



OSTBAYERISCHE
TECHNISCHE HOCHSCHULE
REGENSBURG

BETRIEBSWIRTSCHAFT

Module Manual

Master European Business Studies

New course programme
(Course start winter semester 2019/20)

Revised 2019-04-30

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Module number 1	Module title International Strategy		
Code INS	Semester 2	Number of WSH 4	Module offered every academic year (summer semester)
Module coordinator Prof. Dr. Jaritz	Tuition type Seminar tuition		Module duration 1 semester
Lecturer Prof. Dr. Jaritz Prof. Dr. Woerz-Hackenberg	Type of course Compulsory		Course language English
Entry requirements Students must have a basic understanding of international management and international economic relations.			
Learning outcomes On completing the module the students will have achieved the following learning outcomes on the basis of practical applications and scientific methods: <u>Subject skills</u> Students can understand and categorise the typical strategic problems and issues with which internationally operational organisations are confronted. They also get a profound understanding of the global Megatrends which are the foundation for developing strategies. They are able to apply the knowledge they have acquired to actual situations requiring decisions. This may involve the types of challenge that face private enterprise companies, or equally challenges with which not-for-profit organisations or regions, towns and cities or tourist destinations have to deal. <u>Social skills</u> Students are aware of the particular challenges posed by international business activities and operations. They are able to reconcile political and intercultural specifics with decisions that are motivated by business considerations. They have experience working together in groups on solutions to practical problems. <u>Method skills</u> Students can adopt a targeted approach when applying principles and methods of strategic management to practical situations requiring a decision in an international context. They learn research oriented approaches to identify, assess and evaluate Megatrends and derive implications for different industries. With respect to Megatrends, students are able to apply approaches and tools to determine a trend's stage, its significance, and its impacts. <u>Personal skills</u> Students are able to develop, present and communicate strategy recommendations on the basis of their own analyses, and in the process can take into account intercultural characteristics and peculiarities of the specific scenario. Moreover, they will be able to prepare and deliver persuasive presentations.			
Content			

The module is designed to familiarise students with the principles of the strategic management of international organisations. As a deep understanding of global Megatrends and their impact is critical for the development of a company's future strategy, this module also familiarizes the students with global Megatrends and their implications for international corporations. Group works, case studies and practical applications are an integral part of this course.

Students will receive a presentation training *"how to prepare and deliver a persuasive presentation"*.

The content of the course is tailored to the specific group considering the background and knowledge.

Typically, the following content is covered:

- Strategy and value creation: Blue ocean strategy as well as generic strategies
- Relevance and importance of international business: Shift in international trade; importance of Asian players, in particular from China
- Political perspective: International trade and trade barriers
- Economic perspective: KPIs to measure economic development (e.g. HDI); country corruption; IP protection
- Megatrends:
 - Implications of global Megatrends such as urbanization, digitization or aging society on different industries
 - Approaches and practical tools to develop strategies based on understanding of global Megatrends
- Strategic perspective: Internationalization process and strategies
- Organizational perspective: Organizational structures, HR and expat management

Literature

Required reading (latest editions)

Collins, D.: International Strategy – Context, Concepts and Implications, Wiley, Chichester.

Hill, C. W. L.: International Business – Competing in the Global Marketplace, Mcgraw-Hill, Columbus.

Peng, M.; Meyer, K.: International Business; Cengage, Andover.

Recommended reading

Varies depending on the case studies dealt with in the course

Kjaer, A. L. (2014): The Trend Management Toolkit – a Practical Guide to the Future, Palgrave Macmillan, Basingstoke.

Singh, S. (2014): New Mega Trends – Implications for our Future Lives, Palgrave Macmillan, Basingstoke.

Teaching and learning methods

Seminar-style tuition with group work, case studies, practical applications and videos

Integration of digital tools such as Padlet or Kahoot as well as online collaboration and document sharing tools

Type of examination/Requirements for the award of credit points

Portfolio – for details refer to the course scheme

Other information		-
ECTS Credits 5	Workload 150 hours Contact/attendance time: 60 h Additional work: 90 h	Weighting of the grade in the overall grade 1

Module number 2	Module title Applied Economics		
Code AEC	Semester 1	Number of WSH 4	Module offered every academic year (winter semester)
Module coordinator Prof. Dr. Ruddies	Tuition type Seminar tuition		Module duration 1 semester
Lecturer Prof. Dr. Ruddies	Type of course Compulsory		Course language English
Entry requirements Students must have a basic knowledge of economics.			
Learning outcomes On completing the module the students will have achieved the following learning outcomes on the basis of scientific methods: <u>Subject skills</u> Students will be able to understand and categorise important economic questions and problems. They can analyse economic interdependencies by reference to case examples. Students can give a critical explanation of the microeconomic strategies of companies and the macroeconomic strategies of economic policy, and have an understanding of the international impact of macroeconomic phenomena. <u>Social skills</u> Students will have acquired debating skills and be able to conduct critical discussions in a rational and objective atmosphere. They will have experience working in groups to resolve individual tasks and will be able to exercise constructive criticism of presentation results. <u>Method skills</u> Students will have gained an insight into the presentation techniques of economic thought patterns, and will be proficient in methods of analysis techniques and presentation. They will be able to create model-theory-based graphical analyses of applied problems from the field of macroeconomics. <u>Personal skills</u> Students will be able to substantiate with confidence well-founded decisions that are taken on a corporate level against the background of their knowledge of macroeconomics.			
Content Students will learn advanced techniques on the linking of economic theories with the help of case examples. They will be able to integrate into their everyday lives teachings of political economy, which are often seen as too theoretical and far from reality. Examples from the area of microeconomics (e.g. strategic trading by companies) and from the macroeconomic field (e.g. phenomena such as recession, unemployment and inflation) demonstrate the pervasiveness of economics in our daily lives. <ul style="list-style-type: none"> Applied microeconomics 			

<ul style="list-style-type: none"> ○ Market forms, market structure and market dynamics ○ Competition, cooperation and collusion ● Applied macroeconomics <ul style="list-style-type: none"> ○ Growth ○ The economic cycle and economic policy ○ Foreign trade ○ The role of the financial markets 		
<p>Literature</p> <p><u>Required reading</u></p> <p>Miles/Scott/Breedon, Macroeconomics – Understanding the Global Economy Pindyck/Rubinfeld – Microeconomics</p> <p><u>Recommended reading</u></p> <p>Clement/Terlau, Angewandte Makroökonomik Krugman/Wells, Microeconomics Krugman/Wells, Macroeconomics Mankiw, Macroeconomics each in their latest edition</p>		
<p>Teaching and learning methods</p> <p>Seminar-style tuition with exercises and case studies</p>		
<p>Type of examination/Requirements for the award of credit points</p>		<p>Written examination Duration: 90 minutes</p>
<p>Other information</p>		<p>-</p>
<p>ECTS Credits</p> <p>5</p>	<p>Workload</p> <p>150 hours</p> <p>Contact/attendance time: 60 h</p> <p>Additional work: 90 h</p>	<p>Weighting of the grade in the overall grade</p> <p>1</p>

Module number 3	Module title International Leadership Skills		
Code ILS	Semester 2	Number of WSH 4	Module offered Every academic year (summer semester)
Module coordinator Prof. Dr. Voußem	Tuition type Seminar tuition		Module duration 1 semester
Lecturer Prof. Dr. Voußem	Type of course Compulsory		Course language English
Entry requirements Students must have a basic knowledge of economic theory, organisation, international management and leadership.			
Learning outcomes On completing the module the students will have achieved the following learning outcomes on the basis of scientific methods: <u>Subject skills</u> Students understand the principles of individual behaviour, group behaviour and organisational behaviour. They can discuss the basic management functions and understand the link between strategy and leadership. They appreciate the influence of contemporary international business environments on appropriate leadership styles. They can discuss ways in which effective leadership can enhance performance behaviours and engagement, promote citizenship behaviours, and minimize dysfunctional behaviours. <u>Social skills</u> Students can discuss topical issues in the management of people in organizations and collaborate for developing targeted and creative solutions. Students can respond and attune themselves to the different levels of behaviour within an organisation, they can perceive and appreciate the contribution made by different behaviour patterns and can work interactively on proposals for the management of organisational behaviour. Students can instruct others in how to apply behavioural theories and techniques in organizational settings. <u>Method skills</u> Based on scientific methods, students have a command of behavioural techniques to analyse complex situations and to select appropriate solution statements from a range of alternative actions. They can evaluate management advice as given in popular literature, applying rigorous methodical analysis and critical scientific thinking. <u>Personal skills</u> Students understand modern scientific concepts to describe personality characteristics and they can reflect their own personality, motivation, and values. They critically discuss possibilities and ethical boundaries to structural and personal influence and leadership processes in organizations. Students understand the importance of diversity, can apply measures to overcome barriers to inclusion and to maximize the value of diversity. They possess the required discussion skills, target orientation, and the necessary readiness to take on responsibility.			

Content

This module aims to teach students the principles of organisational behaviour and to demonstrate how a deeper understanding of the principles of organizational behavior can enhance the development of an effective and ethical leadership style. The emphasis of the course is on developing students' understanding of how the conduct of individuals, groups and entire organisations can be explained, controlled and focused on a particular goal.

- Principles of organisational behaviour
 - Definitions and reasons for the need to understand and manage organisational behavior
 - The changing environment of organization
- Individual behaviour and processes
 - Individual characteristics
 - Individual values, perceptions, and reactions
 - Motivating behavior
 - Motivating behavior with work and rewards
- Interpersonal processes, social behaviour, group behaviour
 - Work Groups and Teams
 - Decision Making
- Leadership
 - Traditional approaches to leadership
 - Contemporary views of leadership
 - Power, influence, and politics
- Cross-team behaviour, organisational behaviour
 - Organisational structure and Culture
 - Organizational Change and Change Management

Literature

Required reading

Lecture notes (slides)

Articles and cases handed out during the lecture

Griffin, R. W., Phillips, J. M., & Gully, S. M. (2017). *Organizational behavior: Managing people and organizations* (12th ed). Mason, OH: Cengage Learning.

Recommended reading

Northouse, P. G. (2018). *Leadership: Theory and practice*. Los Angeles: SAGE Publications.

Luthans, F., & Doh, J. P. (2017). *International management: Culture, strategy, and behavior* (10th ed). New York, NY: McGraw-Hill.

Robbins, S. P., & Judge, T. (2017). *Organizational behavior* (15th ed). Harlow, UK: Pearson.

Greenberg, J. (2014). *Behavior in organizations* (10th ed). Boston: Pearson.

Quick, J. C., & Nelson, D. L. (2013). *Principles of organizational behavior: Realities and challenges* (8th ed). Mason, OH: Cengage Learning.

Teaching and learning methods Seminar tuition Discussion of exercise tasks		
Type of examination/Requirements for the award of credit points		Portfolio - for details refer to the course scheme
Other information		-
ECTS Credits 5	Workload 150 hours Contact/attendance time: 60 h Additional work: 90 h	Weighting of the grade in the overall grade 1

Module number 4	Module title Innovation and Entrepreneurship		
Code IES	Semester 2	Number of WSH 4	Module offered every academic year (summer semester)
Module coordinator Prof. Dr. Saßmannshausen	Tuition type Seminar tuition		Module duration 1 semester
Lecturer Prof. Dr. Saßmannshausen	Type of course Compulsory		Course language English
Entry requirements Students should have a basic understanding of business management.			
Learning outcomes On completing the module the students will have achieved the following learning outcomes on the basis of scientific methods: <u>Subject skills</u> Students acquire a knowledge of the methods, concepts, theories and practices employed in developing, evaluating, elaborating and concretising entrepreneurial ideas and their strategic implementation, covering the entire business lifecycle from successful market entry to growth and finally exit. They also have a knowledge of the methods, concepts and approaches to the management of innovations and technologies. <u>Social skills</u> Students can make valuable contributions to the planning and decision-making processes which are at the heart of business startups, corporate entrepreneurship and innovation and technology management. They are able to present arguments appropriate to different target groups. <u>Method skills</u> Students have the skills needed to independently develop and concretise business ideas, from the idea stage through the business model down to the exit stage. They can identify and select target-oriented solutions from a range of alternative courses of action. Students can apply corporate entrepreneurship schemas with a strategic and innovation-oriented focus. They are able to critically analyse and appraise ideas put forward for innovation, and can develop their own roadmaps designed to promote innovation. Students possess the skills needed to develop their own appropriate and practical solutions from a reading of the specialist subject literature. <u>Personal skills</u> Students have the skills they require to tackle the kind of problems encountered in business startup, corporate entrepreneurship and innovation management scenarios. They are self-reliant, they possess critical abilities and discussion skills and can assume leadership responsibilities.			
Content The module is designed to teach students the fundamentals of setting up an enterprise, and uses representative case studies to introduce them to the practical challenges facing business startups and the solutions to those challenges. The module also provides a foundation in the management of innovation and technology, including approaches to corporate entrepreneurship.			

We will use case studies to give an overview of the various phases, typical activities and tasks as well as heuristics in strategic business startup management. The module also teaches students to take a theoretical look at facets of entrepreneurship and the evolutionary theory of innovation beyond the mere “here and now”, and to reflect on both practice and theory.

Part 1 Entrepreneurship

- Teaching the motives of entrepreneurship and the process of entrepreneurial action as seen by different theories (causation versus effectuation)
- Formulating HR requirements and resources of entrepreneurial action
- Origins of business ideas (niche theories, supply and demand theories, social theories, evolutionary theories, theories of the Austrian school of economics, creativity etc.)
- Developing, describing and analysing business models
- Forms and processes of startup financing using conventional, innovative and specialised (venture capital) financial products up to stock market flotation / the sale of the business
- Tasks, activities and management heuristics for entrepreneurs
- Guerrilla marketing for startups, market launch, acquisition, sales channels and sales arguments
- Success factors for startups in the context of a new venture
- Special forms of entrepreneurship as an interface with innovation management (corporate entrepreneurship)

Part 2: Innovation Management

- Models of innovation management
- Functions and stakeholders of innovation management
- Initial phase of innovation processes
- Generating innovative alternatives and creativity techniques, creativity in teams and businesses
- Control, evaluation and selection of innovation processes
- Strategic innovation and technology management

Literature

Required reading

All of the case studies dealt with in the course (alternating) are available online on the GRIPS e-learning platform (Moodle)

Blank, Steve (2013): Why the Lean Start-Up Changes Everything. Harvard Business Review, Vol. 93(5), 64-72.

Day, G. S. (2007): Is It Real? Can We Win? Is It Worth Doing? Managing Risk and Reward in an Innovation Portfolio. Harvard Business Review, Dec., 110-120.

Gilbert, C. G. / Eyring, M. J., (2010): “Beating the Odds when you Launch a New Venture.” Harvard Business Review, Vol. 88(5), 92-98.

Kim, W. Ch.; Mauborgne, R. (2004): Blue Ocean Strategy. Harvard Business Review, Oct., 76-84.

Kim, W. Ch.; Mauborgne, R. (2004): How Strategy Shapes Structure. Harvard Business Review, Sept., 73-80.

Knyphausen-Aufseß, Dodo zu / Bickhoff, Nils / Bieger, Thomas (2006): Understanding and Breaking the Rules of Business: Toward a Systematic Four-Step Process. Business Horizon, Vol. 49, 369-377.

<p>Lerner, J. (2013): Corporate Venturing. Harvard Business Review, Dec., 86-94.</p> <p>Leschke, J. P., 2013: Stop! Before You Write a Business Plan, Create a Business Model. Entrepreneurial Practice Review, 3(1).</p> <p>Malhotra, D. (2013): How to Negotiate with VCs Harvard Business Review, Vol. 93(5), 84-91.</p> <p>Gunther McGrath, R.; Keil T. (2007) The Value Captor's Process: Getting the Most out of Your New Business Ventures. Harvard Business Review, May, 128-136.</p> <p>Mulcahy, D. (2013): Six Myths About Venture Capitalists. Harvard Business Review, Vol. 93(5), 80-83.</p> <p>Onyemah V.; Pesquera, M. R.; Ali, A. (2013): What Entrepreneurs Get Wrong, Harvard Business Review, Vol. 93(5), 74-79.</p> <p>Porter, M. E., (2008): "The Five Competitive Forces that Shape Strategy." Harvard Business Review, Vol. 86(1), pp. 78-93.</p> <p><u>Recommended reading</u></p> <p>Allen, K.: Launching new Ventures - An Entrepreneurial Approach.</p> <p>Baron, R. A.: Entrepreneurship: An Evidence-based Guide.</p> <p>Baron, R. A., Shane, S. A.: Entrepreneurship: A Process Perspective.</p> <p>Hisrich, R. D.; Peters, M. P.; Shepherd, D. A.,: Entrepreneurship.</p> <p>Timmons, J. A., & Spinelli, S.: New venture creation: Entrepreneurship for the 21st century.</p> <p>Volkman, C., Tokarski, K., Grünhagen, M.: Entrepreneurship in a European Perspective - Concepts and Growth of New Ventures.</p> <p>each in their latest edition</p>		
<p>Teaching and learning methods</p> <p>Seminar-style tuition (with case studies)</p>		
<p>Type of examination/Requirements for the award of credit points</p>		<p>Written examination Duration: 90 minutes</p>
<p>Other information</p>		-
<p>ECTS Credits</p> <p>5</p>	<p>Workload</p> <p>150 hours</p> <p>Contact/attendance time: 60 h</p> <p>Additional work: 90 h</p>	<p>Weighting of the grade in the overall grade</p> <p>1</p>

Module number 5	Module title European Management Perspectives		
Code EMP	Semester 1	Number of WSH 4	Module offered every academic year (winter semester)
Module coordinator Prof. Dr. Leffers	Tuition type Project		Module duration 1 semester
Lecturer Prof. Dr. Leffers	Type of course Compulsory		Course language English
Entry requirements Students should have a basic understanding of the European system.			
Learning outcomes On completing the module the students will have achieved the following learning outcomes on the basis of scientific methods: <u>Subject skills</u> Students have the ability to analyse and critically evaluate the institutional frameworks and economic mechanisms of European integration. <u>Social skills</u> Students acquire discussion and debating skills and can justify their views. <u>Method skills</u> Students are able to research, structure and summarise complex sets of circumstances. <u>Personal skills</u> On the basis of their newly-acquired knowledge, students can form a balanced judgement of the European integration process and develop and defend personal views.			
Content <ul style="list-style-type: none"> • Overview of the process of European integration, from the end of the second world war until the treaty of Lisbon • EU institutions • EU legislation • EU budget • The European single market • Major areas of European economic policy (competition policy, industrial policy, agricultural policy, environmental policy, social policy, cohesion policy) • Monetary integration (European exchange rate mechanism, European monetary union, banking union, stability and growth pact, European fiscal compact, European stability mechanism) • Special topics: European sovereign debt crisis, Brexit, Grexit, financial transactions tax, TTIP 			

Literature <u>Required reading</u> Depends on chosen topics <u>Recommended reading</u> Depends on chosen topics		
Teaching and learning methods Project work		
Type of examination/Requirements for the award of credit points		Course work and presentation
Other information		Excursion
ECTS Credits 5	Workload 150 hours Contact/attendance time: 60 h Additional work: 90 h	Weighting of the grade in the overall grade 1

Module number 6	Module title Digital Business Analytics		
Code DIB	Semester 1	Number of WSH 4	Module offered every academic year (winter semester)
Module coordinator Prof. Dr. N.N.	Tuition type Project		Module duration 1 semester
Lecturer Prof. Dr. N.N.	Type of course Compulsory		Course language English
Entry requirements Students should have a basic quantitative and statistical understanding.			
Learning outcomes On completing the module the students will have achieved the following learning outcomes on the basis of scientific methods: <u>Subject skills</u> Students know how to navigate through an ever increasing volume of data from a wide variety of sources and of different type – text, images, video, sound. Business Intelligence deals with exploring and analyzing these data, extracting relevant information, and turning it into knowledge upon which actions can be taken. The course will give an overview of the main BI concepts, drivers, tools, and technologies and how to link these to the concept of Customer Relationshi Management. <u>Social skills</u> Students lear how to make use of big data taking into account ethical standards. They will be able to present appropriate reasoned arguments to a group, to listen to and analyse the views of others and to develop solutions together. <u>Method skills</u> Students are able to navigate through big data of various sources using different tools of data analysis. They are aware of the importance of available data for corporations. <u>Personal skills</u> Students will be able to give a method-based and scientific description of their “digital skills” of themselves and of others. Students are able to set themselves learning and working objectives which they can also reflect, evaluate and justify.			
1. Theoretical Foundations 1.1 Business Intelligence 1.2 Big Data 1.3 Data Mining 1.4 Machine Learning			
2. Business Intelligence and Analytics 2.1 Decision Trees			

2.2 Artificial Neural Networks 2.3 Support Vector Machines 2.4 Association Rules 2.5 Evaluation		
3. Business Intelligence- Applications for Customer Strategy		
3.1 Multi-Media-Mining <ul style="list-style-type: none"> 3.1.1 Data Sources 3.1.2 Methods 3.1.3 Applications 		
3.2 Social Network Mining		
3.3 Social Media Mining		
3.4 Recommender Systems <ul style="list-style-type: none"> 3.4.1 Collaborative Filtering 3.4.2 Content-based Filtering 3.4.3 Hybrid Recommender Systems 		
4. Business Intelligence – Data Visualization		
Literature <u>Required reading (latest editions)</u> Härdle, W. K., Lu, H. H.-S., Shen, X. (Eds.): Handbook of Big Data Analytics Zafarani, R., Abbasi, M. A., Liu, H.: Social Medial Mining, an Introduction		
<u>Recommended reading</u> Depends on choosen project		
Teaching and learning methods Project Work		
Type of examination/Requirements for the award of credit points		Portfolio – for details refer to the course scheme
Other information		-
ECTS Credits 5	Workload 150 hours Contact/attendance time: 60 h Additional work: 90 h	Weighting of the grade in the overall grade 1

Module number 7	Module title Consulting Project		
Code COP	Semester 2	Number of WSH 4	Module offered every academic year (summer semester)
Module coordinator Prof. Dr. Leffers	Tuition type Project		Module duration 1 semester
Lecturer Prof. Dr. Leffers	Type of course Compulsory		Course language English
Entry requirements Students must have a basic knowledge of project management and business plan creation.			
Learning outcomes On completing the module the students will have achieved the following learning outcomes on the basis of scientific methods: <u>Subject skills</u> Students understand how to apply general methods of business administration to practical application situations. They are also able to recognise which methods and instruments are appropriate in which application situation. <u>Social skills</u> Students are able to contribute appropriate positions in planning and decision-making processes. They are able to present properly reasoned arguments appropriate to different target groups, and find businesslike, issue-driven solutions in conflict situations. <u>Method skills</u> Students have a command of project management skills and techniques which enable them to purposefully handle projects within an application-oriented environment. <u>Personal skills</u> Students take the initiative in tackling business-related problems in practical application scenarios. They are self-reliant and possess critical abilities and discussion skills.			
Content The object of the course is for teams to apply the methods and instruments learned in study to a practical project and so generate a benefit for the business. The focus of the course is on the ability of students to analyse the initial situation, to identify the problem statement and to select and deploy appropriate solution methods. <ul style="list-style-type: none"> • Fundamentals of project management • Techniques of problem analysis and structuring • Moderation techniques • Presentation techniques • Carrying out a project to the specification of the client 			

Literature <u>Required reading</u> Claude H. Maley: Project Management Concepts, Methods and Techniques. Auerbach Publishers, Incorporated, 2012 <u>Recommended reading</u> Depending on the project's emphasis		
Teaching and learning methods Seminar tuition		
Type of examination/Requirements for the award of credit points		Portfolio: course assignment (20 pages approx.) and presentation Each weighted with 50 %
Other information		-
ECTS Credits 5	Workload 150 hours Contact/attendance time: 60 h Additional work: 90 h	Weighting of the grade in the overall grade 1

Module number 8	Module title Digital Applications		
Code DIA	Semester 1	Number of WSH 4	Module offered every academic year (winter semester)
Module coordinator N.N.	Tuition type Seminar tuition		Module duration 1 semester
Lecturer N.N.	Type of course Compulsory		Course language English
<p>Entry requirements</p> <p>Students must have a basic knowledge of IT and Digital Business.</p>			
<p>Learning outcomes</p> <p>On completing the module the students will have achieved the following learning outcomes on the basis of scientific methods:</p> <p><u>Subject skills</u></p> <p>Students gain a comprehensive understanding of the chances and risks resulting for businesses from digitization. They are able to understand and assess both the creation of new emerging business models as well as the disruptive impact to established industries in the customer experience as well as in operations.</p> <p><u>Social skills</u></p> <p>Students are able to contribute appropriate positions in planning and decision-making processes. They are able to present properly reasoned arguments appropriate to different target groups, and find businesslike, issue-driven solutions in conflict situations.</p> <p><u>Method skills</u></p> <p>Students assess the consequences of digitization in an ethical way and understand their importance for the development of competitive advantage and business success.</p> <p><u>Personal skills</u></p> <p>Students take the initiative in tackling digital problems in practical application scenarios. They are self-reliant and possess critical abilities and discussion skills.</p>			
<p>Content</p> <ul style="list-style-type: none"> • Digitale Transformation • Impact of digitization on business models • Different types and configurations of business models • Key elements and planning principles of digital business models • Transformation of business and operating models • Service transformationen and servitization • Influence of digitization on customer experience and operations 			

- Industry 4,0 and its influence on the production system ien
- Praktische Übungen zur Geschäftsmodell- und Geschäftsprozessmodellierung

Literature

Required reading

Stähler, P.: Geschäftsmodelle in der digitalen Ökonomie. Merkmale, Strategien und Auswirkungen.

Kollmann, T., Business: Grundlagen elektronischer Geschäftsprozesse in der digitalen Wirtschaft.

Hoffmeister, A: Digital Business Modelling: Digitale Geschäftsmodelle entwickeln und strategisch verankern, Hanser Verlag 2015

Brynjolfsson, E. & McAfee, A. (2014): The second machine age. Work, progress, and prosperity in a time of brilliant technologies. Norton & Company 2014

- Streibich, K. H.: The Digital Enterprise. The Moves and Motives of the Digital Leaders.

- Westerman, G., Bonnet, D. & McAfee, A.: Leading digital: Turning technology into business transformation

Jaeckel, M: Die Anatomie digitaler Geschäftsmodelle

Kaufmann, T.: Geschäftsmodelle in Industrie 4.0 und dem Internet der Dinge: Der Weg vom Anspruch in die Wirklichkeit

each in their latest edition

Recommended reading

Depending on course assignments

Teaching and learning methods

Seminar tuition

Type of examination/Requirements for the award of credit points

Course assignment (20 pages approx.)

Other information

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ECTS Credits 5	Workload 150 hours Contact/attendance time: 60 h Additional work: 90 h	Weighting of the grade in the overall grade 1
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Course number 9	Course name International Sales		
Code ISA	Semester 2	Number of WSH 4	Module offered every academic year (winter semester)
Module coordinator Prof. Dr. Leffers	Tuition type Seminar tuition		Module duration 1 semester
Lecturer Prof. Dr. Leffers	Type of course Compulsory		Course language English
Entry requirements Students must have a basic knowledge of marketing.			
Learning outcomes On completing the module the students will have achieved the following learning outcomes on the basis of scientific methods: <u>Subject skills</u> Students will get familiar with the various aspects of the sales management process. Specific activities of interest will be how sales managers develop and execute plans for creating customer satisfaction by developing the selling function, strategic sales planning, building a sales program, and controlling the sales force. The challenges of global negotiation will be covered as well as the management of global key accounts. Students will also get familiar with the fundamentals of negotiation and negotiation techniques. <u>Social skills</u> Students will understand the need for team work in the context of the work processes. They will acquire communication skills and be able to evaluate the performance of others in terms of professional and personal quality. They know about the ethical aspects of sales management and negotiation strategies. <u>Method skills</u> Students can apply planning and decision-making methods (key account planning, sales organisation, cost analysis); they have the ability to implay information in decision making and to present and argue their ideas with confidence on the basis of sound expertise and with the use of appropriate communication techniques. <u>Personal skills</u> Students will be aware of the consequences of their planning and organisational decisions and can incorporate them in a personal value concept.			
Content The course consist of three parts: <ul style="list-style-type: none"> • Introduction in Sales Management • Case Studies in Sales Management 			

- Negotiations

Sales part

- Introduction to International Sales Management in the Twenty-First Century

Sales management is one of the most important elements in the success of modern organizations. When major trends emerge, such as a shift in the economy toward small to medium-sized businesses, it is incumbent upon sales managers to react with new selling approaches. And not only is personal selling the most expensive component of the marketing mix for most companies, but it is the firm's most direct link to the customer.

- The Process of Selling and Buying

This chapter focuses on the process of selling and buying in the organizational marketplace. Many factors are driving the world of professional selling toward a relationship-based approach. This transformation has created a challenging, invigorating, and rewarding environment in which to pursue a career in selling.

- Organizing the Sales Effort and Building Global Key Account Management

- Organizing the sales force is one of the most important decisions made by sales management. It has a significant impact on every aspect of the salesperson's performance. Changes in the way selling is done, the increasing importance of effectively managing customer relationships, and the need to assimilate new technologies in the selling function have led to fundamental changes in the organization of today's sales forces.

- One dominant strategy in organizing the sales organization is the setup of a global key account management team that focuses on the relationship with accounts of global strategic importance.

- The Strategic Role of Information in Sales Management

- Sales managers are both users and generators of information. The sales manager's role with regard to generating, analyzing, and disseminating information is vital to the success of both the firm's marketing strategy and the success of its individual salespeople. Important decisions at all levels of the organization are affected by how well sales managers use information.

- This chapter presents a look at several of the key ways sales managers perform this vital information management role including forecasting sales, setting quotas, establishing the size and territory design of the sales force, and performing sales analysis for managerial decision-making.

- Salesperson Performance: Behavior, Role Perceptions, and Satisfaction

How a salesperson performs is the result of a complex interaction of many factors. Many of those factors are the result of an individual's personal characteristics, motivation, and perceptions of the job. It is vital that sales managers have a clear understanding of salesperson performance so that they can maximize the performance potential of the salespeople in the organization.

- Salesperson Performance: Motivating the Sales Force

Salespeople operate in a highly dynamic, stressful environment outside of the company. There are many factors that influence the salesperson's ability to perform. One of the most critical factors is motivation. It is very important that sales managers understand the process of motivation and be able to apply it to each individual in the sales force in such a manner as to maximize his or her performance potential.

Case Studies

Negotiation part

- Introduction to Negotiation: Weapons of Influence
- Competition and Cooperation
- Two-Party Single-Issue Negotiation
- Distributive Negotiation Strategies
- Two-Party Multiple-Issue Negotiation

Literature

Johnston, W. J., Marshall G. W., Sales Force Management, latest edition.

Spiro, L., Rich, G. A., Stanton, W. J., Management of a Sales Force, latest edition.

Shell, R.G., Bargaining for Advantage: Negotiation Strategies for Reasonable People, latest edition.

Lewicki, R. J., Barry, B., Saunders, D. M., Essentials of Negotiation, latest edition.

Additional readings and cases might be distributed in class throughout the semester.

Teaching and learning methods

Seminar-style tuition (based on peer-to-peer learning) with exercises and case studies

Cases exercises

**Type of examination/Requirements
for the award of credit points**

Written examination

Duration: 90 minutes

ECTS Credits	Workload	Weighting of the grade in the overall grade
5	150 hours Contact/attendance time: 60 h Additional work: 90 h	1

Module number 10	Module title International Supply Chain Management		
Code ISC	Semester 1	Number of WSH 4	Module offered Every academic year (winter semester)
Module coordinator Prof. Dr. Liebetruth	Tuition type Seminar-style tuition		Module duration 1 semester
Lecturer Prof. Dr. Liebetruth	Compulsory/Elective Compulsory		Module language English
Access requirements Basic knowledge of business planning, mathematics and IT issues.			
Learning outcomes On completing the module the students will have achieved the following learning outcomes on the basis of scientific methods: <u>Subject skills</u> Students are able to understand the necessity and the challenges of supply chain management in an organisational context and can apply different approaches to modelling a supply chain. <u>Social skills</u> Students are able to discuss supply chain management issues and approaches in a group. They have developed an ability to defend their opinions against others. <u>Method skills</u> Students can structure and localise the problems of supply chain management. They have mastered (some of) the basic management and planning techniques in a supply chain context such as logistical supplier integration, MRP/MRP II. Students can establish a value stream map and understand the concepts of optimising a value stream. <u>Personal skills</u> Students have the ability to learn and communicate technical issues in a foreign language.			
Content This course provides insights into classical planning and organisation principles in supply chain management as well as modern tools to achieve a lean value stream. The underlying structure of the course is provided by the four basic elements of the Supply Chain Operations Reference (SCOR) model: Plan, Source, Make and Deliver. In each of the modules basic classical techniques are taught and the advancement of supply chain management is discussed. <ul style="list-style-type: none"> • Introduction: Definitions, examples and goals of SCM, sustainability in SCM • Plan: General planning tools, inventory and production planning • Source: Supplier integration and sourcing strategies • Make: Operational production planning and control, value stream analysis 			

<ul style="list-style-type: none"> • Deliver: Distribution networks, cross docking 		
<p>Literature</p> <p><u>Required reading</u></p> <p>Script</p> <p><u>Recommended reading</u></p> <p>Bowersox, Donald; Closs, David; Cooper, Bixby M.: Supply Chain Logistics Management, 3rd ed., Boston 2009</p> <p>Christopher, Martin: Logistics and Supply Chain Management, Edinburgh 1998</p> <p>Grant, David B.: Logistics Management, Harlow 2012</p> <p>Rother, Mike; Shook, John: Learning to see – Value stream mapping to create value and eliminate muda, Ann Arbour 1998</p> <p>Simchi-Levi, David; Kaminsky, Philip; Simchi-Levi, Edith: Designing and Managing the Supply Chain, 3rd ed., Boston 2007</p> <p>Latest edition</p>		
<p>Teaching and learning methods</p> <p>Seminar-style tuition</p>		
<p>Type of examination/Requirements for the award of credit points</p>		<p>Portfolio – for details refer to the course scheme</p>
<p>Other information</p>		<p>-</p>
<p>ECTS Credits</p> <p>5</p>	<p>Workload</p> <p>150 hours</p> <p>Contact/ attendance time: 60 h</p> <p>Additional work: 90 h</p>	<p>Weighting of the grade in the overall grade</p> <p>1</p>

Modulnummer 11.1 a)	Modultitel Finanzrisikomanagement (Financial Risk Management)		
Kurzbezeichnung FRM	Semester 2	Anzahl der SWS 4	Häufigkeit des Angebots jedes Studienjahr (SoSe)
Modulverantwortlich Prof. Dr. Hößl	Veranstaltungstyp Seminaristischer Unterricht		Dauer des Moduls 1 Semester
Dozent Prof. Dr. Hößl	Art der Lehrveranstaltung Pflichtmodul in der Vertiefungsrichtung Management and Finance		Lehrsprache Deutsch
Zugangsvoraussetzungen Grundkenntnisse im Investition/Finanzierung, Finanzcontrolling, Finanzierungsinstrumente sowie in Investitionsmanagement/Unternehmensbewertung werden vorausgesetzt.			
Qualifikationsziele Im Einzelnen haben die Studierenden nach Abschluss des Moduls auf Basis wissenschaftlicher Methoden die folgenden Lernziele erreicht: <u>Fachkompetenz</u> Die Studierenden kennen die Bedeutung des Managements unternehmerischer Risiken sowie den hierbei zugrundeliegenden Prozess. Sie sind mit den einzelnen Prozessschritten vertraut und sind in der Lage, hierbei adäquate Methoden anzuwenden und kritisch zu beurteilen. Die Studierenden sind in der Lage, das Chancen- und Risikoprofil derivativer Finanzinstrumente verlässlich einzuschätzen und Derivate gezielt zur Absicherung gegen unternehmerische Risiken einzusetzen. Sie kennen die verschiedenen Risikoarten und beherrschen gängige Verfahren der Risikomessung und -bewertung. Sie sind in der Lage, Risiken genau abzugrenzen sowie sie gezielt zu messen um sie, sofern erforderlich, geeignet zu steuern. <u>Methodenkompetenz</u> Die Studierenden sind in der Lage, Fragestellungen des unternehmerischen Risikomanagements zu analysieren und zu beurteilen. Sie beherrschen Techniken zur Identifikation, Bewertung und Steuerung von Risiken und können diese analysieren und bewerten. Sie sind in der Lage, theoretische Überlegungen in Bezug auf Entscheidungen des Risikomanagements in der Praxis umzusetzen. Die Studierenden sind befähigt, Derivate zu bepreisen und im Rahmen der Risikosteuerung strategisch einzusetzen. <u>Sozialkompetenz</u> Die Studierenden besitzen die Fähigkeit, im Teamrahmen erfolgreich zu agieren. Sie weisen Kommunikationsvermögen auf und sind zur konstruktiven Kritik befähigt. Die Studierenden sind in der Lage, Diskussionen zu führen und Ergebnisse strukturiert vor einer Zuhörerschaft zu präsentieren. <u>Persönliche Kompetenz</u> Die Studierenden sind in der Lage, eigenständig Problemstellungen des betrieblichen Risikomanagements zu bewältigen und Lösungsansätze kritisch zu diskutieren. Sie sind sich der finanzwirtschaftlichen Folgen ihrer Entscheidungen bewusst und so in der Lage, diese in ihr eigenes Wertesystem einzubauen.			

Inhalt der Lehrveranstaltung

- Grundlagen des Riskomanagements und betrieblicher Risikomanagementprozess
- Risikoidentifikation
- Risikoanalyse und -bewertung
- Risikosteuerung und -kontrolle
- Derivative Finanzinstrumente im Kontext des Riskomanagements
- Steuerung finanzwirtschaftlicher Risiken
- Grundlagen der Steuerung leistungswirtschaftlicher Risiken

Literatur

Pflichtliteratur

Bösch, Martin: Derivate. Verstehen, anwenden und bewerten. München: Vahlen.

Cottin, Claudia; Döhler, Sebastian: Risikoanalyse. Modellierung, Beurteilung und Management von Risiken mit Praxisbeispielen. Wiesbaden: Springer Fachmedien (Studienbücher Wirtschaftsmathematik).

Diederichs, Marc: Risikomanagement und Risikocontrolling. München: Vahlen.

Gleißner, Werner: Grundlagen des Riskomanagements. Mit fundierten Informationen zu besseren Entscheidungen. Verlag C.H. Beck; Vahlen.

Hull, J, Optionen Futures und andere Derivate, München; Boston, Mass. [u.a.]

Kruse, Susanne: Aktien-, Zins- und Währungsderivate. Märkte, Einsatzmöglichkeiten, Bewertung und Risikoanalyse. Wiesbaden: Springer Fachmedien.

Romeike, Frank; Hager, Peter: Erfolgsfaktor Risiko-Management 3.0. Methoden, Beispiele, Checklisten; Praxishandbuch für Industrie und Handel. Wiesbaden: Springer Gabler.

Stocker, Klaus: Management internationaler Finanz- und Währungsrisiken. Mit Übungen und Lösungen. Wiesbaden: Springer Gabler (Lehrbuch).

Wengert, Holger Michael; Schittenhelm, Frank Andreas: Corporate Risk Management. Berlin [u.a.]: Springer Gabler (Lehrbuch).

Wolke, Thomas (2016): Risikomanagement. Berlin, Boston: de Gruyter Oldenbourg.

Zusätzlich empfohlene Literatur

Bloss, Michael: Währungsderivate. Praxisleitfaden für ein effizientes Management von Währungsrisiken. München: Oldenbourg.

Borghesi, Antonio; Gaudenzi, Barbara: Risk management. How to assess, transfer, and communicate critical risks. New York: Springer.

Broll, Udo; Wahl, Jack E.: Risikomanagement im Unternehmen. Real- und finanzwirtschaftlicher Ansatz für internationale Unternehmen und Finanzintermediäre. Wiesbaden: Springer Gabler.

Chapman, Robert J.: Simple tools and techniques for enterprise risk management. Chichester, England, Hoboken, N.J.: Wiley (Wiley finance).

García, Francisco Javier Población: Financial Risk Management. Identification, Measurement and Management. Springer Science and Business Media; Palgrave Macmillan.

Geyer, Christoph; Uttner, Volker: Praxishandbuch Börsentermingeschäfte. Erfolgreich mit Optionen, Optionsscheinen und Futures. Wiesbaden: Gabler.

Hull, J, Optionen Futures und andere Derivate, Übungsbuch, München; Boston, Mass. [u.a.]

Rosenkranz, Friedrich; Missler-Behr, Magdalena: Unternehmensrisiken erkennen und managen. Einführung in die quantitative Planung. Berlin [u.a.]: Springer.

Rudolph, B., Schäfer, K., Derivative Finanzinstrumente, Eine anwendungsbezogene Einführung in Märkte, Strategien und Bewertung

Skoglund, Jimmy: Risk Management. Applications in Market, Credit, Asset and Liability Management and Firmwide Risk.

van Deventer, Donald R.; Imai, Kenji; Mesler, Mark: Advanced financial risk management. Tools and techniques for integrated credit risk and interest rate risk management. Singapore: Wiley.

jeweils in aktueller Auflage

Lehr- und Lernmethoden

Seminaristischer Unterricht

Vortrag durch Dozenten mittels Präsentationsfolien unter Bereitstellung eines Skriptums

Eigenverantwortliche Übungen mit Korrekturhilfen und bereitgestellten Excel-Arbeitsblättern

Erarbeitung von Inhalten anhand von Aufsätzen aus Fachzeitschriften, Fallstudien und Artikeln zu aktuellen Themen

Bereitstellung von Vorlesungsmaterialien und Excel-Übungsdateien in E-Learning/Moodle

Einüben und Umsetzung der besprochenen und diskutierten theoretischen Inhalte und Modelle anhand einer Excel-Übung im CIP-Pool

Art der Prüfung/Voraussetzung für die Vergabe von Leistungspunkten

Klausur

Dauer: 90 Minuten

Besonderes

-

ECTS-Credits	Gesamtarbeitsaufwand	Gewichtung der Note in der Gesamtnote
5	150 Stunden Kontakt/Präsenzzeit: 60 h Studentische Eigenarbeit: 90 h	1

Course number 11.1 b)	Course name Advanced Corporate Finance (Advanced Corporate Finance)		
Code ACF	Semester 2	Number of WSH 4	Module offered every academic year (summer semester)
Module coordinator Prof. Dr. Schöntag	Tuition type Seminar tuition		Module duration 1 Semester
Lecturer Prof. Dr. Schöntag	Type of course Elective module Major Management and Finance		Course language English
<p>Entry requirements</p> <p>Students are expected to be familiar with the basics of investment management, financial controlling, financial instruments, and business valuation.</p> <p><u>Literature to establish basic knowledge:</u></p> <p>Brealey, R./Myers, S./Allen, F., Principles of Corporate Finance</p> <p>Drukarczyk, J./Schüler, A., Unternehmensbewertung</p>			
<p>Learning outcomes</p> <p>On completing the module the students will have achieved the following learning outcomes on the basis of scientific methods:</p> <p><u>Subject skills</u></p> <p>Students are able to evaluate the effects of different financing strategies on capital structure, capital costs and the value of a company's shares. They know about the theoretical reference framework to appraise these financing decisions. Students are able to assess different valuation methods and can apply those methods in practice, e.g. by using Microsoft Excel.</p> <p><u>Method skills</u></p> <p>Students have the skills needed to analyse and evaluate issues of corporate finance. They can apply theoretical considerations to decisions of finance in corporate practice. They can purposefully deploy capital market models and valuation methods.</p> <p><u>Social skills</u></p> <p>The students acquire debating skills and the ability to work in teams. They are able to develop constructive criticism and coherently present their findings to a group.</p> <p><u>Personal skills</u></p> <p>Students will be able to contribute and critically discuss solution statements on problems of corporate finance to business planning and decision making processes. They are fully aware of the financial consequences of their decisions and are therefore able to incorporate them in their own value systems.</p>			
Content			

The central object of the course is to impart a detailed and in-depth knowledge of selected aspects in the field of corporate finance:

- Shareholder value approach and principal-agent-theory
- Capital structure and capital costs
- Valuation methods
- Financing decisions and corporate valuation

Literature

Required reading

Brealey, R./Myers, S./Allen, F., Principles of Corporate Finance

Drukarczyk, J./Schüler, A., Unternehmensbewertung

Schüler, A., Finanzmanagement mit Excel

Recommended reading

Hillier, D./Ross, S./Westerfield, R./Jaffe, J./Jordan, B., Corporate Finance

Berk, J./DeMarzo, P., Corporate Finance, and Berk, J./DeMarzo, P., Grundlagen der Finanzwirtschaft respectively

each in their latest edition

Teaching and learning methods

Seminar tuition

Presentations by lecturers using slide and PowerPoint resources, provision of lecture notes

Exercises with correction aids

Reading, understanding and discussing articles in professional journals

Excel-exercises

Type of examination/Requirements for the award of credit points		Written examination Duration: 90 minutes
Other information		-
ECTS Credits 5	Workload 150 hours Contact/attendance time: 60 h Additional work: 90 h	Weighting of the grade in the overall grade 1

Course number 11.2 a)	Course name Marketing Trends		
Code AEM	Semester 2	Number of WSH 4	Module offered every academic year (summer semester)
Module coordinator Prof. Dr. Jaritz	Tuition type Seminar tuition		Module duration 1 Semester
Lecturers Prof. Dr. Jaritz Prof. Dr. Urban	Type of course Elective module Major Management and Marketing		Course language English
<p>Learning outcomes</p> <p>On completing the module the students will have achieved the following learning outcomes on the basis of scientific methods:</p> <p><u>Brand Management Section:</u></p> <p>The aim of this part of the course is for students to be able to understand, evaluate and apply brand management.</p> <p><u>Subject skills</u></p> <p>Students will gain in-depth knowledge of strategic brand management, starting from analysis through target and strategy development to implementation within a marketing mix context. This will equip them with the skills needed for the practical application of brand management, from brand analysis to brand controlling.</p> <p><u>Social skills</u></p> <p>Students will understand the need for team work in the context of the work processes. They will acquire communication skills and be able to evaluate the performance of others in terms of professional and personal quality.</p> <p><u>Method skills</u></p> <p>Students can apply planning and decision-making methods (brand identity approaches, brand positioning models, change management process of behavioural branding, methods of CI and communication development); they have the ability to present and argue their ideas with confidence on the basis of sound expertise and with the use of appropriate communication techniques.</p> <p><u>Personal skills</u></p> <p>Students will be aware of the consequences of their planning and organisational decisions and can incorporate them in a personal value concept.</p> <p><u>B2B Marketing Section:</u></p> <p>This part of the course is designed to enable students to tackle basic practical issues of business to business (B2B) marketing.</p> <p>On completing the module the students will have achieved the following learning outcomes on the basis of scientific methods:</p>			

Subject skills

Students are able to acquire a general knowledge of B2B marketing and understand differences to B2C marketing. They will be familiar with different market classifications, organizational buying aspects, B2B specific marketing strategies and research, and customer segmentation. Moreover, they will be able to develop B2B specific marketing programs. Students will understand the interplay between marketing and sales in a B2B environment as well as organizational aspects.

Social skills

Students are able to conduct fruitful professional discussions about B2B topics in a compelling manner. Moreover, they are able to develop and evaluate ideas and solutions for B2B specific questions.

Method skills

Students are able to design B2B strategies for different business types and apply marketing strategy research for B2B markets. Moreover, they are able to apply methods and instruments of corporate buying processes.

Personal skills

Students are able to develop, present and communicate B2B marketing recommendations on the basis of their own analyses and business judgement.

Content

Brand Management Section:

- Brand-history aspects
- Brand management - Terminological aspects
- Brand identity
- Brand positioning
- Brand image
- Behavioural branding
- Corporate identity
- Brand naming
- Brand communication
- Digital branding

B2B Marketing Section:

- Fundamentals of B2B Marketing and differences to B2C Marketing
- Market classification
- Organizational buying
- Marketing strategy, sizing and research
- Customer segmentation and channels
- Marketing program: B2B sales funnel marketing
- Marketing program: B2B online and offline marketing
- Marketing program: B2B pricing
- Marketing and sales organization

<ul style="list-style-type: none"> • Roles, compensation and learning & development 		
<p>Literature</p> <p><u>Brand Management Section:</u></p> <p><u>Required reading</u></p> <p>Lecture notes</p> <p>Aaker, D. A. (1991), <i>Managing Brand Equity: Capitalizing on the Value of a Brand Name</i>, New York: The Free Press</p> <p><u>Recommended reading</u></p> <p>Aaker, D. A. (1992), <i>Management des Markenwerts</i>, Frankfurt/Main et al: Campus</p> <p>Aaker, D. A. (1996), <i>Building Strong Brands</i>, New York: The Free Press</p> <p>Aaker, D. A. (2004), <i>Brand Portfolio Strategy</i>, New York: The Free Press</p> <p>Aaker, D. A.; Joachimsthaler, E. (2000), <i>Brand Leadership</i>, New York: The Free Press</p> <p>Kapferer, J.-N. (2008), <i>The New Strategic Brand Management: Creating and Sustaining Brand Equity Long Term</i>, 4th edition, London: Kogan Page</p> <p><u>B2B Marketing Section:</u></p> <p><u>Required reading</u></p> <p>Lecture notes</p> <p>Ellis, Nick (2011): <i>Business-to-Business Marketing – Relationships, Networks and Strategy</i>, Oxford University Press, Oxford.xxx</p> <p><u>Recommended reading</u></p> <p>Case studies supplied during the course.</p> <p>Brennan, Ross; Canning, Louise; McDowell, Raymond (2014): <i>Business-to-Business-Marketing</i>, 3rd edition, Sage, London.</p> <p>Havaladar, Krishna (2010): <i>Business Marketing – Text and Cases</i>, 3rd edition, Tata McGraw Hill, New Delhi.</p> <p>Ingram, Thomas; LaForge, Raymond; Avila, Ramon; Schwepker Jr. Charles; Williams, Michael (2015): <i>Sales Management – Analysis and Decision Making</i>, 9th edition, Routledge Taylor and Francis Group, New York.</p>		
<p>Teaching and learning methods</p> <p>Seminar-style tuition (based on peer-to-peer learning) with exercises and case studies</p> <p>Interactive presentation by lecturer using visual aids (Powerpoint and others)</p> <p>Integration of videos and online-tools such as Kahoot (quizzes) and Padlet (whiteboard)</p>		
<p>Type of examination/Requirements for the award of credit points</p>		<p>Written class exercise</p> <p>Duration: 90 minutes</p>
<p>Other information</p>		<p>Excursions</p> <p>Guest lecture</p>
<p>ECTS Credits</p> <p>5</p>	<p>Workload</p> <p>150 hours</p>	<p>Weighting of the grade in the overall grade</p>



OSTBAYERISCHE
TECHNISCHE HOCHSCHULE
REGENSBURG

BETRIEBSWIRTSCHAFT

Master European Business Studies

	Contact/attendance time: 60 h Additional work: 90 h	1
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Course number 11.2 b)	Course name Institutional Aspects of Marketing		
Code IAM	Semester 2	Number of WSH 4	Module offered every academic year (summer semester)
Module coordinator Prof. Dr. Leffers	Tuition type Seminar tuition		Module duration 1 Semester
Lecturer Prof. Dr. Leffers	Type of course Elective module Major Management and Marketing		Course language English
<p>Learning outcomes</p> <p>On completing the module the students will have achieved the following learning outcomes on the basis of scientific methods:</p> <p><u>Subject skills</u></p> <p>The students know international research results on Service and Digital Marketing at an advanced level and can practice this on concrete case examples apply. They dispose of them by dealing with the goals and methods of service and digital marketings. They are able with management tasks in the field of Marketing a service management company and applying Digital Marketing skills.</p> <p><u>Social skills</u></p> <p>The students master basic definitions, models, methods and concepts of Business Administration in general and service as well as Service and Digital Marketing in particular. They have the ability to develop knowledge systematically as well as in a concrete practice situation</p> <p><u>Method skills</u></p> <p>The students are enable for an informed judgment, to self-determination and to co-design professional challenges. Their ability to raise their opinion in decision making processes is strenghtened and they are able to present their reasoning to different the target groups. Students are aware of the need.</p> <p><u>Personal skills</u></p> <p>Students will be aware of the consequences of their planning and organisational decisions and can incorporate them in a personal value concept.</p>			
<p>Content</p> <p>The course consist of two parts:</p> <ul style="list-style-type: none"> • Service Marketing • Digital Marketing <p>Service part</p> <ul style="list-style-type: none"> • Special features of Service Marketing • Concepts and theoretical foundations of Service Marketing 			

- Strategic Service Marketing
- Quality management in the service sector
- Marketing Mix in Service Marketing
- Strategy implementation and controlling
- International service Marketing
- Case Studies

Digital Marketing part

1. Social Media Marketing

- Online-PR
- Strategic Online Marketing
- Viral Marketing
- Mobile Marketing
- SEO/SEA
- Content Marketing

Literature

Zeithaml, V. A., Bitner, M. J., and Gremler, D. D., Services Marketing

Grönroos, C., Service Management and Marketing: Customer Management in Service Competition

Palmer, A., Principles of Service Marketing

Chaffey, D., Digital Marketing

Hanlon, A., Digital Marketing - Strategic Planning & Integration

Each in their latest edition

Teaching and learning methods

Seminar-style tuition (based on peer-to-peer learning) with exercises and case studies

Type of examination/Requirements for the award of credit points

Portfolio - for details refer to the course scheme

ECTS Credits 5	Workload 150 hours Contact/attendance time: 60 h Additional work: 90 h	Weighting of the grade in the overall grade 1
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Modulnummer 11.3a)	Modultitel Mitarbeiterbindung und Gesundheitsmanagement (Retention Management and Health Management)		
Kurzbezeichnung MAG	Semester 2	Anzahl der SWS 4	Häufigkeit des Angebots jedes Studienjahr (SoSe)
Modulverantwortlich Prof. Dr. Nonnast	Veranstaltungstyp Seminaristischer Unterricht		Dauer des Moduls 1 Semester
Dozenten Prof. Dr. Nonnast MHA Springs	Art der Lehrveranstaltung Pflichtmodul in der Vertiefungsrichtung Management and HR		Unterrichtssprache Deutsch
<p>Qualifikationsziele</p> <p>Im Einzelnen haben die Studierenden nach Abschluss des Moduls auf Basis wissenschaftlicher Methoden die folgenden Lernziele erreicht:</p> <p><u>Fachkompetenz</u></p> <p>Die Studierenden verstehen die Bedeutung der Mitarbeiterbindung für Unternehmen und Mitarbeiter und verfügen über vertiefte Kenntnisse auf dem Gebiet des Retention-Managements. Sie kennen Instrumente zur Analyse der Mitarbeiterbindung und können Konzepte und Instrumente des Retention-Managements gezielt entwickeln und ergebnisorientiert im Rahmen eines Gesamt-Konzepts umsetzen. Die Studierenden sind in der Lage, Mitarbeitergespräche zu konzipieren und zu führen sowie deren professionelle Durchführung zu begleiten.</p> <p>Die Studierenden verfügen über Grundlagenkenntnisse auf dem Gebiet der Arbeits- und Gesundheitswissenschaften sowie über fundierte Kenntnisse in Hinblick auf betriebliche Gesundheitsförderung. Sie haben ein zeitgemäßes Verständnis zum Thema Gesundheit und kennen die verschiedenen Aspekte und Dimensionen gesamtheitlicher Gesundheitsansätze.</p> <p><u>Sozialkompetenz</u></p> <p>Die Studierenden sind in der Lage, Fragen der Bindung von Mitarbeitern aus verschiedenen Blickwinkeln (Unternehmensleitung, Führungskraft, Mitarbeiter) zu beurteilen und sachgerechte und fachliche Positionen zum Retention-Management in den Fachbereichen des Unternehmens einzubringen. Sie können Mitarbeitergespräche führen sowie Feedback geben und empfangen.</p> <p>Die Studierenden können sachgerechte und fachliche Positionen in den Planungs- und Entscheidungsprozessen in Bezug auf Gesundheitsfragen in den Gremien des Unternehmens einbringen. Sie sind in der Lage, zielgerichtet auf die verschiedenen Interessensgruppen einzugehen und deren Standpunkte in den Ablaufprozess zu integrieren. Die Studierenden erkennen Gesundheitsgefahren am Arbeitsplatz und können angemessene Lösungsstrategien einleiten.</p> <p><u>Methodenkompetenz</u></p> <p>Die Studierenden können die Bindung von Mitarbeitern analysieren, spezifische Maßnahmen des Retention-Managements beurteilen und zielgerichtete Lösungsansätze aus Handlungsalternativen auswählen. Sie sind in der Lage, ein zielgruppengerechtes Instrumentarium für ein praxisnahes Retention-Management zu konzipieren und umzusetzen. Sie beherrschen unterschiedliche Gesprächstechniken.</p>			

Die Studierenden können eine Gesundheitsstrategie für das Unternehmen in ein Prozessmodell einbinden. Sie verfügen über das Know-How, eine Balanced Scorecard für das betriebliche Gesundheitsmanagement aufzustellen, kennen den Aufbau eines betrieblichen Projektmanagements und können dies in Bezug auf die Gesundheitsstrategie umsetzen.

Persönliche Kompetenz

Die Studierenden können die Bindung von Mitarbeitern einschätzen. Sie kennen die Rolle des Personalmanagements im Retention-Management und sind sich ihrer eigenen Rolle bewusst. Sie verfügen über Sicherheit hinsichtlich Argumentation, Konzeption und Durchführung von Retention-Maßnahmen.

Die Studierenden können die gesundheitlichen Gefahren des modernen Arbeitslebens einschätzen und beherrschen einen gesundheitsbewussten Umgang mit sich selbst und den Arbeitskollegen. Sie sind sich den Folgen von Arbeitsbelastungen klar und verfügen über das Bewusstsein für eine gesundheitsförderliche Lebens- und Arbeitskultur.

Inhalt der Lehrveranstaltung

Teil 1: Mitarbeiterbindung

1. Grundlagen der Mitarbeiterbindung, vor allem
 - Einordnung in das Personalmanagement
 - Teil des Risikomanagements
 - Rolle der Personalabteilung und anderer Beteiligter
2. Definition Bindung in Abgrenzung zu anderen Begriffen
 - Zufriedenheit
 - Commitment
 - Motivation
3. Retention-Management
 - Definition Retention-Management
 - Analyse der Bindung von Mitarbeitern
 - Planung und Gestaltung
 - eines Gesamt-Konzepts und
 - einzelner Maßnahmen/Instrumente zur Bindung von Mitarbeitern
 - Evaluierung
 - Möglichkeiten und Grenzen des Retention-Managements
4. Mitarbeitergespräch als Instrument der Mitarbeiterbindung
 - Struktur und Inhalt
 - Rollen und Verantwortlichkeiten
 - Fallbeispiele
5. Weitere ausgewählte Instrumente zur Mitarbeiterbindung, z.B. Karriere- und Nachfolgeplanung, Trennungsmanagement

Teil 2: Gesundheitsmanagement

- Die Veränderung des Gesundheitsbegriffs und der Gesundheitswissenschaften

- Die Bedeutung der Gesundheits-Politik im Unternehmen
- Der Mensch, Aspekte der physischen und psychischen Leistungsfähigkeit in Abhängigkeit von Geschlecht und Lebensalter
- Die Salutogenese und das Mensch-Maschine Modell
- Akteure des Gesundheits- und Arbeitsschutz-Managements und gesetzliche Grundlagen
- Planung, Instrumente, Maßnahmen und Evaluation der betrieblichen Gesundheitsförderung
- Best practice in deutschen Unternehmen
- Betriebliches Eingliederungsmanagement (BEM) in der Praxis
- Veränderungen der modernen Arbeitswelt und deren gesundheitliche Auswirkungen
- Heikle Gesundheitsthemen im Betrieb: Alkohol, Drogen, Burnout und Mobbing
- Zukünftige Entwicklungen im betrieblichen Gesundheitsmanagement

Literatur

Pflichtliteratur

Skriptum und Vorlesungsunterlagen

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Badura, B., Schröder, H., Vetter, C. (2009): Fehlzeiten-Report 2008. Betriebliches Gesundheitsmanagement: Kosten und Nutzen Zahlen, Daten, Analysen aus allen Branchen der Wirtschaft. Berlin, Heidelberg: Springer-Verlag Berlin Heidelberg.

Zusätzlich empfohlene Literatur

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Andrzejewski, Laurenz: Trennungskultur und Mitarbeiterbindung. Kündigungen fair und nachhaltig gestalten. 3.Aufl., Luchterhand, München 2008

Goldgruber J. 2012: Organisationsvielfalt und betriebliches Gesundheitsmanagement. Eine explorative Untersuchung: Gabler Verlag.

Litzcke, S., Schuh, H. (2005). Stress, Mobbing und Burn-out am Arbeitsplatz. Schwierige Situationen im Beruf meistern, Umgang mit Leistungs- und Zeitdruck, Praxisorientierte Hilfestellungen; Springer, 3. Auflage.

Nerdinger F., Blickle G., Schaper N. (2008). Arbeits- und Organisationspsychologie. Springer Medizin Verlag, Heidelberg.

<p>Froböse, I. (2008): Betriebliche Gesundheitsförderung. Möglichkeiten der betriebswirtschaftlichen Bewertung; mit CD-ROM. Wiesbaden: Universum Verl. (Praxis Reihe Arbeit, Gesundheit, Umwelt).</p> <p>Brandenburg, U., Nieder, P. (2009). Betriebliches Fehlzeiten-Management. Instrumente und Praxisbeispiele für ein erfolgreiches Anwesenheits- und Vertrauensmanagement (2. überarbeitet und erweiterte Ausgabe). Gabler Verlag. Wiesbaden</p> <p>Schmidt, L., Schlick C., Grosche J., (Hrsg) (2008). Ergonomie und Mensch-Maschine-System. Springer Verlag. Heidelberg.</p>		
<p>Lehr- und Lernmethoden</p> <p>Seminaristischer Unterricht</p> <p>Übungen, Rollenspiele, Diskussionen</p>		
<p>Art der Prüfung/Voraussetzung für die Vergabe von Leistungspunkten</p>		<p>Portfolio:</p> <p>2 Klausuren Dauer je 60 Minuten</p> <p>Gewichtung: je 50 %</p>
<p>Besonderes</p>		<p>Online-Recherchen zu einzelnen Themenkomplexen</p>
<p>ECTS-Credits</p> <p>5</p>	<p>Gesamtarbeitsaufwand</p> <p>150 Stunden</p> <p>Kontakt/Präsenzzeit: 60 h</p> <p>Studentische Eigenarbeit: 90 h</p>	<p>Gewichtung der Note in der Gesamtnote</p> <p>1</p>

Modulnummer 11.3 b)	Modultitel Organisationsentwicklung und Change Management (Organisational Development and Change Management)		
Kurzbezeichnung OCM	Semester 2	Anzahl der SWS 4	Häufigkeit des Angebots jedes Studienjahr (SoSe)
Modulverantwortlich Prof. Dr. Waldmann	Veranstaltungstyp Projektseminar		Dauer des Moduls 1 Semester
Dozenten Prof. Dr. Schulze Prof. Dr. Waldmann	Art der Lehrveranstaltung Pflichtmodul in der Vertiefungsrichtung Management and HR		Lehrsprache Deutsch
<p>Qualifikationsziele</p> <p>Im Einzelnen haben die Studierenden nach Abschluss des Moduls auf Basis wissenschaftlicher Methoden die folgenden Lernziele erreicht:</p> <p><u>Fachkompetenz</u></p> <p>Die Studierenden verstehen die Notwendigkeit von Veränderungsprozessen in Organisationen vor dem Hintergrund der gesamt-, branchen- und einzelwirtschaftlichen Situation. Sie kennen den theoretischen Hintergrund sowie grundlegende Konzepte der Organisationsentwicklung und des Change Management und haben die Fähigkeit, die Relevanz und praktische Bedeutung dieser Konzepte für das Design und die Implementierung von Organisationsentwicklungs-Maßnahmen zu beurteilen. Die Studierenden wissen, dass die Konzeption von Organisationsentwicklungs- und Change Management-Maßnahmen durch psychologische Grundlagentheorien, Entwicklungsphilosophien und Menschenbilder sowie durch theoretische Beratungsansätze beeinflusst wird. Sie können Beratungsansätze unterscheiden und theoretisch einordnen und kennen und verstehen ein breites Spektrum möglicher Interventionstechniken.</p> <p><u>Sozialkompetenz</u></p> <p>Die Studierenden verfügen über Gesprächsführungs- und Beratungs-Kompetenzen (wie z. B. Metakommunikation und Feedback nutzen, Fragetechniken anwenden etc.). Sie sind in der Lage, diese Kompetenzen situationsadäquat in Einzel- (z. B. im Rahmen von Einzel-Beratungen und Auftragsklärungen) und Gruppengesprächen (z. B. in moderierten Workshops) zu nutzen. Die Studierenden wissen um die Wirkung ihres Kommunikations- und Präsentationsstils, konnten diesen optimieren und sind in der Lage, Kommunikations- und Präsentationstechniken zielführend einzusetzen.</p> <p><u>Methodenkompetenz</u></p> <p>Die Studierenden sind zur Anwendung von Organisationsentwicklungs-Methoden und Interventionstechniken befähigt. Sie wissen, wie diese Methoden in einem realistischen Organisationsentwicklungs-Design einzusetzen sind und können deren Wirkung praxisnah evaluieren.</p> <p><u>Persönliche Kompetenz</u></p> <p>Die Studierenden haben die Fähigkeit, ihre Rolle in Organisationsentwicklungs-Prozessen zu reflektieren. Sie kennen den Unterschied zwischen Selbst- und Fremdbild und sind in der Lage, „blinde Flecken“ zu reduzieren. Sie können eine ethisch begründete Haltung zu organisationalen Veränderungen einnehmen.</p>			
<p>Inhalt der Lehrveranstaltung</p> <ul style="list-style-type: none"> • Einführung 			

- Grundlegende Begriffe: Organisationsentwicklung und Change Management
- Determinanten des Change Managements
- Ausgewählte idealtypische Beratungsformen
- Herausforderungen in Organisationsentwicklung und Change Management
- Konzepte der Expertenberatung
 - Grundlagen und Entwicklung
 - Ausgewählte Konzepte und Themen der Strategieberatung
- Konzepte der Prozessberatung
 - Grundlagen und Entwicklung
 - Systemische Konzepte
 - Transaktionsanalytische Konzepte
 - Techniken und Interventionen der Prozessberatung
 - Probleme der Prozessberatung
- Anwendung der Prozessberatung
 - Strategieworkshops
 - Rollenverhandlungen
 - Großgruppenmoderation
 - Teamentwicklung
 - Moderierte Workshops
 - Konfliktmanagement
 - Coaching
 - Komplexe OE-Projekte
- Kombination von Prozess- und Expertenberatung

Literatur

Pflichtliteratur

Skriptum und Vorlesungsunterlagen

Doppler, K., Lauterburg, C., Change Management, 13. Aufl., Frankfurt, 2014

Grossmann, R., u. a., Einführung in die systemische Organisationsentwicklung, Heidelberg, 2015

Rank, S.: Change Management, in: Jung, R. H. u. a., Allgemeine Managementlehre, 4. Aufl., München, Wien, 2013

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Kannnicht, A., Schmid, B., Einführung in systemische Konzepte der Selbststeuerung, Heidelberg, 2015

Königswieser, R. u. a. (Hrsg.): Komplementärberatung – das Zusammenwirken von Fach- und Prozess-Know-how, Stuttgart, 2008
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 Schlippe, A., v., Schweitzer, J: Systemische Interventionen, 2. Aufl., Göttingen, 2010.
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 Schreyögg, A.: Coaching. Eine Einführung für Praxis und Ausbildung. 6. Aufl., Frankfurt, New York, 2003
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 Steward, I.; Joines, V.: Die Transaktionsanalyse: eine neue Einführung in die TA. Mit zahlreichen Abbildungen, Übungen und Hinweisen für die Praxis. 25. Gesamtaufl., Freiburg, 2015.
 Tomaschek, N., Systemische Organisationsentwicklung und Beratung bei Veränderungsprozessen: Ein Handbuch, 2. Aufl., Heidelberg, 2009
 Vogelaer, W. (Hrsg.): Coaching-Praxis: Führungskräfte professionell begleiten, beraten und unterstützen. 5., erweiterte und überarbeitete Auflage. Neuwied, 2005
 Waldmann, R., Wagner, M.: Change Management im Mittelstand - Was kann systemische Beratung leisten? In: Schlüchtermann J./Tebroke H. J. (Hrsg.), Mittelstand im Fokus – 25 Jahre BF/M-Bayreuth, Wiesbaden 2004, S. 103 – 124

Lehr- und Lernmethoden

Seminaristischer Unterricht mit Übungen, Rollenspiele

Art der Prüfung/Voraussetzung für die Vergabe von Leistungspunkten

Studienarbeit mit Präsentation

Besonderes

Die Veranstaltung hat einen hohen Anteil an interaktiven Lehrmethoden. Die Studierenden sollen die Bereitschaft haben, eigene Praxisfälle einzubringen und zu bearbeiten.

ECTS-Credits 5	Gesamtarbeitsaufwand 150 Stunden Kontakt/Präsenzzeit: 60 h Studentische Eigenarbeit: 90 h	Gewichtung der Note in der Gesamtnote 1
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Modulnummer 11.4 a)	Modultitel Unternehmensinterne Logistik (Production Logistics)		
Kurzbezeichnung UIL	Semester 1/2	Anzahl der SWS 4	Häufigkeit des Angebots jedes Studienjahr (SoSe)
Modulverantwortlich Prof. Dr. Bick	Veranstaltungstyp Seminaristischer Unterricht mit Übungen		Dauer des Moduls 1 Semester
Dozenten Prof. Dr. Bick Prof. Dr. Liebetruth	Art der Lehrveranstaltung Pflichtmodul in der Vertiefungsrichtung Management and Logistics		Unterrichtssprache Deutsch
Zugangsvoraussetzungen -			
<p>Qualifikationsziele</p> <p>Im Einzelnen haben die Studierenden nach Abschluss des Moduls auf Basis wissenschaftlicher Methoden die folgenden Lernziele erreicht:</p> <p><u>Fachkompetenz</u> Die Studierenden verfügen über einen Einblick in die relevanten Themenfelder der Industrie 4.0 und kennen und verstehen die physische innerbetriebliche Logistik mit den Themenfeldern Förder-technik sowie Lager- und Kommissioniertechnik. Daneben können die Studierenden aufbauend auf den PPS-Grundkenntnissen und Fertigungsablaufarten sowie Produktstrukturen ihr Wissen in den PPS-Funktionen und den PPS-Systemen sowie in der Fertigungsorganisation und dem Fertigungsmanagement gezielt einsetzen. Ebenso kennen die Studierenden die Grundlagen des Prozessmanagements, welches sie befähigt, Abläufe in der unternehmensinternen Logistik zu analysieren, aktiv zu gestalten und nachhaltig im Unternehmen zu verankern. Sie sind damit befähigt, die komplexen Wirkungszusammenhänge der PPS zu verstehen um auf dieser Grundlage die entsprechenden unternehmensinternen logistischen Prozesse effizient zu gestalten und zu steuern sowie die Voraussetzungen für ein aktives Controlling und Variantenmanagement zu schaffen. Die Studierenden sind in der Lage, Prozessverbesserungen schnell und effektiv umzusetzen und können neue wissenschaftliche Erkenntnisse, insbesondere im Bereich Digitalisierung und Industrie 4.0, kritisch einordnen und in der beruflichen Praxis nutzen.</p> <p><u>Sozialkompetenz</u> Die Studierenden sind in der Lage, zielorientiert im Team zu arbeiten (Teamfähigkeit) und die erarbeiteten Ergebnisse sach- und zielgerecht vorzutragen (Präsentationskompetenz). Sie können ihren Standpunkt fachlich verteidigen (Argumentationskompetenz).</p> <p><u>Methodenkompetenz</u> Die Studierenden können logistische Systeme gezielt erfassen, auf Schwachstellen analysieren und vor dem Hintergrund des aktuellen Standes der Wissenschaft logistische Systeme optimieren bzw. neugestalten.</p> <p><u>Persönliche Kompetenz</u> Die Studierenden sind sich den Folgen logistischer Entscheidungen bewusst und sind in der Lage, diese in ihr eigenes Wertesystem einbauen zu können.</p>			

Inhalt der Lehrveranstaltung

- Industrie 4.0
 - Begriffsklärung und Kernelemente
 - Industrie 4.0 Fallbeispiele
 - Vom Produktgeschäft zum Servicegeschäft (Überblick)
 - Disruptive Geschäftsmodelle (Überblick)
- Fördertechnik
 - Grundlagen
 - Stetigförderer
 - Unstetigförderer
- Lager- und Kommissioniertechnik
 - Grundlagen
 - Statische Läger
 - Dynamische Läger
 - Kommissionierprinzipien
- Vertiefende Darstellung der zentralen PPS-Funktionen
 - Produktionsprogrammplanung inkl. der Planung von Typgruppen
 - Mengenplanung inkl. detaillierter Betrachtung der Methoden zur Losgrößenoptimierung
 - Termin- und Kapazitätsplanung
 - Produktionssteuerung
- PPS-Systeme
 - Klassifizierung
 - MRP, MRP I, MRP II
 - Fortschrittszahlen
 - BOA
 - OPT
 - KANBAN
 - POLCA
 - CONWIP
 - Mischformen
- Grundlagen Logistik, Prozesse und Prozessmanagement
- Prozessmodellierung und -analyse (z. B. Flussdiagramme, Wertstromanalyse, BPMN 2.0)
- Prozessdesign, Outsourcing und Change Management
- Logistik-, Supply Chain und Prozesscontrolling

Literatur

Pflichtliteratur

Skriptum

Zusätzlich empfohlene Literatur

Arnold, Dieter; Isermann, Heinz; Kuhn, Axel; Tempelmeier, Horst: Handbuch Logistik, Springer
 Blohm, Hans; Beer, Thomas; Seidenberg, Ulrich; Silber, Herwig: Produktionswirtschaft, nwb
 European Association of Business Process Management (Hrsg.): BPM CBOK – Business Process Management Common Body of Knowledge – Leitfaden für das Prozessmanagement, Version 3.0, Gießen
 Günther, Hans-Otto; Tempelmeier, Horst: Produktion und Logistik
 Klaus, Peter: Die dritte Bedeutung der Logistik: Beiträge zur Evolution logistischen Denkens, Deutscher Verkehrsverlag
 Kluck, Dieter, Materialwirtschaft und Logistik, Schäfer-Pöschel Verlag, Stuttgart
 Lödding, Hermann, Verfahren der Fertigungssteuerung, VDI-Verlag Düsseldorf
 Liebetruh, Thomas: Prozessmanagement in Einkauf und Logistik – Instrumente und Methoden für das Supply Chain Process Management, SpringerGabler, Wiesbaden
 Schmelzer, Hermann J.; Sesselmann, Wolfgang: Geschäftsprozessmanagement in der Praxis, München
 Schönsleben, Paul, Integrales Logistik Management, Springer Verlag, Berlin
 Schulte, Christoph, Wege zur Optimierung der Supply Chain, Verlag Franz Vahlen, München
 jeweils in aktueller Auflage

Lehr- und Lernmethoden

Seminaristischer Unterricht
 Übungen
 Vortrag des Dozenten mittels Powerpoint und Folien

Art der Prüfung/Voraussetzung für die Vergabe von Leistungspunkten

Schriftliche Prüfung
 Dauer 90 Minuten

Besonderes

-

ECTS-Credits 5	Gesamtarbeitsaufwand 150 Stunden Kontakt/Präsenzzeit: 60 h Studentische Eigenarbeit: 90 h	Gewichtung der Note in der Gesamtnote 1
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Modulnummer 11.4 b)	Modultitel Supply Chain Management: Konzepte, Strategien und Systeme (Supply Chain Management)		
Kurzbezeichnung SCM	Semester 1/2	Anzahl der SWS 4	Häufigkeit des Angebots jedes Studienjahr (SoSe)
Modulverantwortlich Prof. Dr. Zellner	Veranstaltungstyp Seminaristischer Unterricht mit Übungen		Dauer des Moduls 1 Semester
Dozent Prof. Dr. Zellner	Art der Lehrveranstaltung Pflichtmodul in der Vertiefungsrichtung Management and Logistics		Unterrichtssprache Deutsch
Zugangsvoraussetzungen -			
Qualifikationsziele <p>Im Einzelnen haben die Studierenden nach Abschluss des Moduls auf Basis wissenschaftlicher Methoden die folgenden Lernziele erreicht:</p> <p><u>Fachkompetenz</u> Die Studierenden können die Auswirkungen von Entscheidungen in der Supply Chain auf den Unternehmenserfolg erklären. Sie verfügen über die Fertigkeiten zur Klassifizierung und Gestaltung der Makroprozesse einer Supply Chain innerhalb des Unternehmens.</p> <p><u>Methodenkompetenz</u> Die Studierenden können Lieferketten gezielt erfassen, auf Schwachstellen analysieren und vor dem Hintergrund der Unternehmensziele diese Lieferketten bewerten. Sie sind in der Lage, die Verwendbarkeit des aktuellen Standes der Wissenschaft für praktische Anwendungsfälle zu beurteilen.</p> <p><u>Sozialkompetenz</u> Die Studierenden sind befähigt, zielorientiert im Team zu arbeiten (Teamfähigkeit) und die erarbeiteten Ergebnisse sach- und zielgerecht im Auditorium vorzutragen (Präsentationskompetenz). Sie können ihren Standpunkt fachlich verteidigen (Argumentationskompetenz).</p> <p><u>Persönliche Kompetenz</u> Die Studierenden sind sich den Folgen von Entscheidungen in der Supply Chain bewusst und sind in der Lage, diese in ihr eigenes Wertesystem einbauen zu können.</p>			
Inhalt der Lehrveranstaltung <ul style="list-style-type: none"> • Grundlagen der Supply Chain - Ursprung und Entwicklung • Einordnung von SCM in betriebliche Anwendungssysteme • Zieldimensionen und Gestaltungsebenen des SCM • Supply Chain und strategischer Fit • Supply Chain Prozesse im SCOR-Modell 			

<ul style="list-style-type: none"> • Gestaltung von Vertriebsnetzwerken und deren Anwendung auf den Online-Vertrieb • Koordination in einer Supply Chain 		
<p>Literatur</p> <p><u>Pflichtliteratur</u></p> <p>Skript</p> <p><u>Zusätzlich empfohlene Literatur</u></p> <p>Chopra, S.; Meindl, P.: Supply Chain Management – Strategie, Planung und Umsetzung, Pearson Studium</p> <p>Werner, H.: Supply Chain Management – Grundlagen, Strategien, Instrumente und Controlling, Springer Gabler</p> <p>jeweils in aktueller Auflage</p>		
<p>Lehr- und Lernmethoden</p> <p>Seminaristischer Unterricht</p> <p>Übungen, Projektarbeit</p>		
<p>Art der Prüfung/Voraussetzung für die Vergabe von Leistungspunkten</p>		<p>Schriftliche Prüfung</p> <p>Dauer 90 Minuten</p>
<p>Besonderes</p>		-
<p>ECTS-Credits</p> <p>5</p>	<p>Gesamtarbeitsaufwand</p> <p>150 Stunden</p> <p>Kontakt/Präsenzzeit: 60 h</p> <p>Studentische Eigenarbeit: 90 h</p>	<p>Gewichtung der Note in der Gesamtnote</p> <p>1</p>

Module number 12	Module title Master Thesis		
Code MA	Semester 3	Number of WSH -	Module offered ongoing as required
Module coordinator Chair of the Master Commission	Tuition type Private study		Module duration The time spent on preparation should be commensurate with the topic, and is 5 months.
Lecturers According to topic	Module courses 1) Master Thesis Seminar 2) Master Thesis written 3) Master Thesis oral		Entry requirements Module 12: A minimum of 45 credits (ECTS) from the previous semester of the Master study course Module 12.2: Participation in Module 12.1 Module 12.3: A minimum grade of "pass" awarded for the paper written for the Master thesis
Learning outcomes	Students are able to independently author a scientific paper on an agreed topic in English language, and to defend it using appropriate arguments.		
Contents	According to topic		
Type of examination/ requirements for the award of credit points	Successful participation in Master Thesis Seminar Written scientific paper - minimum "pass" grading Oral defence - minimum "pass" grading		
ECTS Credits 30	Workload 900 hours		Weighting of the grade in the overall grade 6

Course number 12.1	Course name Master Thesis Seminar		
Code MAS	Semester 3	Number of WSH 2	Module offered Every semester
Lecturer Prof. Dr. Nina Leffers	Tuition type Seminar tuition		Compulsory/Elective Compulsory
<p>Learning outcomes</p> <p>Students will have attained the following learning outcomes on completion of their written scientific paper:</p> <p><u>Subject skills</u></p> <p>Students understand the standards of academic discourse and are able to present scientific issues adequately to different audiences.</p> <p><u>Social skills</u></p> <p>Students are able to consider different value systems and conduct academic discussions successfully by integrating these views into their argument.</p> <p><u>Method skills</u></p> <p>Students are familiar with the current standards and methods of professionally presenting academic topics.</p> <p><u>Personal skills</u></p> <p>Students are aware of the impact of their own values and competences on communication settings. They are able to reflect upon their own evaluation standards and can thus make reasoned decisions with regard to their future career path.</p>			
<p>Content</p> <p>The Master Thesis Seminar strengthens the students' critical discourse skills especially with regard to the oral presentation of the Master thesis. Moreover, students get the opportunity to formulate career entry options.</p> <ul style="list-style-type: none"> • Standards of academic discourse • Presentation skills • Leading academic discussions, esp. receiving and giving feedback • Developing successful career entry strategies by reflecting individual competences and motivation • Experiencing a job interview scenario 			
<p>Literature</p> <p><u>Required reading</u></p> <p>tbd</p> <p><u>Recommended reading</u></p> <p>tbd</p>			

Teaching and learning methods Seminar, Discussions		
Type of examination/Requirements for the award of credit points		Active class participation Attendance min. 80%
Other information		-
ECTS Credits 2	Workload 60 hours	Course language English

Course number 12.2	Course name Master Thesis written		
Code -	Semester 2	Number of WSH -	Module offered ongoing as required
Lecturer According to topic	Tuition type Private study		Compulsory/Elective Compulsory
<p>Learning outcomes</p> <p>Students will have attained the following learning outcomes on completion of their written scientific paper:</p> <p><u>Subject skills</u></p> <p>Students are able to apply a sound theoretical and methodical as well as practical approach to working unsupervised on issues of business administration within an agreed timeframe and having regard to the principles of scientific rigour.</p> <p><u>Social skills</u></p> <p>Students acquire advanced skills of cooperation and communication by collaborating with businesses or other establishments and conducting surveys and expert interviews. At the same time, by writing their paper in English they will further advance their skills in written communication using specialist terminology.</p> <p><u>Method skills</u></p> <p>Students can apply empirical research methods, approaches and instruments. They can evaluate relevant literature in a purposeful way.</p> <p><u>Personal skills</u></p> <p>Students can identify and substantiate interdisciplinary references. They are able to identify cross-references to other thematically relevant questions on the basis of themes they have previously worked on.</p>			
<p>Content</p> <p>Depending on the set topic</p> <p>The Master thesis comprises a theoretical section and a practical section with reference to a particular application; the two sections need not be distinctly separate. The application can relate to a practical project undertaken in conjunction with businesses or other organisations, or it might equally involve empirical questions without reference to any specific businesses or organisations.</p> <p>The topic of the Master thesis will be announced and supervised by examiners who are appointed by the Master commission and who will be providing tuition in the Master degree course.</p>			
<p>Literature</p> <p><u>Required reading</u></p> <p>Depending on the set topic</p> <p><u>Recommended reading</u></p> <p>Depending on the set topic</p>			

Teaching and learning methods A scientific paper on an agreed topic		
Type of examination/Requirements for the award of credit points		Scientific paper written in English language The paper must meet all requirements of form and content to be eligible for assessment and grading
Other information		International context depending on the set topic
ECTS Credits 25	Workload 750 hours	Course language English

Course number 12.3	Course name Master Thesis oral		
Code -	Semester 2	Number of WSH -	Module offered ongoing as required
Lecturer According to topic	Tuition type Private study		Compulsory/Elective Compulsory
<p>Learning outcomes</p> <p>Students will be required to demonstrate their ability to convey in English the essential content and conclusions of their written paper to the examiners and possibly to other listeners in a manner which is both readily comprehensible and didactically engaging. They should also be able to give adequate and appropriate responses to questions and objections raised by the examiners, and resolve any confusion. When in discussion, students should also be able to readily cross-refer to other business issues on the basis of the topic they have dealt with.</p> <p>Students will have attained the following learning outcomes on completion of their oral presentation:</p> <p><u>Subject skills</u></p> <p>Students will be able to convey the essential content and conclusions of topics which they have dealt with in writing in a way that is comprehensible and didactically engaging.</p> <p><u>Social skills</u></p> <p>Students have the ability to give reasonable and reasoned responses to questions and objections, and clear up any misunderstandings.</p> <p><u>Method skills</u></p> <p>Students will be able to deploy different presentation methods. They can evaluate relevant literature in a purposeful way.</p> <p><u>Personal skills</u></p> <p>Students are able to present and argue their personal views in a reasonable and focused manner.</p>			
<p>Content</p> <ul style="list-style-type: none"> • Presentation of the Master thesis to the examiners and potentially to other persons as well • Responding to questions put by the examiners • Discussing the content and conclusions of the thesis and related questions 			
<p>Literature</p> <p><u>Required reading</u></p> <p>Depending on the set topic</p> <p><u>Recommended reading</u></p> <p>Theisen, Manuel, Wissenschaftliches Arbeiten, Munich, Vahlen, current edition</p>			
<p>Teaching and learning methods</p> <p>Presentation and discussion of the scientific paper</p>			

Type of examination/Requirements for the award of credit points	<p>Students' defence of their paper must receive a minimum "pass" assessment by the examiners.</p> <p>The main criteria for assessing a paper's defence include</p> <ul style="list-style-type: none"> • The ability to accurately convey the content of the topic area • The structure and logical sequence of the presentation • Rhetorical performance (verbal and nonverbal) • Where relevant: A command of the foreign language being used • Effective use of and adherence to the allotted time • Skilful use of appropriate presentation media • Reaction to questioning and appropriateness of the responses given • Engagement with the questioner • The ability to make cross-references to related thematic issues 	
Other information	International context depending on the set topic	
ECTS Credits 3	Workload 90 hours	Course language English