgaben in der zugesagten Qualität erledigt werden.
- Verantwortungsbewußtsein: Studierende besitzen die Fähigkeit & Bereitschaft selbstgesteuert zur Gestaltung von Prozessen unter Einbeziehung möglicher Folgen beizutragen.
- Flexibilität: Studierende können gewohntes Denken und Handeln an neue veränderte Situationen anpassen, wie auch neue Aufgaben & Herausforderungen annehmen.
- Einsatzbereitschaft: Personale Grundhaltung von Studierenden, mit vollem Einsatz zu handeln (z.B. sich für gemeinsame Ziele aktiv, nachdrücklich und mit weitgehend vorbehaltlosem Engagement einzusetzen).
- Kreativität & Aufgeschlossenheit: Studierende sind experimentierfreudig und bereit, neue Wege zu gehen. Sie können unkonventionelle, ungewöhnliche neue Ideen entwickeln und dementsprechend umzusetzen. Sie sind einfallsreich und probieren gerne Neues aus.

## Projektmodul - Digitales Marketing & Design

### Content

1. Studierende wenden die im Vertiefungsstudium erworbenen Kompetenzen an und erwerben in Begleitung eines Lehrenden „reale“ Berufserfahrungen. Im Rahmen eines vorgegebenen realen Projekts erarbeiten die Studierenden im Team ein mit Projektbeteiligten & Auftraggebern abgestimmtes Konzept digitaler Marketingkommunikationsmaßnahmen sowie entsprechende Prototypen von „kleineren“ Werbe- und Visualisierungskonzepten. Hierbei kann in Abhängigkeit des Projektinhaltes auch eine Vertiefung von Lehrinhalten aus vorherigen Lehr-Lerneinheiten erforderlich sein. Die im Grundstudium erworbenen Methodenkompetenzen des Projektmanagements werden auf einen komplexen realen Anwendungsfall bezogen.

### Compulsory literature

### Suggested literature

- Die verwendete Literatur ist abhängig von jeweiligen Projektinhalten und wird zu Semesterbeginn auf der Lernplattform bereitgestellt.

## Digitales Marketing II

Module name <b>Digitales Marketing II</b>	
Degree course <b>European Business Management (Option 2: 20 Weeks Internship + Specialization)</b>	Degree <b>Bachelor of Arts</b>
Module responsible(s) <b>Prof. Dr. jur. Stefan Strassner &amp; Prof. Dr. rer. pol. Sandra Haas</b>	
As of <b>2022-03-29</b>	Language <b>German</b>
Type <b>Specialization</b>	CP according to ECTS <b>5</b>

Study type <b>Full time</b>	Semester <b>5</b>	SWS <b>4</b>	L / E / L / P / S <b>0 / 4 / 0 / 0 / 0</b>
Study type <b>Part time</b>	Semester <b>7</b>	SWS <b>4</b>	L / E / L / P / S <b>0 / 4 / 0 / 0 / 0</b>

Recommended prerequisites <b>Basics of Marketing</b>
Special regulations <b>Sofern das Absolventenprofil „Junior Marketing Manager“ angestrebt wird, wird eine Teilnahme an der Spezialisierung „Marketing &amp; HRM Analytics“ empfohlen. Studierende sollten ein Kompetenzprofil vorweisen können, dass den Inhalten aus den Modul „Digitales Marketing I“ entspricht.</b>

Workload breakdown				
Presence <b>60,0 h</b>	Self-study <b>80,0 h</b>	Projects <b>0,0 h</b>	Exam <b>2,0 h</b>	Total <b>142 h</b>

## Digitales Marketing II

### Learning objectives

#### Knowledge

- Fachkompetenz Marketing: Studierende erweitern Ihre Kenntnisse und zeigen im 5. Semester vertiefte Kenntnisse im Bereich in der Gestaltung digitaler Kommunikationsmaßnahmen und/oder Studierende können aufzeigen, wie innovative Firmen digitale Technologien in der Gestaltung weiterer Marketingmix Instrumente einsetzen.

#### Fachkompetenz

- Fachkompetenz Recht: Studierende können bereits bei der Planung und Gestaltung digitaler Marketingmaßnahmen erkennen, wo sich "rechtliche Fallstricke" existieren könnten, und hierauf frühzeitig reagieren.

#### Skills

- Fachkompetenz Marketing: Sofern eine Vertiefung im Bereich digitale Kommunikation angestrebt wurde, sind Studierende in der Lage an der Planung, Umsetzung und Steuerung digitale Kommunikationsmaßnahmen aktiv mitzuwirken.
- Digitale Kompetenzen: Studierende wissen, wie man ethisch (hier gesellschaftliche Verantwortung) & rechtlich korrekt mit Daten Dritter (z.B. Einsatz von Fotos in der Marketingkommunikation) umgeht. Sie können digitale Inhalte entwickeln, integrieren und überarbeiten.
- Wissenschaftliche Kompetenzen: Studierende verfügen über eine wissenschaftlich-systematische Arbeits- und Herangehensweise. Diese ist charakterisiert durch den Gebrauch von Theorien, Modellen und systematischen Wissensbeständen. Des Weiteren sind Studierende befähigt wissenschaftliche Beiträge (Texte, Poster, Präsentationen) zu schaffen. Sie können komplexe Zusammenhänge & Ergebnisse in der Argumentation visualisieren und darstellen.

#### Social

- Kommunikationskompetenzen: Studierende sind in der Lage, mündlich als auch schriftlich konstruktiv, effektiv und bewusst zu kommunizieren Zudem werden Deutschkenntnisse sehr gut in Wort & Schrift angewendet.

#### Autonomy

- Verantwortungsbewußtsein: Studierende besitzen die Fähigkeit & Bereitschaft selbstgesteuert zur Gestaltung von Prozessen unter Einbeziehung möglicher Folgen beizutragen.
- Reflexionskompetenz: Studierende entwickeln ein berufliches Selbstbild, das sich an Zielen und Standards professionellen Handelns in vorwiegend außerhalb der Wissenschaft liegenden Berufsfeldern orientiert. Können die eigenen Fähigkeiten einschätzen, reflektieren autonom sachbezogene Gestaltungs- und Entscheidungsfreiheiten und nutzen diese unter Anleitung. Studierende reflektieren ihr berufliches Handeln kritisch in Bezug auf gesellschaftliche Erwartungen und Folgen.

## Digitales Marketing II

### Content

1. Die Modulgruppe „Digitales Marketing & Design“ zielt auf die Vermittlung von kreativen und managementbezogenen Kompetenzen mit besonderem Bezug auf Digitales Marketing. In Kombination mit der Spezialisierung Webanalytics and eHRM I (Marketing & Human Resource Analytics) werden Studierende auf die Position „Junior Marketing Manager“ hin ausgebildet.
2. Das Modul Digitales Marketing II (5. Sem.) zielt auf eine Erweiterung des erworbenen Kenntnisstands hinsichtlich rechtlicher Aspekte digitaler Marketingkommunikation. Des Weiteren werden Kompetenzen in der Gestaltung weiterer digitaler Marketinginstrumente (digitale Preispolitik, Vertriebspolitik & Produktpolitik) erworben.
  - 2.1 Die Frage, ob eine Maßnahme des digitalen Marketing gesetzeskonform ist oder nicht, beantwortet sich in erster Linie nach dem Gesetz gegen den Unlauteren Wettbewerb (UWG). Weitere rechtliche Rahmenbedingungen ergeben sich aus den Vorschriften des Bürgerlichen Gesetzbuches (BGB), der Datenschutzgrundverordnung (DSGVO), des Medienstaatsvertrages (MStV), des Telemediengesetzes (TMG) und des Gesetzes über Urheberrechte und verwandte Schutzrechte (UrhG). Die Erläuterung dieser zur rechtlichen Beurteilung digitaler Marketingmaßnahmen grundlegenden Vorschriften gehört zum Inhalt dieses Moduls.
  - 2.2 Zu Semesterbeginn wird ein Baukasten (auf den Dimensionen Marketing Mix und Lern-/Lehrformat) an Entwicklungsmöglichkeiten bereitgestellt, aus denen Studierende wählen können. Im Kern besteht die Möglichkeit, Kompetenzen im Feld digitaler Kommunikation zu vertiefen und/oder Kompetenzen in der Gestaltung weiterer digitaler Marketingmaßnahmen (Digitalisierung im Bereich Produkt & Services; Preisgestaltung und Distribution) zu erwerben.

### Compulsory literature

- Über die Digitale Bibliothek der TH Wildau steht den Studierenden u.a. die juristische Datenbank "Beck-Online" zur Verfügung. Hierüber haben die Studierenden Zugriff auf die Erläuterungswerke ("Kommentare") zu allen im Modul behandelten Gesetzen.

### Suggested literature

## Controlling

Module name <b>Controlling</b>	
Degree course <b>European Business Management (Option 2: 20 Weeks Internship + Specialization)</b>	Degree <b>Bachelor of Arts</b>
Module responsible(s) <b>Prof. Dr. rer. oec. Stephan Teichmann</b>	
As of <b>2023-02-27</b>	Language <b>German</b>
Type <b>Specialization</b>	CP according to ECTS <b>5</b>

Study type <b>Full time</b>	Semester <b>5</b>	SWS <b>4</b>	L / E / L / P / S <b>0 / 0 / 0 / 4 / 0</b>
Study type <b>Part time</b>	Semester <b>7</b>	SWS <b>4</b>	L / E / L / P / S <b>0 / 0 / 0 / 4 / 0</b>

Recommended prerequisites <b>Inhalte der Module Externes Rechnungswesen, Kosten- und Leistungsrechnung</b>
Special regulations

Workload breakdown				
Presence <b>60,0 h</b>	Self-study <b>88,0 h</b>	Projects <b>0,0 h</b>	Exam <b>2,0 h</b>	Total <b>150 h</b>



## Controlling

### Learning objectives

#### Knowledge

- Die Studierenden kennen und verstehen den Gegenstand des Controllings.
- Die Studierenden kennen und verstehen Planung und Budgetierung im Controlling.
- Die Studierenden kennen und verstehen die Plankostenrechnung als Kerninstrument des Controllings.
- Die Studierenden kennen und verstehen Kennzahlen und Kennzahlensysteme als Controlling-Instrumente und weitere Werkzeuge des Controllers.
- Die Studierenden kennen weitere Einsatzgebiete des Controllers in der Praxis.

#### Skills

- Sie erwerben die Fähigkeit zur Anwendung von Controlling-Instrumenten (Budgets, Plankostenrechnung, Kennzahlen, Berichtswesen, Früherkennungssystem).
- Sie erwerben die Fähigkeit zur Auswertung und Interpretation von deren Ergebnissen.
- Sie können sich zur Organisation des Controllings zu positionieren.

#### Social

- Die Studierenden sind in der Lage Übungsaufgaben und Fallstudien verantwortlich zu bewältigen.
- Die Studierenden sind in der Lage ihre Lösungen argumentativ zu vertreten.

#### Autonomy

- Die Studierenden können ökonomische Probleme aus dem Controlling eigenständig analysieren, bewerten und lösen.

## Controlling

### Content

1. Controlling sowie Controllerinnen und Controller
  - 1.1 Begriffsbestimmungen
  - 1.2 Das Berufsbild der Controllerin und des Controllers
  - 1.3 Die Einordnung der Controllerin und des Controllers in die Unternehmenshierarchie
2. Planung und Budgetierung im Controlling
  - 2.1 Grundlagen
  - 2.2 Der Einfluss der Zielsetzung auf Planung und Budgetierung
  - 2.3 Die Koordination der periodischen Budgetierung
  - 2.4 Der Soll-Ist-Vergleich sowie Forecasting
3. Plan- und Prozesskostenrechnung
  - 3.1 Überblick
  - 3.2 Planung und Kontrolle der Einzelkosten
  - 3.3 Planung der Gemeinkosten
  - 3.4 Plankalkulation
  - 3.5 Grundzüge der Prozesskostenrechnung
4. Controlling mit Kennzahlen und Kennzahlensystemen
  - 4.1 Grundlagen
  - 4.2 Ausgewählte traditionelle Kennzahlensysteme
  - 4.3 Das Kennzahlen- und Managementsystem der Balanced Scorecard
  - 4.4 Grenzen von Kennzahlen und Kennzahlensystemen
5. Weitere Werkzeuge
  - 5.1 Benchmarking
  - 5.2 Berichtswesen, Schwachstellenanalyse und Kostensenkung
  - 5.3 Früherkennungssysteme
6. Digitalisierung des Controllings
7. Überblick über weitere Einsatzgebiete

### Compulsory literature

- Skript zur Lehrveranstaltung (2023)
- Horváth, P. & Gleich, R. & Seiter, M. (2020). Controlling. München: Franz Vahlen

### Suggested literature

## Betriebliche Steuern II

Module name <b>Betriebliche Steuern II</b>	
Degree course <b>European Business Management (Option 2: 20 Weeks Internship + Specialization)</b>	Degree <b>Bachelor of Arts</b>
Module responsible(s) <b>Professorin Nikola Budilov-Nettelmann &amp; Prof. Dr. rer. pol. Ivonne Klipstein</b>	
As of <b>2023-08-30</b>	Language <b>German</b>
Type <b>Specialization</b>	CP according to ECTS <b>5</b>

Study type <b>Full time</b>	Semester <b>5</b>	SWS <b>4</b>	L / E / L / P / S <b>0 / 4 / 0 / 0 / 0</b>
Study type <b>Part time</b>	Semester <b>7</b>	SWS <b>4</b>	L / E / L / P / S <b>0 / 4 / 0 / 0 / 0</b>

Recommended prerequisites <b>Externes Rechnungswesen, Jahresabschluss und betriebliche Steuern</b>
Special regulations

Workload breakdown				
Presence <b>60,0 h</b>	Self-study <b>88,0 h</b>	Projects <b>0,0 h</b>	Exam <b>2,0 h</b>	Total <b>150 h</b>

## Betriebliche Steuern II

### Learning objectives

#### Knowledge

- Die Studierenden kennen die wichtigsten (Ertragsteuer-)Arten und deren Rechtsquellen.
- Sie kennen die jeweiligen Tatbestände der Besteuerung (Steuersubjekt und -objekt, Bemessungsgrundlage, Steuersatz / Tarif)
- Sie kennen die wesentlichen Unterschiede zwischen der Besteuerung von Personen- und Kapitalgesellschaften.
- Sie haben einen Überblick über die Determinanten der Ertragsteuerbelastung von Unternehmen.
- Sie können die Verfahren der Steuererhebung unterscheiden und kennen den Ablauf des Veranlagungsverfahrens.

#### Skills

- Sie erwerben die Fähigkeit, die Einkommen-, Körperschaft- und Gewerbesteuer anhand von Fallaufgaben zu ermitteln.
- Sie können die behandelten Steuerarten zueinander in Beziehung setzen.
- Darüber sind sie befähigt, steuerliche Datenbanken und weitere Informationsquellen zu nutzen, so dass unbekannte Sachverhalte selbst recherchiert und ermittelt werden können.

#### Social

- Sie können in Gruppen Falllösungen erarbeiten und die Lösungen vorstellen.

#### Autonomy

- Sie können Lehr- und Lernziele reflektieren und diese eigenverantwortlich verfolgen.
- Sie können sich unbekannte Sachverhalte selbstständig erarbeiten, indem sie u.a. in einschlägigen Fachdatenbanken recherchieren.

## Betriebliche Steuern II

### Content

1. Einkommensteuer (Besteuerung des Einkommens der natürlichen Personen)
  - 1.1 Persönliche Einkommensteuerpflicht
  - 1.2 Sachliche Einkommensteuerpflicht: Zuordnung zu den Einkunftsarten und Ermittlung der Einkünfte (Gewinneinkünfte, Überschusseinkünfte)
  - 1.3 Private Abzugsbeträge und Ermittlung der Bemessungsgrundlage
  - 1.4 Einkommensteuertarif (abzuleitende Steuersätze) und Veranlagung
  - 1.5 Steuerfestsetzung und Steuererhebung
2. Körperschaftsteuer (Besteuerung des Einkommens der juristischen Personen)
  - 2.1 Persönliche und sachliche Körperschaftsteuerpflicht
  - 2.2 Bemessungsgrundlage: Ermittlung des körperschaftsteuerlichen Einkommens
  - 2.3 Körperschaftsteuertarif und Veranlagung
  - 2.4 Steuerfestsetzung und Steuererhebung, Körperschaftsteuerrückstellung
  - 2.5 Gesellschaftsrechtliche und schuldrechtliche Leistungsbeziehungen (offene und verdeckte Gewinnausschüttungen)
3. Gewerbesteuer
  - 3.1 Steuergegenstand und Steuerschuldnerschaft
  - 3.2 Grundschemata zur Ermittlung des Gewerbeertrags
  - 3.3 Überblick über die Hinzurechnungen und Kürzungen nach §§ 8 und 9 GewStG
  - 3.4 Gewerbesteuertarif und Gewerbesteuererhebung, Gewerbesteuerückstellung
  - 3.5 Wechselverhältnis mit der Einkommensteuer: Gewerbesteueranrechnung gem. § 35 EStG
4. Unternehmensbesteuerung und Ertragsteuerbelastung: Rechtsformvergleich von Personen- und Kapitalgesellschaften

### Compulsory literature

- Wichtige Steuergesetze mit Durchführungsverordnungen ( aktu.), NWB-Verlag
- Wichtige Steuerrichtlinien (aktu.), NWB-Verlag

## Betriebliche Steuern II

### Suggested literature

- Budilov-Nettelmann, N, Immenkötter, C, Ruge, S & Wiley-VCH. (2021). *Steuerlehre für dummiess* (1. Auflage). Weinheim : Wiley-VCH.
- Campenhausen, O & Grawert, A. (2021). *Steuerrecht im Überblick : Zusammenfassungen und Grafiken* (6., überarbeitete, erweiterte und aktualisierte Auflage, Rechtsstand: 1. Juli 2021). Stuttgart : Schäffer-Poeschel Verlag.
- Kraft, C & Kraft, G. (2018). *Grundlagen der Unternehmensbesteuerung : Die wichtigsten Steuerarten und ihr Zusammenwirken* (5., aktualisierte Auflage). Wiesbaden : Springer Fachmedien Wiesbaden.
- Kudert, S & Ewald v. Kleist-Verlag. (2019). *Steuerrecht leicht gemacht : eine Einführung nicht nur für Studierende an Universitäten, Hochschulen und Berufsakademien* (6. überarbeitete Auflage). Berlin : Ewald v. Kleist Verlag.
- Bornhofen, M & Bornhofen, M. (2023). *Steuerlehre; 2: Einkommensteuer, Körperschaftsteuer, Gewerbesteuer, Bewertungsgesetz und Erbschaftsteuer, Rechtslage 2022* (43rd ed. 2023). Wiesbaden : Springer Fachmedien Wiesbaden.

## Projekt im HRM

Module name <b>Projekt im HRM</b>	
Degree course <b>European Business Management (Option 2: 20 Weeks Internship + Specialization)</b>	Degree <b>Bachelor of Arts</b>
Module responsible(s) <b>Prof. Dr. rer. pol. Marc Roedenbeck, Prof. Dr. rer. pol. Christian Hederer &amp; M. Sc. Marcel Herold</b>	
As of <b>2023-03-08</b>	Language <b>German</b>
Type <b>Specialization</b>	CP according to ECTS <b>5</b>

Study type <b>Full time</b>	Semester <b>5</b>	SWS <b>4</b>	L / E / L / P / S <b>0 / 0 / 0 / 4 / 0</b>
Study type <b>Part time</b>	Semester <b>7</b>	SWS <b>4</b>	L / E / L / P / S <b>0 / 0 / 0 / 4 / 0</b>

Recommended prerequisites <b>Human Resource Management</b>
Special regulations

Workload breakdown				
Presence <b>60,0 h</b>	Self-study <b>0,0 h</b>	Projects <b>90,0 h</b>	Exam <b>0,0 h</b>	Total <b>150 h</b>

## Projekt im HRM

### Learning objectives

#### Knowledge

- Die Studierenden kennen die Systematik des Case Writing.
- Die Studierenden kennen die Methoden der Leitfadeninterviews und qualitativer Inhaltsanalyse (Dokumente, Transkripte).
- Die Studierenden kennen die aktuellen Forschungsarbeiten aus dem HR Bereich der THW.

#### Skills

- Die Studierenden können einen eigenen Fall aus Ihrer Berufs- und ggf. Lebenserfahrung in ein Case Writing übetragen
- Die Studierenden können Dokumente zu Ihren Fällen recherchieren und auswerten.
- Die Studierenden können Interviews zu Ihren Fällen führen und auswerten.
- Die Studierenden können Teilaufgaben aktueller Forschung bearbeiten.

#### Social

- Studierende halten sich an Regeln & Absprachen, die sie mit anderen vereinbart haben.
- Studierende wissen, wie man Kritik an anderen kommuniziert, so dass sie für die Person förderlich ist. Sie können Kritik an der eigenen Person reflektieren und andere Standpunkte einnehmen.
- Studierende sind in der Lage, mündlich als auch schriftlich konstruktiv, effektiv und bewusst zu kommunizieren.

#### Autonomy

- Studierende können sowohl eigene Entscheidungen als auch Ansichten und Entscheidungen von anderen kritisch hinterfragen.
- Studierende können in unterschiedlichen Situationen angemessene Entscheidungen treffen, ohne Fremde Hilfe handeln und übernehmen für eigene Handlungen & Entscheidungen Verantwortung.
- Studierende besitzen die Fähigkeit & Bereitschaft selbstgesteuert einen Fall zu gestalten
- Studierende erledigen Arbeitsaufträge gewissenhaft, gründlich, vollständig und verlässlich.

### Content

1. Einführung in die Arbeitstechnik des Case Writing (Case Types / Case Objectives nach Lundberg et al, Case Structure nach Farhooman)
2. Einführung in die Erhebungs- & Analysetechniken zum Case Writing (Leitfadeninterview & qualitative Inhaltsanalyse [Dokumente & Transkripte])
3. Arbeit an durch die Studierenden eingebrachten Cases
4. Case Presentation
5. Einführung in die Methoden aktueller wissenschaftlicher Publikationen aus dem Bereich HR der THW (z.B. Natural Language Processing [NLP])
6. Arbeit an Teilaufgaben aktueller wissenschaftlicher Publikationen aus dem Bereich HR der THW (z.B. Einwertung von HR Dictionaries des NLP)



## Projekt im HRM

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### Compulsory literature

- Lundberg CC et al. (2001): Case Writing Reconsidered. Journal of Management Education. 25(4): 450-463.
- Farhooman A (2004): Writing Teaching Cases: A Reference Guide. Communications of the Association for Information Systems. 13: 103-107.

### Suggested literature

- Aktuelle Forschungspaper aus dem Bereich HR der THW

## Fallstudien des HRM

Module name <b>Fallstudien des HRM</b>	
Degree course <b>European Business Management (Option 2: 20 Weeks Internship + Specialization)</b>	Degree <b>Bachelor of Arts</b>
Module responsible(s) <b>Prof. Dr. rer. pol. Marc Roedenbeck, Prof. Dr. rer. pol. Christian Hederer &amp; M. Sc. Marcel Herold</b>	
As of <b>2023-08-04</b>	Language <b>German</b>
Type <b>Specialization</b>	CP according to ECTS <b>5</b>

Study type <b>Full time</b>	Semester <b>5</b>	SWS <b>4</b>	L / E / L / P / S <b>0 / 4 / 0 / 0 / 0</b>
Study type <b>Part time</b>	Semester <b>7</b>	SWS <b>4</b>	L / E / L / P / S <b>0 / 4 / 0 / 0 / 0</b>

Recommended prerequisites <b>Human Resource Management</b>
Special regulations

Workload breakdown				
Presence <b>60,0 h</b>	Self-study <b>20,0 h</b>	Projects <b>70,0 h</b>	Exam <b>0,0 h</b>	Total <b>150 h</b>

## Fallstudien des HRM

### Learning objectives

#### Knowledge

- Studierende kennen das Vorgehen zum Lernen an Fallstudien
- Studierende kennen praxisrelevante Fälle zu typischen Elementen der Wertschöpfungskette des Personalmanagements

#### Skills

- Die Studierenden können praxisrelevante Fälle zu Elementen der Wertschöpfungskette des Personalmanagements kritisch einordnen.
- Die Studierenden können aus praxisrelevanten Fällen zu Elementen der Wertschöpfungskette des Personalmanagements Herausforderungen benennen und Ursache-Wirkungs-Ketten identifizieren.
- Die Studierenden können aus praxisrelevanten Fällen zu Elementen der Wertschöpfungskette des Personalmanagements Lösungsalternativen erarbeiten und diese bewerten.

#### Social

- Studierende halten sich an Regeln & Absprachen, die sie mit anderen vereinbart haben.
- Studierende wissen, wie man Kritik an anderen kommuniziert, so dass sie für die Person förderlich ist. Sie können Kritik an der eigenen Person reflektieren und andere Standpunkte einnehmen.
- Studierende sind in der Lage, mündlich als auch schriftlich konstruktiv, effektiv und bewusst zu kommunizieren.

#### Autonomy

- Studierende können sowohl eigene Entscheidungen als auch Ansichten und Entscheidungen von anderen kritisch hinterfragen.
- Studierende können in unterschiedlichen Situationen angemessene Entscheidungen treffen und übernehmen für eigene Handlungen & Entscheidungen Verantwortung.
- Studierende erledigen Arbeitsaufträge gewissenhaft, gründlich, vollständig und verlässlich.

### Content

1. Einführung in das Lernen mit Fallstudien (Erste Schritte, Komplexität beurteilen, Herausforderungen, Annahmen über Zusammenhänge, Lösungsalternativen & -bewertung)
2. Fallbearbeitungen zu ausgewählten Elementen der Wertschöpfungskette des Personalmanagements (z.B. Personalauswahl, Personalentwicklung, Vergütungssysteme) aber auch zu übergeordneten HR-Themen (z.B. HR Strategie, Leadership)

### Compulsory literature

- Böhmer N, Schinnenburg H & Steinert C (2012). Fallstudien im Personalmanagement. Pearson: München. Teil A (p13-30)
- Domsch, M. (2012). *Führung von Mitarbeitern : Fallstudien zum Personalmanagement* (3., überarb. Aufl.). Stuttgart : Schäffer-Poeschel.

## Fallstudien des HRM

### Suggested literature

- Becker, M & Kluckow, N. (2011). *Fallstudien für Human Resources Management, Band I, Führung und Organisation : Lehr- und Übungsbuch für Studium und Weiterbildung, 13 Fallstudien und Lösungen*. Mering : Rainer Hampp Verlag.
- Kimball, D. (2017). *Cases in human resource management*. Los Angeles, CA : SAGE Publications, Inc.
- Fazey, M. (2017). *Cases in HR practice and strategy* (Third edition). Prahran : Mirabel Publishing.

## Startup Camp

Module name <b>Startup Camp</b>	
Degree course <b>European Business Management (Option 2: 20 Weeks Internship + Specialization)</b>	Degree <b>Bachelor of Arts</b>
Module responsible(s) <b>Prof. Dr. rer. pol. Dana Mietzner</b>	
As of <b>2023-02-27</b>	Language <b>German</b>
Type <b>Specialization</b>	CP according to ECTS <b>5</b>

Study type <b>Full time</b>	Semester <b>5</b>	SWS <b>4</b>	L / E / L / P / S <b>0 / 0 / 0 / 4 / 0</b>
Study type <b>Part time</b>	Semester <b>7</b>	SWS <b>4</b>	L / E / L / P / S <b>0 / 0 / 0 / 4 / 0</b>

Recommended prerequisites
Special regulations

Workload breakdown				
Presence <b>60,0 h</b>	Self-study <b>15,5 h</b>	Projects <b>54,5 h</b>	Exam <b>20,0 h</b>	Total <b>150 h</b>

## Startup Camp

### Learning objectives

#### Knowledge

#### Skills

- Im Mittelpunkt des Moduls steht die Anwendung von Kreativtechniken, die Arbeit mit dem Business Model Canvas, die Entwicklung von Kundengruppen und Persona, die Anwendung von Elementen des Design Thinking sowie ausgewählter Lean Startup Methoden.

#### Social

- Die Arbeit in Teams soll dazu führen, dass die Studierenden lernen sich in eine Gruppe zu integrieren. Dort sollen sie ihre Meinungen und Ansichten äußern und diese argumentativ vertreten. Sie haben die Probleme und Herausforderungen bei der Teamarbeit erfahren und gelernt mit unterschiedlichen Sichtweisen umzugehen und gewinnbringend zu nutzen.
- Durch das Vorstellen, die Visualisierung und Diskussion von erarbeiteten Ergebnissen und einer Startup Idee entwickeln die Studierenden Kommunikationskompetenz.

#### Autonomy

- Die selbstständige Arbeit an einer Problemlösung/Gründungsidee soll die Selbstreflexion der einzelnen Studierenden verstärken. Ziel ist es dabei, dass die Studierenden ihre Stärken und Schwächen identifizieren und ihre Ressourcen und Kompetenzen zielgerichtet einsetzen und weiterentwickeln.

### Content

1. Einführung in ausgewählte Methoden des Entrepreneurship, Projekt- und Innovationsmanagements
2. Vorstellung und Diskussion ausgewählter (regionaler) Problemlagen als Ausgangspunkt für die Entwicklung von Gründungsideen
3. Systematische Entwicklung einer Startup Idee
4. Anwendung von Kreativtechniken, Business Model Canvas. Lean Startup Methoden
5. Anwendung von Methoden der Visualisierung und Kommunikation von Gründungsideen

### Compulsory literature

- Skript zum Startup Camp
- Dark Horse (2016). Digital innovation playbook. Das unverzichtbare Arbeitsbuch für Gründer, Macher und Manager, 1.
- Vetterli, C., Brenner, W., Uebernickel, F., & Berger, K. (2012). Die Innovationsmethode design thinking.
- Ries, E. (2014). Lean Startup: Schnell, risikolos und erfolgreich Unternehmen gründen. Redline Wirtschaft.
- Osterwalder, A., Pigneur, Y., Smith, A., & Etienneble, F. (2020). The Invincible Company: How to Constantly Reinvent Your Organization with Inspiration From the World's Best Business Models. John Wiley & Sons.

## Startup Camp

Suggested literature

## Innovationsmanagement

Module name <b>Innovationsmanagement</b>	
Degree course <b>European Business Management (Option 2: 20 Weeks Internship + Specialization)</b>	Degree <b>Bachelor of Arts</b>
Module responsible(s) <b>Prof. Dr. rer. pol. Dana Mietzner</b>	
As of <b>2023-02-27</b>	Language <b>German</b>
Type <b>Specialization</b>	CP according to ECTS <b>5</b>

Study type <b>Full time</b>	Semester <b>5</b>	SWS <b>4</b>	L / E / L / P / S <b>0 / 4 / 0 / 0 / 0</b>
Study type <b>Part time</b>	Semester <b>7</b>	SWS <b>4</b>	L / E / L / P / S <b>0 / 4 / 0 / 0 / 0</b>

Recommended prerequisites
Special regulations

Workload breakdown				
Presence <b>60,0 h</b>	Self-study <b>57,0 h</b>	Projects <b>30,0 h</b>	Exam <b>3,0 h</b>	Total <b>150 h</b>



## Innovationsmanagement

### Learning objectives

#### Knowledge

- Die Studierenden kennen die Bedeutung des Innovationsmanagements für die Wettbewerbsfähigkeit von Unternehmen. Die Studierenden kennen Erfolgsfaktoren im Innovationsmanagement und wissen wie Innovationsprozesse im Unternehmen gestaltet werden können. Sie sind mit dem Konzept und der praktischen Umsetzung von Ansätzen des Open Innovation und der Cross-Industry Innovation vertraut. Die Studierenden sind auf den Umgang mit Barrieren im Management von Innovationen vorbereitet und kennen Handlungsansätze zum Umgang mit Widerständen.
- Die Studierenden kennen Erfolgsfaktoren im Innovationsmanagement und wissen wie Innovationsprozesse im Unternehmen gestaltet werden können.
- Sie sind mit dem Konzept und der praktischen Umsetzung von Ansätzen des Open Innovation und der Cross-Industry Innovation vertraut.
- Die Studierenden sind auf den Umgang mit Barrieren im Management von Innovationen vorbereitet und kennen Handlungsansätze zum Umgang mit Widerständen.
- Die Studierenden kennen einschlägige Methoden und Werkzeuge des Innovationsmanagements, erlernen diese anzuwenden und auf ihren Nutzen zu bewerten.

#### Skills

- Die Studierenden arbeiten in Teams an einem konkreten Innovationsprojekt oder an Fallstudien. Die Studierenden steuern dabei ein Innovationsprojekt und durchlaufen den Innovationsprozess.
- Zentrale Meilenstein-Ergebnisse werden durch das Team präsentiert.

#### Social

- Die Arbeit in (heterogenen) Teams soll dazu führen, dass die Studierenden lernen sich in eine Gruppe zu integrieren. Dort sollen sie ihre Meinungen und Ansichten äußern und diese argumentativ vertreten.
- Sie haben die Probleme und Herausforderungen bei der Teamarbeit erfahren und gelernt, wie man die Verschiedenheit eines Teams gewinnbringend nutzen kann. Ein weiterer Schwerpunkt ist das Erlernen und Anwenden von Handlungsstrategien zur Bewältigung von Konfliktsituationen.

#### Autonomy

- Die Projektarbeit und Arbeit an Fallstudien soll eine Selbstreflektion der einzelnen Studierenden verstärken. Ziel ist es dabei, dass sie ihre Stärken und Schwächen identifizieren und ihre Ressourcen und Kompetenzen zielgerichtet einsetzen und weiterentwickeln.
- Durch die Festlegung von Terminen, werden die Studierenden dazu gebracht sich ziel- und ergebnisorientiert zu organisieren, ihre Arbeiten sinnvoll zu dokumentieren und somit Wissensstände zu sichern.

## Innovationsmanagement

### Content

1. Bedeutung von Innovationen für das Unternehmen und die Wettbewerbsfähigkeit
2. Umgang mit Barrieren und Widerständen im Management von Innovationen
3. Faktoren für den Erfolg und Misserfolg von Innovationen
4. Quellen für Innovationen
5. Gestaltung des Innovationsprozesses
6. Open Innovation und Cross Industry Innovation
7. Organisation des Innovationsmanagements im Unternehmen
8. Entwicklung von Innovationsstrategien und strategische Vorausschau
9. Innovationsfördernde Unternehmenskultur

### Compulsory literature

#### Suggested literature

- Hauschildt, J. & Salomo, S. (2011). Innovationsmanagement. München: Vahlen.
- Fallstudien zum Technologie- & Innovationsmanagement : Praxisfälle zur Wissensvertiefung (2019) Abele, Thomas [Herausgeber] Wiesbaden : Springer Gabler
- Tidd, J. & Bessant, J. (2013). Managing innovation. Chichester, West Sussex (UK): Wiley.
- Granig, P. & Hartlieb, E. & (Eds.) Lercher, H. (2013). Innovationsstrategien: Von Produkten und Dienstleistungen zu Geschäftsmodellinnovationen. Springer Fachmedien Wiesbaden.
- Chesbrough, H. (2003). Open Innovation: The New Imperative for Creating And Profiting from Technology by Henry William Chesbrough (2005-09-30). Boston: Harvard Business Review Press.

## Projekt Produktion und Logistik

Module name <b>Projekt Produktion und Logistik</b>	
Degree course <b>European Business Management (Option 2: 20 Weeks Internship + Specialization)</b>	Degree <b>Bachelor of Arts</b>
Module responsible(s) <b>Prof. Dr. rer. pol. Matthias Forster &amp; Prof. Dr. rer. pol. Mike Steglich</b>	
As of <b>2023-02-27</b>	Language <b>German</b>
Type <b>Specialization</b>	CP according to ECTS <b>5</b>

Study type <b>Full time</b>	Semester <b>5</b>	SWS <b>4</b>	L / E / L / P / S <b>0 / 0 / 0 / 4 / 0</b>
Study type <b>Part time</b>	Semester <b>7</b>	SWS <b>4</b>	L / E / L / P / S <b>0 / 0 / 0 / 4 / 0</b>

Recommended prerequisites <b>Produktion und Logistik, Optimierung in der Logistik (Produktion &amp; Logistik), Produktionsmanagement und Optimierung (Produktion &amp; Logistik)</b>
Special regulations

Workload breakdown				
Presence <b>60,0 h</b>	Self-study <b>0,0 h</b>	Projects <b>88,0 h</b>	Exam <b>2,0 h</b>	Total <b>150 h</b>

## Projekt Produktion und Logistik

### Learning objectives

#### Knowledge

- Die Studierenden verstehen die in den Modulen Optimierung in der Logistik (Produktion & Logistik), und Produktionsmanagement und Optimierung (Produktion & Logistik) erworbenen Kenntnisse zur Lösung vorgegebener realistischer Fallstudien auf dem Gebiet der Produktion und der Logistik selbständig.

#### Skills

#### Social

- Die Studierenden sind in der Lage eigene Lösungen für Entscheidungsprobleme im Dialog mit anderen Studierenden zu erarbeiten und die Ergebnisse adäquat zu präsentieren.

#### Autonomy

- Die Studierenden sind in der Lage eigenständig Ziele zu definieren, eigenständig Methoden zum Lösen eines Problems zu wählen und die eigenen Lösungen zu analysieren und zu interpretieren.

### Content

1. Dieses Modul wird in seminaristischer Form bzw. als problemorientierter Lern- und Lehransatz durchgeführt.

In einem ersten Schritt müssen die Studierenden, organisiert in Gruppen, ein gegebenes realistisches Problem analysieren und die theoretischen Grundlagen des Problems herausarbeiten, um ein geeignetes mathematisches Modell zu formulieren. Das mathematische Modell hilft den Studierenden, das Ziel und die Randbedingungen des Problems zu verstehen und zu formulieren und welche Daten zur Lösung des Falls benötigt werden. Darüber hinaus müssen die Studenten die Problemdaten aus verschiedenen Quellen beschaffen. Anschließend muss das Problem inklusive der gewonnenen Daten in eine geeignete Software eingegeben und damit gelöst werden. Die letzte Aufgabe ist die Interpretation und Präsentation der gefundenen Lösung.

Es ist von der Gruppe gemeinsam eine Projektarbeit zu schreiben und die Ergebnisse des Projektes abschließend zu präsentieren.

### Compulsory literature

### Suggested literature

## Optimierung in der Logistik

Module name <b>Optimierung in der Logistik</b>	
Degree course <b>European Business Management (Option 2: 20 Weeks Internship + Specialization)</b>	Degree <b>Bachelor of Arts</b>
Module responsible(s) <b>Prof. Dr. rer. pol. Matthias Forster &amp; Prof. Dr. rer. pol. Mike Steglich</b>	
As of <b>2022-05-12</b>	Language <b>German</b>
Type <b>Specialization</b>	CP according to ECTS <b>5</b>

Study type <b>Full time</b>	Semester <b>5</b>	SWS <b>4</b>	L / E / L / P / S <b>0 / 4 / 0 / 0 / 0</b>
Study type <b>Part time</b>	Semester <b>7</b>	SWS <b>4</b>	L / E / L / P / S <b>0 / 4 / 0 / 0 / 0</b>

Recommended prerequisites <b>Produktion und Logistik</b>
Special regulations

Workload breakdown				
Presence <b>60,0 h</b>	Self-study <b>86,0 h</b>	Projects <b>0,0 h</b>	Exam <b>4,0 h</b>	Total <b>150 h</b>

## Optimierung in der Logistik

### Learning objectives

#### Knowledge

- Die Studierenden verstehen die Grundlagen des Operations Research, die Grundlagen der Entscheidungstheorie, den Prozess der mathematischen Modellierung und die Vorgehensweise beim Lösen logistischer Entscheidungsprobleme

#### Skills

- Die Studierenden können die o.g. Kenntnisse anwenden, um logistische Entscheidungsprobleme zu verstehen und zu strukturieren, um mathematische Modelle für logistische Probleme zu erstellen, diese zu lösen und zu interpretieren.

#### Social

- Die Studierenden sind in der Lage eigene Lösungen für Entscheidungsprobleme im Dialog mit anderen Studierenden zu erarbeiten und die Ergebnisse adäquat zu präsentieren.

#### Autonomy

- Die Studierenden sind in der Lage eigenständig Ziele zu definieren, eigenständig Methoden zum Lösen eines Problems zu wählen und die eigenen Lösungen zu analysieren und zu interpretieren.

### Content

1. Grundlagen logistischer Entscheidungen
2. Transportprobleme
  - 2.1 Überblick
  - 2.2 Das klassische Transportproblem
  - 2.3 Transportprobleme mit ungleichen Angeboten und Bedarfen
  - 2.4 Transportprobleme mit nicht-klassischen Zielfunktionen
  - 2.5 Transportprobleme mit nicht-klassischen Lieferbeziehungen
3. Logistische Zuordnungsprobleme
  - 3.1 Bi-partite Probleme
  - 3.2 Nicht-bipartite Probleme
4. Planung von Routen und Touren
  - 4.1 Kürzeste Wege und Entfernungen
  - 4.2 Rundreiseprobleme
  - 4.3 Briefträgerprobleme
  - 4.4 Tourenplanung
5. Planung von Standorten für Logistikknoten
  - 5.1 Diskrete Median- und Zentren-Probleme
  - 5.2 Kontinuierliche Median- und Zentren-Probleme
  - 5.3 Überdeckungsprobleme
  - 5.4 Warehouse-Location-Probleme

## Optimierung in der Logistik

### Compulsory literature

- Steglich, M, Feige, D & Klaus, P. (2016). *Logistik-Entscheidungen*. De Gruyter.
- Ghiani, G., G. Laporte and R. Musmanno (2013): *Introduction to Logistics Systems Management*, 2. Aufl., Wiley, Chichester.
- Hillier, F.S. and G.J. Lieberman (2010): *Introduction to Operations Research*, 9. Aufl., McGraw-Hill, New York et al.
- Mattfeld, D. and R. Vahrenkamp (2014): *Logistiknetzwerke: Modelle für Standortwahl and Tourenplanung*, 2. Aufl., Springer Gabler, Wiesbaden.

### Suggested literature

## Internship - 20 weeks

Module name <b>Internship - 20 weeks</b>	
Degree course <b>European Business Management (Option 2: 20 Weeks Internship + Specialization)</b>	Degree <b>Bachelor of Arts</b>
Module responsible(s) <b>MBA Martin Bradbeer</b>	
As of <b>2023-02-28</b>	Language <b>German, English</b>
Type <b>Compulsory</b>	CP according to ECTS <b>30</b>

Study type <b>Full time</b>	Semester <b>6</b>	SWS <b>36</b>	L / E / L / P / S <b>0 / 0 / 0 / 36 / 0</b>
Study type <b>Part time</b>	Semester <b>12</b>	SWS <b>18</b>	L / E / L / P / S <b>0 / 0 / 0 / 18 / 0</b>
	Semester <b>13</b>	SWS <b>18</b>	L / E / L / P / S <b>0 / 0 / 0 / 18 / 0</b>

Recommended prerequisites
Special regulations

Workload breakdown				
Presence <b>720,0 h</b>	Self-study <b>0,0 h</b>	Projects <b>0,0 h</b>	Exam <b>36,0 h</b>	Total <b>756 h</b>



## Internship - 20 weeks

### Learning objectives

#### Knowledge

- Providing an insight into individual operational tasks and into higher-level business and organisational contexts

#### Skills

- Experience of the methodical procedure for the most complete possible recording of the task and finding a cost- and time-appropriate solution

#### Social

- Companies consist of people with different characteristics and tasks. The student should learn to work constructively with these people in the sense of fulfilling an assigned task.

#### Autonomy

- The student is to work independently on a task assigned to them during the internship. To do this, they must communicate with other people in the company in a targeted manner.

### Content

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

### Compulsory literature

### Suggested literature

## Empirical Research Methods

Module name <b>Empirical Research Methods</b>	
Degree course <b>European Business Management (Option 2: 20 Weeks Internship + Specialization)</b>	Degree <b>Bachelor of Arts</b>
Module responsible(s) <b>Prof. Dr. rer. pol. Marc Roedenbeck &amp; Mag. rer. soc. oec. Reinhard Hanneschläger</b>	
As of <b>2023-02-28</b>	Language <b>English</b>
Type <b>Compulsory</b>	CP according to ECTS <b>3</b>

Study type <b>Full time</b>	Semester <b>7</b>	SWS <b>2</b>	L / E / L / P / S <b>0 / 0 / 0 / 0 / 2</b>
Study type <b>Part time</b>	Semester <b>14</b>	SWS <b>2</b>	L / E / L / P / S <b>0 / 0 / 0 / 0 / 2</b>

Recommended prerequisites <b>Academic Methods</b>
Special regulations

Workload breakdown				
Presence <b>30,0 h</b>	Self-study <b>0,0 h</b>	Projects <b>30,0 h</b>	Exam <b>0,0 h</b>	Total <b>60 h</b>

## Empirical Research Methods

### Learning objectives

#### Knowledge

- The students know the difference between everyday questions and research questions as well as propositions and hypotheses
- The students can identify specific research methods in their field of study
- Students can describe different designs (qualitative & quantitative), survey methods and evaluation methods
- Students can recognize possible effects of their research results

#### Skills

- Students can formulate their own complex research questions, break them down into sub-questions, and formulate precise propositions and model hypotheses
- Students can search and organize empirical research in digital environments
- Students can outline a case study and name necessary documents
- Students can formulate an interview guideline and conduct a guideline interview and a narrative interview
- Students can name and compile panel data
- The students can formulate a questionnaire and present it online
- Students can digitally transcribe and encode an interview and display a frequency distribution
- Students can digitally process the results of a survey, describe these or panel data and perform a simple regression

#### Social

- Students are able to communicate both orally and in writing in a constructive, effective and conscious manner

#### Autonomy

- Students have the ability & willingness to design a research exposé themselves
- Students complete work assignments conscientiously, thoroughly, completely and reliably.

### Content

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

## Empirical Research Methods

### Compulsory literature

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

### Suggested literature

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

## EU Taxation

Module name <b>EU Taxation</b>	
Degree course <b>European Business Management (Option 2: 20 Weeks Internship + Specialization)</b>	Degree <b>Bachelor of Arts</b>
Module responsible(s) <b>Professorin Nikola Budilov-Nettelmann &amp; M.A. Simon Devos-Chernova</b>	
As of <b>2022-08-03</b>	Language <b>German</b>
Type <b>Compulsory</b>	CP according to ECTS <b>5</b>

Study type <b>Full time</b>	Semester <b>7</b>	SWS <b>4</b>	L / E / L / P / S <b>0 / 0 / 0 / 0 / 4</b>
Study type <b>Part time</b>	Semester <b>11</b>	SWS <b>4</b>	L / E / L / P / S <b>0 / 0 / 0 / 0 / 4</b>

Recommended prerequisites
Special regulations

Workload breakdown				
Presence <b>60,0 h</b>	Self-study <b>88,0 h</b>	Projects <b>0,0 h</b>	Exam <b>2,0 h</b>	Total <b>150 h</b>

## EU Taxation

### Learning objectives

#### Knowledge

- Students gain an overview over the principles of international taxation.
- Students are familiar with the principles of taxation of individuals and companies.
- Students understand the problem of international double taxation and are familiar with the Model Tax Convention on Income and on Capital of the OECD

#### Skills

- Students are able to solve case students in international taxation.

#### Social

- Students will work effectively in intercultural teams.

#### Autonomy

- Students are able to analyse and evaluate learning and work process and to design and optimize learning and work.

### Content

1. Introduction to principles of (international) taxation
2. Taxation of individuals
3. Taxation of companies
4. The problem of double taxation and double tax relief
5. Model Tax Convention on Income and on Capital of the OECD
6. Indirect taxation: Value added tax (VAT)

### Compulsory literature

### Suggested literature

- Oats, Mulligan, Principles of International Taxation

## Operational Interface Management

Module name <b>Operational Interface Management</b>	
Degree course <b>European Business Management (Option 2: 20 Weeks Internship + Specialization)</b>	Degree <b>Bachelor of Arts</b>
Module responsible(s) <b>Prof. Dr. rer. pol. Sandra Haas, Prof. Dr. rer. pol. Mike Steglich &amp; Prof. Dr. rer. pol. Dana Mietzner</b>	
As of <b>2022-08-03</b>	Language <b>German</b>
Type <b>Compulsory</b>	CP according to ECTS <b>5</b>

Study type <b>Full time</b>	Semester <b>7</b>	SWS <b>4</b>	L / E / L / P / S <b>0 / 0 / 0 / 0 / 4</b>
Study type <b>Part time</b>	Semester <b>11</b>	SWS <b>4</b>	L / E / L / P / S <b>0 / 0 / 0 / 0 / 4</b>

Recommended prerequisites <b>The methods and instruments essential for business management are largely assumed to be known in this module in accordance with the course of study//Basics of spreadsheet software ---</b>
Special regulations

Workload breakdown				
Presence <b>60,0 h</b>	Self-study <b>88,0 h</b>	Projects <b>0,0 h</b>	Exam <b>2,0 h</b>	Total <b>150 h</b>

## Operational Interface Management

### Learning objectives

#### Knowledge

- Students understand companies as value-adding systems. They know the basics of operational interface management and have developed an awareness of the importance and benefits of networked entrepreneurial thinking & action.
- They have knowledge of business decision-making parameters and of the interdependencies of individual operational decisions. Furthermore, they are able to name and describe typical interface problems and to point out solutions and instruments of interface management.
- You are familiar with digital solution options (software) for the interface management in practice.

#### Skills

- After successful completion, students will be able to apply methods & instruments of business management as well as business data for practical decisions on a case-by-case basis. Furthermore, they are able to carry out HR and production capacity planning, liquidity and investment calculation as well as a competitor analysis with the help of spreadsheet software.
- For selected typical interface problems (e.g. between production and marketing; production and procurement; controlling and external R&D, marketing and R&D, etc.) you will be able to propose and discuss possible solutions.
- Holistic entrepreneurial thinking and acting is trained. Students learn to interact in a business simulation: Which key figures are important in the interaction of different business areas. How can a company be controlled in a business simulation can be controlled. How can competitors in a be analyzed in a market? Which conclusions are essential for own future decisions?
- Students can search for and evaluate data, information and digital content, assess the relevance of the source and its content. They possess skills to store, manage and organize digital data, information and content. (=Digital competencies)
- Students share data, information, and digital content with others through appropriate digital technologies and use digital tools for collaborative work to create digital content (=digital competencies).

#### Social

- The business simulation, which is designed as group work, supports the students' communication and cooperation skills. Due to time constraints and the competitive nature of the business game, students are to train their teamwork, communication and conflict skills.

#### Autonomy

- Through participation in the business simulation, students particularly develop their assertiveness (confidently representing an independent, possibly differing opinion and arguing plausibly), decision-making skills (gathering information, developing & prioritizing alternatives; considering possible consequences), and flexibility (adapting to changing conditions).
- Students demonstrate commitment and reliability in solving group-based tasks (e.g., actively, emphatically, and with largely unreserved commitment to common goals// abide by rules & agreements agreed upon with others).



## Operational Interface Management

### Content

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

### Compulsory literature

- Lecture materials esp. for the implementation of the business game

### Suggested literature

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

## Bachelor's Thesis

Module name <b>Bachelor's Thesis</b>	
Degree course <b>European Business Management (Option 2: 20 Weeks Internship + Specialization)</b>	Degree <b>Bachelor of Arts</b>
Module responsible(s) <b>MBA Martin Bradbeer</b>	
As of <b>2023-02-28</b>	Language <b>English, German</b>
Type <b>Compulsory</b>	CP according to ECTS <b>12</b>

Recommended prerequisites
Special regulations

Workload breakdown				
Presence <b>0,0 h</b>	Self-study <b>0,0 h</b>	Projects <b>360,0 h</b>	Exam <b>0,0 h</b>	Total <b>360 h</b>

Learning objectives
Knowledge
Skills
Social
Autonomy

Content
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Compulsory literature
Suggested literature

## European Identities - French

Module name <b>European Identities - French</b>	
Degree course <b>European Business Management (Option 2: 20 Weeks Internship + Specialization)</b>	Degree <b>Bachelor of Arts</b>
Module responsible(s) <b>M.A. Marie-Noelle Demarchi</b>	
As of <b>2023-02-08</b>	Language <b>German</b>
Type <b>Elective</b>	CP according to ECTS <b>5</b>

Study type <b>Full time</b>	Semester <b>7</b>	SWS <b>4</b>	L / E / L / P / S <b>0 / 0 / 0 / 0 / 4</b>
Study type <b>Part time</b>	Semester <b>11</b>	SWS <b>4</b>	L / E / L / P / S <b>0 / 0 / 0 / 0 / 4</b>

Recommended prerequisites <b>Level B1 achieved</b>
Special regulations

Workload breakdown				
Presence <b>60,0 h</b>	Self-study <b>68,0 h</b>	Projects <b>20,0 h</b>	Exam <b>2,0 h</b>	Total <b>150 h</b>

## European Identities - French

### Learning objectives

#### Knowledge

- Students acquire a complex and in-depth knowledge in French: the definition of Europe, its identity and symbols, the international affairs of European companies, the economic and social development of selected European regions, the European labour market. They master the field of Europe in its partial economic unity and its pronounced nuances. They also have a broad knowledge of the neighbouring areas.

#### Skills

- They are able to understand television interviews, podcasts, specialised and complex texts, to reproduce them orally and in writing and to discuss them. They are able to describe economic situations in context and summarise the main points. They are able to analyse economic developments, reflect, argue and defend their position.

#### Social

- Students are able to adapt and work in groups on a project. They are able to present to an audience their solutions to a complex problem and defend their position.

#### Autonomy

- Students are able to analyse and work on a complex area independently. They are able to take and defend their position on economic topics mainly related to Europe, to discuss complex issues freely, to argue, to qualify. They are able to take on specialist and complex knowledge and analyse it critically afterwards.

### Content

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

### Compulsory literature

## European Identities - French

### Suggested literature

- Lang, B. et F. (2007): 101 fiches pour comprendre l'Europe, Belin
- Muschg, A. (2005): Was ist europäisch?
- Schmale, W. (2010): Geschichte und Zukunft der Europäischen Identität, Bundeszentrale für politische Bildung
- French-German history textbooks, French versions:
- Bendick, R., Henri, D., Geiss, P., Lepetit, M. (2011): Tome 1, L'Europe et le monde de l'Antiquité à 1875, Klett- Nathan Boesenberg, L., Galloux, B., Große, G. (2008): Tome 2, L'Europe et le monde du congrès de Vienne (1814) à 1945, Klett- Nathan Leon, E.
- French newspapers and magazines: Le Figaro, Le Point, Libération, Le Monde, La Revue de la presse
- Websites: see links on the Moodle platform / Authentic audiovisual sources: TV5 Monde, RFI, FranceInfo,...

## European Identities - English

Module name <b>European Identities - English</b>	
Degree course <b>European Business Management (Option 2: 20 Weeks Internship + Specialization)</b>	Degree <b>Bachelor of Arts</b>
Module responsible(s) <b>Dr. Gregory Bond</b>	
As of <b>2023-02-28</b>	Language <b>English</b>
Type <b>Elective</b>	CP according to ECTS <b>5</b>

Study type <b>Full time</b>	Semester <b>7</b>	SWS <b>4</b>	L / E / L / P / S <b>0 / 0 / 0 / 0 / 4</b>
Study type <b>Part time</b>	Semester <b>11</b>	SWS <b>4</b>	L / E / L / P / S <b>0 / 0 / 0 / 0 / 4</b>

Recommended prerequisites
Special regulations

Workload breakdown				
Presence <b>60,0 h</b>	Self-study <b>0,0 h</b>	Projects <b>0,0 h</b>	Exam <b>0,0 h</b>	Total <b>60 h</b>

## European Identities - English

### Learning objectives

#### Knowledge

- Students know and understand historical and cultural definitions of Europe and debates about what constitutes Europe today.

#### Skills

- Students are able to view Europe from different perspectives, and to critically understand and assess concepts of Europe. They are able to greatly improve their academic reading and writing, and their critical faculties when looking at histories of ideas.

#### Social

- Students are able to enhance their team-working abilities, they gain experience in leading and moderating group discussions and team work.

#### Autonomy

- Students are able to reflect on their identities within Europe, and they gain self-confidence in formulating their own positions vis a values and concepts in intellectual and cultural discourse, and thus in critical thinking in general.

### Content

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

### Compulsory literature

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

### Suggested literature

## European Identities - German

Module name <b>European Identities - German</b>	
Degree course <b>European Business Management (Option 2: 20 Weeks Internship + Specialization)</b>	Degree <b>Bachelor of Arts</b>
Module responsible(s) <b>M.A. Daniela Schultz</b>	
As of <b>2022-08-03</b>	Language <b>German</b>
Type <b>Elective</b>	CP according to ECTS <b>5</b>

Study type <b>Full time</b>	Semester <b>7</b>	SWS <b>4</b>	L / E / L / P / S <b>0 / 0 / 0 / 0 / 4</b>
Study type <b>Part time</b>	Semester <b>11</b>	SWS <b>4</b>	L / E / L / P / S <b>0 / 0 / 0 / 0 / 4</b>

Recommended prerequisites <b>B 1 - German language level</b>
Special regulations

Workload breakdown				
Presence <b>60,0 h</b>	Self-study <b>88,0 h</b>	Projects <b>0,0 h</b>	Exam <b>2,0 h</b>	Total <b>150 h</b>



## European Identities - German

### Learning objectives

#### Knowledge

- **Knowledge**
  - The students have a complex, at the same time deepened knowledge in German
  - on the definition of Europe,
  - on the international business of European companies
  - the economic and social development of selected European regions.
  - They understand Europe in its partial economic unity and its distinctive differentiation.
  - They have expanded knowledge in related areas.

#### Skills

- **Skills**
  - You are able to understand complex technical texts, to reproduce and discuss them orally and in writing.
  - You are able to describe economic situations ad hoc.
  - You are able to analyze economic developments and to represent them to argue for them.

#### Social

- **Social competence**
  - You are able
  - to demonstrate the ability to work in a team within the framework of group work.
  - to lead teams to complex solutions and to represent them argumentatively.
  - represent them.

#### Autonomy

- **Independence**
  - You are able
  - to analyze and work independently on complex technical topics
  - on economic topics with predominantly European reference
  - argue
  - to speak freely on complex factual topics
  - to independently acquire specialized and complex knowledge and to critically evaluate it.

## European Identities - German

### Content

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

### Compulsory literature

- Eismann, V. (2008). [Lehrbuch] [Wirtschafts-Kommunikation Deutsch/1,[1]]. Gehler, M. (2010).  
Europa. München: Olzog. Portale von Online Brokern, z. B. OnVista Laufende  
Wirtschaftszeitschriften in deutscher Sprache, z. B. Financial Times Deutschland, Hande

### Suggested literature

## European Identities - Spanish

Module name <b>European Identities - Spanish</b>	
Degree course <b>European Business Management (Option 2: 20 Weeks Internship + Specialization)</b>	Degree <b>Bachelor of Arts</b>
Module responsible(s) <b>Veronica Bertinotti de Fiddicke</b>	
As of <b>2022-08-03</b>	Language <b>German</b>
Type <b>Elective</b>	CP according to ECTS <b>5</b>

Study type <b>Full time</b>	Semester <b>7</b>	SWS <b>4</b>	L / E / L / P / S <b>0 / 0 / 0 / 0 / 4</b>
Study type <b>Part time</b>	Semester <b>11</b>	SWS <b>4</b>	L / E / L / P / S <b>0 / 0 / 0 / 0 / 4</b>

Recommended prerequisites <b>B 1 - Sprachniveau in Spanisch</b>
Special regulations

Workload breakdown				
Presence <b>60,0 h</b>	Self-study <b>68,0 h</b>	Projects <b>20,0 h</b>	Exam <b>2,0 h</b>	Total <b>150 h</b>

## European Identities - Spanish

### Learning objectives

#### Knowledge

- Los estudiantes poseen conocimientos profundos y complejos sobre la definición de Europa, los negocios internacionales de empresas europeas y el desarrollo económicos y social de diferentes regiones europeas.
- Los estudiantes adquieren conocimientos amplios sobre temas relacionados con Europa y su economía.

#### Skills

- Los estudiantes están capacitados para entender temas complejos relacionados con la materia y tratarlos tanto en forma oral como también escrita y para discutir al respecto.
- Están capacitados para describir situaciones económicas y son capaces de analizar y discutir desarrollos económicos en Europa.

#### Social

- Están capacitados para trabajar en equipo y para obtener respuestas a problemas complejos así como también argumentar en forma convincente.

#### Autonomy

- Están capacitados para analizar y tratar temas económicos complejos. Pueden argumentar sobre temas económicos y sociales relacionados con Europa.
- Pueden hablar en forma fluída sobre temas relacionados con el contenido del módulo.
- Son capaces de obtener en forma autónoma conocimientos específicos y complejos sobre la materia y analizarlos en forma crítica

### Content

1. Diferentes definiciones de Europa desde la perspectiva geográfica, histórica, política, económica y cultural
2. Desarrollo económico y social de la Unión Europea y de diferentes regiones europeas y países a elegir
3. Escenarios económicos de empresas europeas en las áreas de • International Management, • International Finance, • International Marketing, • International Human Resources, • International Accounting.
4. Desarrollo económicos de empresas europeas en la bolsa de valores

### Compulsory literature

- Nooteboom, C. (2011). *Cómo ser europeos*. Siruela.

## European Identities - Spanish

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