

MBA Curriculum

Stand: Februar 2021

MBA Curriculum

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1. General information about the MBA programme

1.1 Objectives of the programme

Competence Fields

1. Knowledge and Understanding:

- *Acquisition of broad and in-depth knowledge and understanding of scientific principles in all major areas of General Management and leadership concepts as well as additional specific knowledge in the areas of International Supply Chain Management or International Sales Management.*
- *Knowledge and correlations both within and between the different sub-areas of General Management*
- *Critical analysis of methods and theories.*
- *Self-responsible acquisition of knowledge.*

2. Use and Application of Knowledge:

- Gather, evaluate and interpret relevant information. Ability to derive sound conclusions from existing data in order to solve management problems in a global business environment
- Intercultural awareness and fluency in their communication and leadership behavior when interacting with international counterparts and in diverse teams.
- Ability to express facts specifically and explicitly both in writing and orally in Business English.

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3. Scientific self-conception:

- Analyze and evaluate theoretical concepts and empirical studies based on the principles of scientific research and apply their theoretical knowledge for designing scientifically and practically valuable research papers and theses.

4. Personal development, ethical conduct and professionalism:

- Possess a mature leadership personality that is based on their personal morale values and expressed by emotional self-management and empathy towards others
- Reflect and continuously develop their own leadership behavior based on the insight of the necessity and the knowledge of function and methods for application of the most important leadership tasks
- Ethical behavior and the setting and implementation of organizational goals that comply with the UN sustainability goals
- Ability to hold in-depth discussions and cooperate with intercultural and diverse professional groups, as well as with people from other fields, understanding them and taking into account different points of view and interest.

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1.2 Structure of the programme

Module Nummer	Module/Seminar	Workload in hours	Type of seminar	Exam assessment (Points out of 100 for partial assessment*	Credit Points (CP) as per ECTS	Module grade Weighting
M1	Fundamentals of Business Administration¹ (Fundamentals of Accounting/ Business English)	125	SL/ EL	OE (60/40)	5 (3/2)	5/90
M2	Core Business Functions¹ (Int. Economics & Finance, Digital Process Management & Int. HRM)	300	SL/ EL	WE 90 min. (40/30/30)	12 (4/4/4)	12/90
M3	Leadership¹ (Leading self & Mindful Leadership, Princi- ples of Leadership)	225	SL/EL	TP 4 Months (20/20/60)	9 (2/2/5)	9/90
M4	Electives International Ma- nagement¹	350	SL/ EL	TP 4 Months (35/30/35)	14 (5/4/5)	14/90
M5	Sustainability & Business Ethics	125	SL/ EL	TP 4 Months (40/60)	5 (2/3)	5/90
M6	Electives General Manage- ment*	125	SL/ EL	TP 4 Months or WE 90 Min. (40/60)	5 (2/3)	5/90
M7	Int. Strategic Management (Marketing/Strategy)	200	SL/ EL	TP 4 Months (50/50)	8 (4/4)	8/90
M8	Int. Supply Chain Manage- ment or corresponding Elec- tive International Manage- ment	125	SL/ EL	TP 4 Months WE 90 min.	5	5/90
M9	Projects¹	150	SL/ EL	AS 6 Weeks	6	6/90

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M10	Scientific Methodology¹	125	SL/ EL	D/RP and TP 2 Months (60/40)	5	5/90
M11	Master Thesis	400 (13000 – 18000 Words)	MT	TS	16	16/90
	Total				90	90/90

*Part qualifications can be obtained for modules. These must be passed individually. They are added to the overall performance (maximum 100 points) within the defined maximum number of points. The point system is as follows:

Note 1 = 85 – 100

Note 2 = 70 - 84

Note 3 = 55 - 69

Note 4 = 40 - 54

Note 5 = 0 – 39

¹The module requires the obligatory 100% attendance of the participants for both content and didactic reasons.

Abbreviations:

MT Master Thesis

ECTS points as per European Credit Transfer System

EL E-Learning

SL Seminar Lecture

OE Oral Exam

WE Written Exam

TP Term Paper

D Defense

RP Research Paper

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2. Module descriptions

Module 1: Fundamentals of Business Administration

General information	
Programme	MBA International Business Management & Leadership
Module title / no.	M1 Fundamentals of Administration
Module manager	Prof. Dr. Martin Göbl
Titles of submodules	1.1 Fundamentals of Accounting; 1.2 Business English
Lecturer	1.1 Prof. Dr. Martin Göbl; 1.2 Anne-Marie Hodges
Type of seminar / didactical methods	Lecture, roles plays, group tasks, individual presentations, plenum discussions
Type of lecture (core/elective)	Core lecture
ECTS points	5 (3/2)
Grading	
Weighting of grade in the total grade	5/90
Grading points per submodule	60/40

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1.1 Submodule Fundamentals of Accounting		
Workload in hrs (detailed)	Classroom lecture:	35
	Tasks & Assignments in addition to the classroom lecture:	10
	Preparation & wrap-up of class-room lectures:	15
	Exam preparation / term paper	15
	Total:	75
Semester	1st. semester	
Language	English	
Frequency	Once per programme	
Planned group size	15-25	
Description of the lecture		
Intended Learning Objectives The students should be able to...	<p>1. Knowledge and Understanding:</p> <ul style="list-style-type: none"> • understand the rules for financial decision making <p>2. Use and Application of Knowledge:</p> <ul style="list-style-type: none"> • create and analyze the three main financial accounting statements - the balance sheet, profit and loss account and cash flow statement • implement a business strategy and to control the implementation of the strategy by adopting a good and sustainable performance management • use cost and financial information in order to analyze the performance of a business • planning and controlling the activities of a business <p>3. Scientific self-conception:</p> <ul style="list-style-type: none"> • n.a. 	

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	<p>4. Personal development, ethical conduct and professionalism:</p> <ul style="list-style-type: none"> • ability to present company data (financial figures, strategy, competitive advantages) • evaluate financial statements from an ethical perspective
Content	<p>1. Introduction to Accounting:</p> <ul style="list-style-type: none"> • Why is accounting a necessary skill? <p>2. The Fundamentals of Accounting:</p> <ul style="list-style-type: none"> • Basic terms • Assets and Liabilities • Owners' Equity, Accounting Equation • Bookkeeping <p>3. Cost Accounting:</p> <ul style="list-style-type: none"> • Cost Type Accounting • Cost Centre Accounting • Cost of Unit Accounting • Additional Accounting Tools • Contribution Margin Accounting <p>4. The Financial Statement:</p> <ul style="list-style-type: none"> • Profit and Loss Statement • Balance Sheet • Cash Flow <p>5. Decision Making Process:</p> <ul style="list-style-type: none"> • Influence on Business Strategy and Competitive Advantages • Differences of Efficiency, Effectiveness and Sustainability • Value Analyses • Choosing relevant Information and KPIs • Interpret results
Prerequisites	Pre-reading and preparation tasks
Interfaces to other modules	All classes

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Application in other modules/programmes	n.a.
Mandatory readings	Collier (2015): Accounting for Managers, 5th Ed. Participants Manuel TATA Interactive Systems GmbH, General Management, V13.1 Provided simulation manuals
Additional readings	Black (2013): Introduction to Accounting and Finance, Bhimani / Horngren / Datar / Foster (2015): Management and Cost Accounting. Horngren / Datar / Foster / Rajan / Ittner (2015): Cost Accounting Krause / Arora (2020): Key Performance Indicators. Mc Laney / Atrill (2016): Accounting and Finance
Examination	
Type & size	Group presentation
Date	During the seminar

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1.2 Submodule Business English		
Workload in hrs (detailed)	Classroom lecture:	40
	Preparation & wrap-up of class-room lectures:	5
	Exam preparation / term paper	5
	Total:	50
Semester	1st. semester	
Language	English	
Frequency	Once per MBA programme	
Planned group size	15-25	
Description of the lecture		
<p>Intended Learning Objectives</p> <p>The students should be able to...</p>	<p>1. Knowledge and Understanding:</p> <ul style="list-style-type: none"> • analyse, interpret and create written texts in English • demonstrate correct use of grammar • demonstrate proficiency with business vocabulary <p>2. Use and Application of Knowledge:</p> <ul style="list-style-type: none"> • apply language skills in order to conduct business in English responsibly • give a good business presentation in an academic setting showing professional credibility <p>3. Scientific self-conception:</p> <ul style="list-style-type: none"> • n.a. <p>4. Personal development, ethical conduct and professionalism:</p> <ul style="list-style-type: none"> • discuss topics of general interest to business people • handle questions and comments professionally when presenting or negotiating 	

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Content	<ul style="list-style-type: none"> • Language structures for communicating in person, on the phone, in online meetings, or when writing emails or similar texts, all according to international standards. • Presentation techniques including voice use, body language, movement, visuals, dealing with questions and maintaining attention. • Negotiating skills to reach win-win situations and reduce conflict by applying collaborative paradigms. • Business texts with comprehension exercises on topics such as 'Conscious Capitalism' or 'Strategy vs. Tactics'. • Email practice to solve a business process problem and send a job application. • Targeted exercises on grammar and business vocabulary. • Current affairs discussions on business topics taken from The Economist, The New York Times or similar.
Prerequisites	Can understand the main ideas of a demanding text. Can express him/herself with a degree of fluency, accuracy and spontaneity.
Interfaces to other modules	All classes
Application in other modules/programmes	n. a.
Mandatory readings	<p>Farnam Street (website), 'Strategy vs. Tactics: Why the Difference Matters', 08.2018., https://fs.blog/2018/08/strategy-vs-tactics/</p> <p><i>(Note: this reading assignment is also included in the written script, pages 27-30.)</i></p>
Additional readings	<p>Dignen, B and McMaster, I. (2013): Effective International Business Communication. HarperCollins Publishers.</p> <p>Fisher, R. and Ury W. (2011): Getting to Yes: Negotiating Agreement Without Giving In. Penguin Books.</p> <p>Handford, M. et al. (2012): Business Advantage, B2. Cambridge University Press/Klett Verlag.</p> <p>Tomalin, B. (2012): Key Business Skills – Presentations, Meetings, Negotiations, Networking. HarperCollins Publishers.</p>

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	Trappe, T. (2011): Intelligent Business Coursebook, Advanced Business English. Pearson Longman. Vince, Michael. (2014): Advanced Language Practice. English Grammar and Vocabulary. Macmillan.
Examination	
Type & size	Presentation
Date	During the seminar

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Module 2: Core Business Functions

General information	
Programme	MBA International Business Management & Leadership
Module title / no.	M2 Core Business Functions
Module manager	Prof. Dr. Christoph Desjardins
Titles of submodules	2.1 International Economics & Finance, 2.2 Digital Process Management, 2.3 International Human Resource Management
Lecturer	2.1 Prof. Dr. Ludwig von Auer, 2.2 Harro Borowski, 2.3 Dr. Martin McCracken
Type of seminar / didactical methods	Lecture, case studies, group tasks, individual tasks, plenum discussions
Type of lecture (core/elective)	Core lecture
ECTS points	12 (4/4/4)
Grading	
Weighting of grade in the total grade	12/90
Grading points per submodule	40/30/30

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2.1 Submodule International Economics & Finance		
Workload in hrs (detailed)	Classroom lecture:	32
	Tasks & Assignments in addition to the classroom lecture:	20
	Preparation & wrap-up of class-room lectures:	24
	Exam preparation / term paper	24
	Total:	100
Semester	2nd. semester	
Language	English	
Frequency	Once per programme	
Planned group size	15-25	
Description of the lecture		
<p>Intended Learning Objectives</p> <p>The students should be able to...</p>	<p>1. Knowledge and Understanding:</p> <ul style="list-style-type: none"> • describe and explain international business linkages and forecasting future developments with the aid of basic microeconomic methods • recognize the most important developments in international economics and finance <p>2. Use and Application of Knowledge:</p> <ul style="list-style-type: none"> • develop and define theory driven, but applied problem solutions for the different areas of international business management • analyze international business organizations, processes, projects, tasks and any business related structure • interpret conceptual and methodological issues in the areas of international trade and finance, while emphasizing applications of the theory to current policy questions • use the acquired knowledge appropriately in their everyday business life 	

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	<p>3. Scientific self-conception:</p> <ul style="list-style-type: none"> access critically the efforts of economic policy decisions at home and abroad on national and international economic development <p>4. Personal development, ethical conduct and professionalism:</p> <ul style="list-style-type: none"> understand the connection between environmental and economic sustainability and evaluate the ethical pros and cons of market solutions develop the ability to discuss controversial issues in a productive manner
Content	<p>I. Business Economics</p> <ul style="list-style-type: none"> - Production - Consumption - Market Equilibrium <p>II. International Trade: Theory and Policy</p> <ul style="list-style-type: none"> - Introduction - Benefits of World Trade - Basic Tariff Analysis - Other Instruments of Trade Policy <p>III. International Finance</p> <ul style="list-style-type: none"> - Financial Assets, Exchange Rates and Parities
Prerequisites	Pre-reading and preparation tasks
Interfaces to other modules	International Finance
Application in other modules/programmes	n. a.
Mandatory readings	<p>Feenstra, Taylor (2020): International Economics, 4rd edition.</p> <p>Krugman, Obstfeld, Melitz (2018): International Trade, 11th ed.</p> <p>Pindyck und Rubinfeld (2017): Microeconomics, 9th edition.</p> <p>Blanchard (2020): Macroeconomics, 7th ed.</p>
Additional readings	Selected articles in the weekly "Economist"

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Examination	
Type & size	Written exam
Date	End of term

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2.2 Submodule Digital Process Management		
Workload in hrs (detailed)	Classroom lecture:	32
	Tasks & Assignments in addition to the classroom lecture:	24
	Preparation & wrap-up of class-room lectures:	12
	Exam preparation / term paper	32
	Total:	100
Semester	2nd. or 3rd. semester	
Language	English	
Frequency	Once per programme	
Planned group size	15-25	
Description of the lecture		
<p>Intended Learning Objectives</p> <p>The students should be able to...</p>	<p>1. Knowledge and Understanding:</p> <ul style="list-style-type: none"> • acquisition of a broad and deep understanding of the scientific basis, methodologies and fields of application of the DIGITAL BUSINESS PROCESS MANAGEMENT as a support function of process and organizational theory • learn to improve how work is performed in an organization to ensure consistent <i>value-driven outcomes</i> and to take advantage of improvement opportunities • self-responsible deepening of knowledge <p>2. Use and Application of Knowledge:</p> <ul style="list-style-type: none"> • critical evaluation of the different methods and theories • identify, define, analyze and structure complex problems in individual aspects. Recognition of interdisciplinary relationships (logical thinking and acting) 	

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	<p>3. Scientific self-conception:</p> <ul style="list-style-type: none"> • independent scientific work with the aim of justifying one's own actions and reflecting on • distinctive ability to abstract to take into account different scientific perspectives • identification of the essential aspects of the subject of the investigation • implementation of scientifically based concepts, theories, models and methods on practical, current and future issues • have the ability to manage projects scientifically and responsibly <p>4. Personal development, ethical conduct and professionalism:</p> <ul style="list-style-type: none"> • derivation and evaluation of alternative sanities, taking into account the existing and future economic (complexity, dynamics, uncertainty...) and social (cultural, social, ecological ...) framework. Making decisions • development into a leader, based on their personal moral values for the sustainable development of ecology, business and society in compliance with the UN sustainability goals • self-reflect one's own leadership skills to continuously improve • ability of self-organization and control • methodological and professional knowledge expansion is understood as an important part of one's own personality development • recognition and analysis of various constellations of interests, derive measures to synchronize • willingness to engage with other persons, organizations and cultures who are interested in the consequences of action about personal values and goals of one's own actions • involvement of stakeholders and organisations in the conflict resolution process
Content	<ol style="list-style-type: none"> 1. Introduction into Digital Business Process Management 2. Process Identification 3. Essentials of Process Modelling

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	<ul style="list-style-type: none"> 4. Process Discovery 5. Qualitative Process Analysis 6. Process Redesign 7. Process Information Systems 8. Process Monitoring / Process Mining
Prerequisites	Pre-Reading of the Script
Interfaces to other modules	n.a.
Application in other modules/programmes	n.a.
Mandatory readings	Dumas / La Rosa / Mendling / Reijers (2018): <i>Fundamentals of Business Process Management</i> . 2nd ed.
Additional readings	<p>Kirchner (2017): <i>High Performance Through Business Process Management</i>. 3rd ed.</p> <p>Fuehrer / Butchko (2018): <i>Learning BPMN 2.0</i>.</p> <p>Kumar (2018): <i>Business Process Management</i></p>
Examination	
Type & size	Term Paper (Questions related to ILO)
Date	End of term

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2.3 Submodule International Human Resources Management		
Workload in hrs (detailed)	Classroom lecture:	40
	Tasks & Assignments in addition to the class room lecture:	10
	Preparation & wrap-up of class-room lectures:	10
	Exam preparation / term paper	40
	Total:	100
Semester	1st. or 3rd. semester	
Language	English	
Frequency	Once per programme	
Planned group size	15-25	
Description of the lecture		
<p>Intended Learning Objectives</p> <p>The students should be able to...</p>	<p>1. Knowledge and Understanding:</p> <ul style="list-style-type: none"> • understand the the main HR strategies and organisational structures used by organisations operating in the international arena and be able to critique the reasons why these differ • identify the key issues and HR challenges that need to be considered by an HR function when managing employees in different countries (culture, national culture) <p>2. Use and Application of Knowledge:</p> <ul style="list-style-type: none"> • analyze how organizations operating in an international environment prepare, train and develop employees for international posts • interpret the strategies and practices that organisations use to ensure that international staff are integrated into the organization's culture • recognize the key issues linked to employee resourcing, performance management and compensation in an international environment 	

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	<ul style="list-style-type: none"> • use the acquired knowledge appropriately in their professional roles <p>3. Scientific self-conception:</p> <ul style="list-style-type: none"> • understand and critically evaluate different approaches to managing international assignments including human resource planning, development and performance management, Human Resource Development and the key concepts linked to reward management <p>4. Personal development, ethical conduct and professionalism:</p> <ul style="list-style-type: none"> • identify ethical dilemmas, to comply to CSR-Rules (Corporate Social Responsibilities) in international business and to apply core human values in employment relations • develop the ability to discuss complex and multidimensional HR / People management issues in a productive way
Content	<p>1. Defining and Understanding the HRM role and key International HRM Issues</p> <ul style="list-style-type: none"> • Strategic Planning and Strategic Trends • HR's Strategic Role • International HRM • Corporate Social Responsibility (CSR) <p>2. The Organizational Context – Impact on HRM Strategy</p> <ul style="list-style-type: none"> • Organizational Dimensions, Trends and Challenges • Design Options for global/international organizations (Contingencies, advantages and disadvantages of organizational designs) • Culture Dimension (Organizational and National) when internationalizing operations • International Growth Strategy <p>3. Employee Resourcing:</p> <ul style="list-style-type: none"> • Importance of Employee Resourcing so vital? – “The War For Talent” and Employer Branding • Key International Resourcing Issues - Internal and External Labour Market Options

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	<ul style="list-style-type: none"> • Recruitment and Selection Process and Cycle in Global Organisations • International Staffing Policies and issues - Culture Shock Issues, Failures and Problems, Repatriation and employee-retention <p>4. Employee Performance Management:</p> <ul style="list-style-type: none"> • Performance Management Components and Processes • Planning, Supporting and Assessing Performance • Performance Appraisal elements • Innovative performance appraisal techniques • Performance Management and the international environment <p>5. Human Resource Development:</p> <ul style="list-style-type: none"> • Background Context and Definitions (HRD and Strategic HRD) • Developing HRD Strategy • Key components in the HRD process • HRD and the International Context: • Developing employees for international assignments • Designing effective cultural-awareness development activities • Developing international managers • Career management practices and international HRM issues <p>6. Compensation:</p> <ul style="list-style-type: none"> • Performance-Incentive-Systems • Incentives: Tools and Components Long-Term-Incentives • Manager's Compensation Implementing Incentive Plans • Examples for Innovative Compensation Models • International Rewarding
Prerequisites	Pre-reading and preparation tasks
Interfaces to other modules	International Strategy; Change Management; Principles of Leadership
Application in other modules/programmes	n. a.

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Mandatory readings	<p>Dowling, P.J., Festing, M., Engle, A.D., (2017): <i>International Human Resource Management</i>, 7th edition, London.</p> <p>Jackson, S.E., Schuler, R.S. (2021): <i>Managing Human Resources Through Strategic Partnerships</i>. 12th edition. Thomson (Ed). Mason, OH.</p>
Additional readings	<p>Brewster, C., Houldworth, E., Sparrow, P. and Vernon, G. (2016): <i>International Human Resource Management</i>, 4th Edition, CIPD, London.</p> <p>Carbery R. & Cross, C. (2019): <i>Human Resource Management</i>, 2nd edition, Palgrave London</p> <p>Deresky, H. (2013): <i>International Management – Managing across Borders and Cultures</i>. Prentice Hall.</p> <p>Henderson, I. (2017): <i>Human Resource Management for MBA and Business Masters</i>, 3rd Edition, CIPD, London.</p> <p>Holbeche, L. (2002): <i>Aligning Human Resources and Business Strategy</i>. Oxford.</p> <p>Perkins, S.; Shortland, S.M. (2006): <i>Strategic international human resource management, choices and consequences in multinational people management</i>. London, Kogan Page.</p> <p>Reiche, B.S., Harzing, A-W. and Tenzer, H. (2019): <i>International Human Resource Management</i>, 5th Edition, Sage, London.</p> <p>Schmeisser, W.; Krimphove, D.; Popp, R. (2013): <i>International human resource management and international labour law</i>. München, Oldenbourg.</p> <p>Sparrow, P., Brewster, C., and Chung, C. (2017): <i>Globalising Human Resource Management</i>, 2nd Edition, Routledge, London.</p> <p>Tarique, I.; Briscoe, D.; Schuler, R.S. (2015): <i>International Human Resource Management – Policies and Practices for Multinational Enterprises</i>. 5th edition. Routledge.</p> <p>Wilkinson, A., Redman, T. and Dundon, T. (2017): <i>Contemporary Human Resource Management</i>, 5th Edition, Pearson, Harlow.</p> <p>Wright, P.; Snell, S.; Dyer, L. (Ed.) (2005): <i>International Journal of Human Resource Management</i>, 16(6). Special issue on new models of strategic HRM in a global context.</p>

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Examination	
Type & size	Written Exam
Date	End of term

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Module 3: Leadership

General information	
Programme	MBA International Business Management & Leadership
Module title / no.	M3 Leadership
Module manager	Prof. Dr. Christoph Desjardins
Titles of submodules	3.1 Principles of Leadership, 3.2 Leading Self, 3.3 Mindful Leadership
Lecturer	3.1 Prof. Dr. Christoph Desjardins, 3.2 & 3.3 Dr. Mark Baker
Type of seminar / didactical methods	Class room seminar with assignments. Lecture, role plays, group tasks, individual tasks, plenum discussions.
Type of lecture (core/elective)	Core lecture
ECTS points	9 (5/2/2)
Grading	
Weighting of grade in the total grade	9/90
Grading points per submodule	60/20/20

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3.1 Submodule Principles of Leadership		
Workload in hrs (detailed)	Classroom lecture:	30
	Tasks & Assignments in addition to the classroom lecture:	35
	Preparation & wrap-up of class-room lectures:	20
	Exam preparation / term paper	40
	Total:	125
Semester	1st. and 3rd. semester	
Language	English	
Frequency	Once per programme	
Planned group size	10-15	
Description of the lecture		
Intended Learning Objectives The students should be able to...	<p>1. Knowledge and Understanding:</p> <ul style="list-style-type: none"> • explain personal leadership characteristics and leadership models • describe scientific psychology thinking and the basic psychological concepts that underlie management behavior <p>2. Use and Application of Knowledge:</p> <ul style="list-style-type: none"> • use leadership tools, for instance feedback, management by objectives and delegation • use the fundamental coaching principles <p>3. Scientific self-conception:</p> <ul style="list-style-type: none"> • describe scientific psychology thinking and the basic psychological concepts that underlie management behavior 	

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	<p>4. Personal development, ethical conduct and professionalism:</p> <ul style="list-style-type: none"> • reflect own behavior towards the feeling, thinking and acting of employees and colleagues • fulfill the role of a good leader based on personal values and ethical-psychological insights
Content	<p>1. Can I lead?</p> <ul style="list-style-type: none"> • Ways of leading people • Personal characteristics of leaders <p>2. Do I want to lead?</p> <ul style="list-style-type: none"> • The leadership role & vision <p>3. Who do I lead?</p> <ul style="list-style-type: none"> • Basic psychological concepts <p>4. How do I lead?</p> <ul style="list-style-type: none"> • The Leadership Task Model • Motivational support • Empowerment • Goal achievement • Resource management • Coaching
Prerequisites	Not applicable
Interfaces to other modules	Business Ethics, Sustainability, Change Management, Cross Cultural Behavior, Projects.
Application in other modules/programmes	Principles of Leadership and Leading Self in Business Coaching (certificate course at the PSBT).
Mandatory readings	<p>Desjardins, C. (2020): Workbook Principles of Leadership. University of Applied Sciences Kempten.</p> <p>Yukl, G. (2019): Leadership in Organizations. 9th edition. Pearson.</p>
Additional readings	Desjardins, C. (2012): The Leadership Productivity Model. <i>Journal of Applied Leadership & Management</i> , 1, pp. 20-38

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	<p>Desjardins, C. & Baker, M. (2013): The Leadership Task Model. <i>Journal of Applied Leadership & Management</i>, 2, pp. 17-39</p> <p>Downey, M. (2014): Effective Modern Coaching: <i>The Principles and Art of Successful Business Coaching</i>. LID Publishing.</p> <p>Frankl, V. (2011): <i>Man's Search for Meaning</i>. Rider.</p> <p>Kluger, A. N., & DeNisi, A. (1996): The effects of feedback interventions on performance: A historical review, a meta-analysis, and a preliminary feedback intervention theory. <i>Psychological bulletin</i>, 119(2), pp. 254-284.</p> <p>Miller, G. A. & Galanter, E. & Pribram, K. A. (2013): <i>Plans and the structure of behavior</i>. Martino Fine Books.</p> <p>Nolen-Hoeksema, S., Loftus, G. & Wagenaar, W. (2014): <i>Atkinson & Hilgard's Introduction to Psychology</i> (16th edition). Cengage Learning.</p> <p>Ryan, R. M. (edit.) (2019): <i>The Oxford handbook of human motivation</i>. (2nd edition). Oxford University Press.</p> <p>Rogers, C. R. (2015): <i>Becoming a person</i>. Martino Fine Books.</p> <p>Whitmore, J. (2017): <i>Coaching for performance (5th edition)</i>. Nicholas Brealey.</p>
Examination	
Type & size	Term paper / 10-15 pages / max. of 60 grading points
Date	Due date four months after the first classroom seminar.

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3.2 Submodule Leading Self		
Workload in hrs (detailed)	Classroom lecture:	13
	Tasks & Assignments in addition to the classroom lecture:	7
	Preparation & wrap-up of class-room lectures:	10
	Exam preparation / term paper	20
	Total:	50
Semester	1st. semester	
Language	English	
Frequency	Once per programme	
Planned group size	10-15	
Description of the lecture		
<p>Intended Learning Objectives</p> <p>The students should be able to...</p>	<p>1. Knowledge and Understanding:</p> <ul style="list-style-type: none"> • define individually and as a group the values that make their life “valuable” and how those support their professional experiences in the behaviors that define “good” and “bad” leaders • recognize and utilize the role of our emotions as biological feedback on the effectiveness and efficiency of our actions, thoughts and interactions with others • analyze their work/life balance to gain a more strategic view of their life resource management and values allowing for greater personal self-response-ability, value and resiliency • evaluate through self-reflection on how their needs, wants and values influence their self-perception and their leadership behavior <p>2. Use and Application of Knowledge:</p> <ul style="list-style-type: none"> • develop and demonstrate their ability to become more self-aware by demonstrating the ability to experience and 	

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	<p>maintain the “observing perspective” necessary to be reality based and results oriented (inclusive solutions)</p> <ul style="list-style-type: none"> define and classify through personal experience their physical stress levels and demonstrate their skills in becoming physically calmer, mentally clearer, connected with others, and more centered and grounded in their experience of themselves in relationships (“me in we”) bringing greater personal value to their behavior utilize their emotions to develop an emotional work-life balance and a feeling of satisfaction and happiness as a primary foundation for the “emotional self-sufficiency” necessary for leading others <p>3. Scientific self-conception:</p> <ul style="list-style-type: none"> develop an awareness of the difference between the objective self-identification (“Me”) and the subjective cultural self-identification (“I/Ich”) improve reality testing by distinguishing between observations and evaluations necessary for reality based self-responsibility with self and others create a neuroscience based daily individual development schedule designed to biologically upgrade habits to skillful ways <p>4. Personal development, ethical conduct and professionalism:</p> <ul style="list-style-type: none"> create an Individual Development Plan to develop a key competency that will move them towards their vision of their competency potential recognize that being a “good leader” (being empathic, supportive & motivating) helps to achieve the job related needs & goals of their team members, the business objectives of their companies, and their personal work and life goals understand how to lead in an authentic way as leader and member of a business organization based on their awareness of their personality
Content	<p>1. Introduction to emotional intelligence in the workplace:</p> <ul style="list-style-type: none"> Definitions and history on emotions in the workplace

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	<ul style="list-style-type: none"> • Emotional intelligence as a primary management competency • Introduction of an Emotional Quality Management System <p>2. Participant assessment of:</p> <ul style="list-style-type: none"> • Life satisfaction • Career needs • Abilities and limitations • Values <p>3. Development of a balanced and centered self-identity:</p> <ul style="list-style-type: none"> • Understanding stress and how to release it for resiliency • Gaining an observing perspective on thoughts and their influence on identity and behavior • Developing an experience of being centered and grounded <p>4. Individual emotional competency assessment utilizing the EQ-I 2.0.:</p> <ul style="list-style-type: none"> • Debriefing of the Workplace Report illustrating current competency levels • Analysis of the emotional competencies supporting the 3 leadership orientations and 4 behavioral pillars <p>5. Stages of Personal Development:</p> <ul style="list-style-type: none"> • Explanation of the Stages of Personal Development along with examples of strategies and dangers <p>6. Developing an Individual Development Plan:</p> <ul style="list-style-type: none"> • Review of the steps of an Individual Development Plan • Completing the steps of a personal Individual Development Plan utilizing a template <p>7. Utilizing the IDP as a vision for daily motivation and guidance in competency development:</p> <ul style="list-style-type: none"> • Development of a neuroscience derived daily plan of visualization and action steps towards competency development
Prerequisites	Pre-reading and preparation tasks (EQi2.0 Assessment of EI)

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Interfaces to other modules	Business Ethics, Sustainability, Change Management, Cross Cultural Behavior, Projects.
Application in other modules/programmes	n. a.
Mandatory readings	Baker, M. (2020): Leading Self: Managing the Manager, The Workbook. Goleman, D. (1994): Emotional Intelligence, New York: Bantam Books.
Additional readings	Cherniss, C & Goleman, D, (Ed.) (2001): The Emotionally Intelligent Workplace, San Francisco, Jossey-Bass. Csikszentmihalyi, M. (2004): Good Business, Leadership, Flow and the Making of Meaning, New York, Penguin. Goleman, D. (1998): Working with Emotional Intelligence, New York: Bantam. Harvard Business Review (2018): Emotional Intelligence Series, Harvard Business Review Press Stein, S & Book, H. (2006) The EQ Edge San Francisco, Jossey-Bass.
Examination	
Type & size	Term Paper, 5 – 7 pages, max. of 20 grading points
Date	Due date four months after the classroom seminar.

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3.3 Submodule Mindful Leadership		
Workload in hrs (detailed)	Classroom lecture:	30
	Tasks & Assignments in addition to the classroom lecture:	5
	Preparation & wrap-up of class-room lectures:	5
	Exam preparation / term paper	10
	Total:	50
Semester	2nd. or 3rd. semester	
Language	English	
Frequency	Once per programme	
Planned group size	10-15	
Description of the lecture		
<p>Intended Learning Objectives</p> <p>The students should be able to...</p>	<p>1. Knowledge and Understanding:</p> <ul style="list-style-type: none"> • understand and assess the consciousness and competencies of Mindful Leadership • understand the value of Agile Resiliency in a VUCA reality and how to develop those competencies • understand and use the Four Thinking Styles necessary for developing Agile Inclusive Solutions to VUCA situations • recognize the development cycle of an employee and how to diagnose the employee's competency level for self-responsibility and personal development value beginning with self-analysis of their own current competency levels together with their superior • recognize and compare their preferences on leadership styles, power bases and functional team roles based upon their emotional competencies to gain a deeper personal recognition of both their preferences and the need to utilize the appropriate leadership competencies based upon the needs of the employee 	

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	<ul style="list-style-type: none"> • understanding how to develop agile team cultures <p>2. Use and Application of Knowledge:</p> <ul style="list-style-type: none"> • analyze leadership situations utilizing the transactional and transformation approaches and demonstrate skill in making transformational decisions • analyze the systemic relationships between leaders, managers and followers in organizations and define for themselves their interdependent roles and responsibilities for each functional level to gain a systemic vision that provides a strategic direction for their organizational relationships • increase their team leadership through developing their expertise in creating behavioral visions, defining functional team roles and developing team consensus on the “rules of how we work together” so they bring their cultural understanding and values into developing a high performing team culture • use the leadership skills planning, organizing, executing and monitoring to structure their approach to situations • appraise follower needs and provide individual followers with the leadership expertise (Leadership Task Model) of goal orientation, support/motivation, empowerment and resource optimization • develop an individual vision and development plan of their leadership potential based upon their personal values <p>3. Scientific self-conception:</p> <ul style="list-style-type: none"> • recognizing the importance of a mindful, systemic, stakeholder approach in leading teams and organizations • appreciating the value of developing <i>agility</i> to remain reality based and results oriented, and <i>resiliency</i> to maintain the personal balance for sustainable creative engagement with others in a VUCA business climate • gaining awareness of personal subjective leadership preferences and the objective needs of developing employees necessary for a situational leadership flexibility. • creating an inspiring personal leadership vision based upon personal values that models the self-actualization needed by stakeholders for intrinsic motivation and transformational decision making
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	<p>4. Personal development, ethical conduct and professionalism:</p> <ul style="list-style-type: none"> • analyze and understand their consciousness and competencies in Mindful Leadership • experience how to develop agility and resiliency for more reality based, results oriented ethical solutions • gain insight into their leadership styles and power bases in order to select the appropriate competencies in developing employees • practice in designing agile solutions in complex situations • developing a successful leadership vision for sustainable personal well being
Content	<p>1. The Form, Function and Value of Leadership, Management and Employees:</p> <ul style="list-style-type: none"> • Definition of Mindful Leadership • Leadership Task Model - meeting follower expectations • Developing consensus on the interdependent relationships of organizations • The M.A.S of a leadership expertise • Transactional and Transformational styles and decision making during VUCA times • Monitoring - 6 Questions of Accountability • 12 basic ethical values in organizations <p>2. Situational Leadership:</p> <ul style="list-style-type: none"> • Three leadership orientations • Readiness levels for performance - ability and willingness • Readiness levels and leadership orientations • Understanding the employee development cycle <p>3. Leadership Styles and Power Bases:</p> <ul style="list-style-type: none"> • Self-assessment on Goleman´s six leadership styles • Analyzing each leadership style for appropriateness on the employee development cycle • Self-assessment on Hersey´s power bases • Analyzing each power base for appropriateness on the employee development cycle • Analyzing leadership style and power base preferences against personal experiences

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	<p>4. Team Leadership:</p> <ul style="list-style-type: none"> • Self-analysis of functional team roles and preferences • Understanding the development cycle of Teams • Leading a multi-generational team • Developing a agile team <p>5. Time Optimization:</p> <ul style="list-style-type: none"> • Workload Optimization - scheduling, priorities and time to completion • Meeting Optimization - P.O.E.M. of effective meetings <p>6. Developing a Mindful Leadership Style:</p> <ul style="list-style-type: none"> • Transactional and Transformational leadership styles • Defining the criteria for transactional and transformational decision making algorithmsl <p>7. Developing a Personal Leadership Vision:</p> <ul style="list-style-type: none"> • Reflection on the values and behaviours of effective leadership • Developing a personal vision of leadership potential • Designing a daily practice for developing leadership potential <p>8. Creating a Culture through Engaging in a Vision:</p> <ul style="list-style-type: none"> • Stages of creating a team/department/organization culture • Value and purpose of a vision • Providing motivation and support during culture engagement <p>9. Growth Practices for Leaders:</p> <ul style="list-style-type: none"> • Recommended growth practices for managers • Daily PnL to use emotions to develop skillful ways and resiliency
Prerequisites	Pre-reading and preparation self-assessments and tasks
Interfaces to other modules	Leading Self / Principles of Leadership

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Application in other modules/programmes	n. a.
Mandatory readings	<p>Baker, M. (2020): Mindfulness Leadership: Developing Agile Resiliency, The Preparation Workbook and The Workbook</p> <p>Goleman, D., Boyatzis, R., McKee, A. (2004): Primal Leadership, Realizing the Power of Emotional Intelligence. Harvard Business School</p>
Additional readings	<p>Desjardins, C. & Baker, M. (2013): <i>The Leadership Task Model</i>. Journal of Applied Leadership & Management, 2, pp. 17-39.</p> <p>Gladwell, M. (2005): Blink, <i>The Power of Thinking Without Thinking</i>. New York, Back Bay Books.</p> <p>Hersey, P., Kenneth B. and Dewey J., (2004): <i>Management of Organizational Behavior, Leading Human Resources</i>. Eighth Edition. Prentice-Hall of India, New Dehli.</p> <p>Kotter, J., (1990): <i>A Force for Change, How Leadership Differs from Management</i>. The Free Press, New York.</p> <p>Kotter, J., (1996): <i>Leading Change</i>. Harvard Business School Press, Boston.</p> <p>Marturano, Janice, (2014): <i>Finding the Space to Lead</i>. Bloomsbury Press, New York</p> <p>Pellerin, C., (2009): <i>How NASA Builds Teams</i>. John Wiley & Sons, New Jersey.</p>
Examination	
Type & size	Business Case/ Term Paper, 5 – 7 pages, max. of 10 grading points
Date	Due date four months after the classroom seminar.

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Module 4: Electives International Management

General information	
Programme	MBA International Business Management & Leadership
Module title / no.	M4 Electives International Management
Module manager	Prof. Dr. Christoph Desjardins, Prof. Dr. Martin Göbl, Prof. Dr. Uwe Stratmann
Titles of submodules	4A General Management, 4B International Supply Chain Management, 4C International Sales Management.
Lecturer	Prof. Dr. Christoph Desjardins, Prof. Dr. Martin Göbl, Prof. Dr. Uwe Stratmann + various external lecturers.
Type of seminar / didactical methods	Class room seminar with assignments. Lecture, role plays, group tasks, individual tasks, plenum discussions.
Type of lecture (core/elective)	Elective lecture
ECTS points	14 (5/4/5)
Grading	
Weighting of grade in the total grade	14/90
Grading points per submodule	35/30/35

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4A General Management Track		
4A 1.1 Change Management		
Workload in hrs (detailed)	Classroom lecture:	20/110
	Tasks & Assignments in addition to the classroom lecture:	8/50
	Preparation & wrap-up of class-room lectures:	12/70
	Exam preparation / term paper	35/120
	Total:	75/350
Semester	2nd. or 3rd. semester	
Language	English	
Frequency	Once per programme	
Planned group size	10-25	
Description of the lecture		
<p>Intended Learning Objectives</p> <p>The students should be able to...</p>	<p>1. Knowledge and Understanding:</p> <ul style="list-style-type: none"> • understand psychological reasons for change resistance • reflect fundamental change management theories and tools <p>2. Use and Application of Knowledge:</p> <ul style="list-style-type: none"> • identify business changes and the need for change management • apply different change management tools into their business practice • analyse the culture of a company based on fundamental culture models 	

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	<p>3. Scientific self-conception:</p> <ul style="list-style-type: none"> critically reflect the scientific fundament of change management theories and alternative ways of defining organizational changes <p>4. Personal development, ethical conduct and professionalism:</p> <ul style="list-style-type: none"> manage sustainable organizational changes based on ethical standards and compliance rules
Content	<ol style="list-style-type: none"> Business changes and the need for Change Management Psychological reasons for change resistance Fundamental Change Management theories The Change Management Process Change Management tools Cognitive-emotive change management
Prerequisites	Not applicable
Interfaces to other modules	Business Ethics, Sustainability, Cross Cultural Behavior, Projects.
Application in other modules/programmes	n.a.
Mandatory readings	<p>Desjardins, C. (2020): <i>Change Management Script</i>. Kempten: Professional School of Business & Technology.</p> <p>Desjardins, C. (2017): Cognitive-emotive change management. <i>Journal of Applied Leadership and Management</i>, 1, 1 – 15.</p>
Additional readings	<p>Bushe, G.R. & Marshak, R.J. & Schein, E.H. (2015): <i>Dialogic Organization Development: The Theory and Practice of Transformational Change</i>. San Francisco: Berrett-Koehler Publishers.</p> <p>Doppler, K. & Lauterburg, C. (2010): <i>Managing Corporate Change</i>. Heidelberg: Springer.</p> <p>Eccles, A. (1993): <i>Succeeding with change</i>. London: McGraw Hill. Grant, R. M.</p>

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	Kotter, J.P. (1996): <i>Leading Change</i> . Cambridge: Harvard Business School Press
Examination	
Type & size	Term paper / 10-15 pages / 35 of 100 grading points
Date	Due date four months after the first classroom seminar.

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4A General Management Track		
4A 1.2 Entrepreneurship		
Workload in hrs (detailed)	Classroom lecture:	30/110
	Tasks & Assignments in addition to the classroom lecture:	10/50
	Preparation & wrap-up of class-room lectures:	10/70
	Exam preparation / term paper	0/120
	Total:	50/350
Semester	2nd. or 3rd. semester	
Language	English	
Frequency	Once per programme	
Planned group size	15-25	
Description of the lecture		
Intended Learning Objectives The students should be able to...	<p>1. Knowledge and Understanding:</p> <ul style="list-style-type: none"> define entrepreneurship as a manageable process that consists of opportunity recognition, resource marshalling and team building driven by communication, creativity and leadership and can be applied in virtually any organizational setting <p>2. Use and Application of Knowledge:</p> <ul style="list-style-type: none"> implement new business concepts by reevaluating the own view, staying open minded and thinking outside the box create new ventures and rise them to success into their own entrepreneurial activities 	

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	<p>3. Scientific self-conception:</p> <ul style="list-style-type: none"> • application of the use of the effectuation theory of entrepreneurship in developing business model and starting new ventures and corporate entrepreneurship <p>4. Personal development, ethical conduct and professionalism:</p> <ul style="list-style-type: none"> • create new business models that are sustainable and based on ethical standards and compliance rules
Content	<p>Entrepreneurship is considered the liberal arts of business education. Entrepreneurship means to keep an open mind, think outside the box, re-evaluate your own views of entrepreneurship, and intellectually challenge your peers. Entrepreneurship is a way of thinking and acting.</p> <p>The course revolves around the application of the Effectuation theory of entrepreneurship in starting and managing a business. The emphasis of this course is on entrepreneurship process that can be applied in virtually any organizational setting. We will be looking at entrepreneurship over the life cycles of people's careers, of organizations as they evolve from start-up enterprise to sizeable corporation. However, our principal focus will be on the creation of new ventures, the ways that they come into being, and factors associated with their success.</p> <p>It is an integrative course – one that combines material introduced in other MBA courses. Therefore, the emphasis is on applying techniques learned from Organizational Behavior, Accounting, Financial Analysis, Marketing, Operations management and Human Resource Management.</p> <p>The seminar consists of the following main themes</p> <ol style="list-style-type: none"> 1. The Entrepreneurial Mind for an Entrepreneurial World 2. The Opportunity 3. Entrepreneurial Marketing 4. Entrepreneurial Finance 5. Entrepreneurial HR 6. Corporate Entrepreneurship and Effectuation

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	This course will be conducted on the basis of experiential learning using case studies, role plays and interactive sessions.
Prerequisites	n.a.
Interfaces to other modules	Modules 1 - 9
Application in other modules/programmes	n.a.
Mandatory readings	<p>Effectual Entrepreneurship 2nd Edition By Stuart Read, Saras Sarasvathy, Nick Dew, Robert Wiltbank, published by 2017 – Routledge</p> <p>Adams, R. & Spinelli, S. Jr. (2016): New Venture Creation: Entrepreneurship for the 21th century. 10th edition. McGraw-Hill.</p>
Additional readings	<p>A list of case studies and reading from HBS and other sources are provided.</p> <ul style="list-style-type: none"> • Babson Case: Roxanne Quimby A • Darden Case: NILS Bergovist Case Study • Darden Reading: Bird in Hand Principle • Darden Reading: What Makes Entrepreneurs Entrepreneurial? • HBS Case: John inventor and the snow plough • HBS Case Study: ECOWASH: A BUSINESS OPPORTUNITY WORTH PURSUING? • HBS Case: AirBnB • HBS Case: Barefoot College of Tilonia: Lighting Up Rural Lives • HBS Reading: The New Normal: An Agenda for Responsible Living • Humanistic Management: Giving wings to your leadership style • HBS Reading: How Will you measure your life <p>Exercises</p> <ul style="list-style-type: none"> • Idea Generation Exercise • Speed Exercise to develop networks • Effectual lunch exercise

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- Business startup model exercise to develop a business model

List of you tube videos developed and used for this course

Videos developed and used for the course	
Name	You tube links
What is the Entrepreneurial Mindset?	https://youtu.be/VcG1zwCnHw4
What makes Entrepreneurs Entrepreneurial?	https://youtu.be/XV0ndAB9ldc
Burt's Bees Case Study: Introduction	https://youtu.be/zCex3eBz_Q4
Burt's Bee Part 1: Idea Generation	https://youtu.be/MngTt2HLQ5Q
Burt's Bee Part 2: Resource Mobilization	https://youtu.be/WWVPUeEIQO8
Burt's Bee Part 3: Collaboration	https://youtu.be/8_ovHJZthVo
Burt's Bee Part 4: Growth	https://youtu.be/FN4434eSg_s
Burt's Bee Part 5: Key Lessons Learnt	https://youtu.be/X4ak5MYHoTk
Video Case <u>Frelifag</u>	https://www.youtube.com/watch?v=w9DI_aDLT8g
Business Startup Model	www.youtube.com/watch?v=cMmEJgKrbOg
Cold Opportunity Case A	https://youtu.be/KOst34N-ztk
Cold Opportunity Case B	https://youtu.be/VZo3ZQlgQwc
Effectuation Theory	
Bird In Hand	https://youtu.be/4w_sRtv4xXw
Affordable Loss	https://youtu.be/c9ADD6Vdvv0
Crazy Quilt	https://youtu.be/IMW3gmPlavM
Lemonade	https://youtu.be/PxLpanzRn1o
Pilot in the Plane	https://youtu.be/KA67VxRXZaM
How will you measure your life?	https://youtu.be/7qeOL9ISNX8

Examination

Type & size	No examination
Date	n.a.

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4A General Management Track		
4A 2. Market Research & Development		
Workload in hrs (detailed)	Classroom lecture:	30/110
	Tasks & Assignments in addition to the classroom lecture:	20/50
	Preparation & wrap-up of class-room lectures:	30/70
	Exam preparation / term paper	45/120
	Total:	125/350
Semester	2nd. or 3rd. semester	
Language	English	
Frequency	Once per programme	
Planned group size	15-25	
Description of the lecture		
Intended Learning Objectives The students should be able to...	<p>1. Knowledge and Understanding:</p> <ul style="list-style-type: none"> • evaluate the importance of information in order to develop a market / solved market based problem in a company • describe the value of a theoretical basis for applied market research, especially for the areas consumer behavior, market segmentation including customer typology, customer satisfaction and apply it to specific problems • different types of market analysis (primary/secondary, quantitative/qualitative) • how to conduct especially a primary research project <p>2. Use and Application of Knowledge:</p> <ul style="list-style-type: none"> • identify suitable and use selected market research instruments • apply market research and use and evaluate its instruments to solve specific problems 	

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	<ul style="list-style-type: none"> • rate the complete process of market research and design an own project • compare the necessary statistical basics of market research <p>3. Scientific self-conception:</p> <ul style="list-style-type: none"> • evaluation of practical market analysis against the background of scientific research methods and requirements • critical evaluation and reflection of data and information in a business and personal context • recognize the value of theoretical foundations for business issues <p>4. Personal development, ethical conduct and professionalism:</p> <ul style="list-style-type: none"> • know and apply market research ethics e.g. regarding external laws and internal compliance guidelines in an international context • practice professional criticism of given results • discussion and appreciation of different ways to solve (market related) business problems
Content	<p>0. Prolog - Epistemology and Theory of knowledge</p> <ul style="list-style-type: none"> • purpose and definition of science • epistemological schools • deduction and induction • definition and purpose of theory • research ethics <p>1. Market research as basis for market orientated management:</p> <ul style="list-style-type: none"> • market orientation as basis for management • process and general information needs of international market analysis and development • definition, purposes, value and basic decisions of international market research • international secondary market research: information needs, process and information sources • primary market research process

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	<p>2. Definition of research problem and exemplary application:</p> <ul style="list-style-type: none"> • basics of customer behavior • measurement of customer attitudes • international market segmentation <p>3. Research planning:</p> <ul style="list-style-type: none"> • structure of research design • population and random sample • collection methods and -instruments • collection and analysis plan <p>4. Data collection:</p> <ul style="list-style-type: none"> • survey / questioning • observation • (international) online primary research <p>5. Data analysis:</p> <ul style="list-style-type: none"> • editing, coding, objectivity, reliability, validity • overview about instruments and methods of data analysis <p>6. Case Studies (optional)</p>
Prerequisites	Pre-reading and preparation tasks
Interfaces to other modules	International Marketing
Application in other modules/programmes	n.a.
Mandatory readings	Nununa, Daniel / Birks, David F. / Malhotra, Naresh K. (2020): Marketing Research, Applied Insight, 6 th Edition, chapter 1, 2, 3, 13, 14, 15
Additional readings	<p>Aaker, D.A (2018): <i>Marketing Research</i>. 13th edition.</p> <p>Burns, A.C.; Veeck, A.F. (2016): <i>Marketing Research</i>. 8th edition.</p> <p>Hair, J.F. Jr.; Black, W.C.; Barry, J.B.; Anderson, R.E. (2018): <i>Multivariate Data Analysis</i>. 8th edition.</p>

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	<p>Hair, J.F.; Ortinau, D.; Harrison, D. E. (2020): <i>Essentials of Marketing Research</i>. 5th edition.</p> <p>Iacobucci, D., (2018): <i>Marketing Research: Methodological Foundations</i>, 12th edition</p> <p>McDaniel, C. Jr. /Gates, R. (2018): <i>Marketing Research</i>. 11th edition</p> <p>Tabacknick, B.G., Fidell, L.S. (2018): <i>Using Multivariate Statistics</i>. 7th edition</p> <p>Zikmund, W.G., Babin, B.J., Carr, J.C., Griffin, M. (2019): <i>Business Research Methods</i>. 2nd edition</p>
Examination	
Type & size	Term paper; 35 of 100 grading points
Date	Due date four months after the first classroom seminar.

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4A General Management		
4A 3. Cross Cultural Behavior		
Workload in hrs (detailed)	Classroom lecture:	30/110
	Tasks & Assignments in addition to the classroom lecture:	12/50
	Preparation & wrap-up of class-room lectures:	18/70
	Exam preparation / term paper	40/120
	Total:	100/350
Semester	2nd. or 3rd. semester	
Language	English	
Frequency	Once per programme	
Planned group size	15-25	
Description of the lecture		
<p>Intended Learning Objectives</p> <p>The students should be able to...</p>	<p>1. Knowledge and Understanding:</p> <ul style="list-style-type: none"> • analyze and recognize their own “work values” and how those compare with their national culture through self-assessment with the Hofstede Work Values Continuums • recognize culture as the background “software” that shapes our perception and experience of reality (how we meet our needs together and what we value) through personally analyzing their own “culture within” to understand their Self-Reference Criteria • assess their current approach to cultures based on their Cultural Intelligence self-assessment and create a development plan for increasing their cultural intelligence <p>2. Use and Application of Knowledge:</p> <ul style="list-style-type: none"> • grasp the cultural communication and behavioral differences to their counterparts and demonstrate their ability to 	

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	<p>adapt their internal and external relationship behavior towards the interaction and the intended outcomes</p> <ul style="list-style-type: none"> • expand their expertise for the specific skills necessary to lead multi-cultural, virtual teams and apply negotiating and leadership styles • develop their ability to relate in a value-able way to other people and other cultures to implement an international business success <p>3. Scientific self-conception:</p> <ul style="list-style-type: none"> • n.a. <p>4. Personal development, ethical conduct and professionalism:</p> <ul style="list-style-type: none"> • be aware of your own biases which automatically steers our behaviour and develop cognitive strategies to overcome these... • detect biased behaviour and micro-attacks in others and behave accordingly by sharing your ethical values
Content	<p>1. Culture: Defining and examining its purpose and role</p> <ul style="list-style-type: none"> • Characteristics, scope and value of culture • Culture shock <p>2. Cultural Self-Awareness & Implicit Bias</p> <ul style="list-style-type: none"> • Different levels of Self-identity • Self-Reference Criteria • Social & racial implicit biases / cognitive counter-strategies <p>3. Cultural Intelligence: Assessing, defining and developing cognitive, emotional and physical CQ</p> <ul style="list-style-type: none"> • CQ self-assessment • Developing Cultural Intelligence • Developing Emotional & Cognitive CQ - Hofstede's Work Values • Cultural Characteristics of the German, Dutch, Chinese, Japanese, Indian and U.S. values

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	<p>4. Developing CQ Skills: communication, decision making, negotiating, team leading, leadership styles and international organizations</p> <ul style="list-style-type: none"> • Understanding high and low context speech • Conversational styles and nonverbal behaviors • Cultural decision making • Developing and leading multi-cultural teams • Gesteland's cultural patterns in negotiating • Multi-cultural leadership <p>5. Managing an international Career</p> <ul style="list-style-type: none"> • Global work assignments • The right reason, the right people and the right return • Living successfully in a foreign country - individual and company • Checklists for culture shock
Prerequisites	Pre-reading and preparation tasks
Interfaces to other modules	Strategy and Change Management; International HR
Application in other modules/programmes	n.a.
Mandatory readings	<p>Foley, M., & Williamson, S. (2019): Managerial perspectives on implicit bias, affirmative action, and merit. <i>Public administration review</i>, 79(1), 35-45.</p> <p>Salih, A. M. (2020): <i>Cross-Cultural Leadership: Being Effective in an Era of Globalization, Digital Transformation and Disruptive Innovation</i>. Routledge.</p>
Additional readings	<p>Böhm, D., Ahrens, R., Albrecht, H. & Reichenbach, T. (2003): <i>Respect to the other culture – the key to business success</i>. In: H. Kopp (Ed.), Area studies, business and culture. Münster: Lit. .</p> <p>Caven, Valerie; Nachmias (2018): <i>Stefanos, Hidden Inequalities in the Workplace</i>, Springer International Publishing</p> <p>d'Iribarne, P., Chevrier, S., Henry, A., Segal, J. P., & Tréguer-Felten, G. (2020): <i>Cross-Cultural Management Revisited: A Qualitative Approach</i>. Oxford University Press.</p>

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	<p>Earley, C.P., Ang, S. & Tan, J. (2010): <i>CQ: Developing Cultural Intelligence at Work</i>, Stanford.</p> <p>Gesteland, R.R. (2002): <i>Global Business Behavior</i>. 3rd edition. Copenhagen: Business School Press.</p> <p>Hampden-Turner, C. & Trompenaars, F. (1997): <i>Riding the waves of culture</i>. London: Nicolas Brealey Publishing.</p> <p>Hampden-Turner, C. & Trompenaars, F. (2004): <i>Managing people across cultures</i>. Albany: Capstone Publishing.</p> <p>Hofstede, G.H. (2004): <i>Cultures and Organizations</i>. 2nd edition. London: Higher Education.</p> <p>Lueke, A., & Gibson, B. (2015): Mindfulness meditation reduces implicit age and race bias: The role of reduced automaticity of responding. <i>Social Psychological and Personality Science</i>, 6(3), 284-291</p> <p>Rabin, M., & Schrag, J. L. (1999): <i>First Impressions Matter: A Model of Confirmatory Bias</i>. <i>The Quarterly Journal of Economics</i>, 114(1), 37–82</p> <p>Thomas, D.C. & Inkson, K., (2003): <i>Cultural Intelligence</i>. San Francisco: Berrett-Koehler.</p>
Examination	
Type & size	Term paper; 30 of 100 grading points
Date	Due date four months after the first classroom seminar.

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4B International Supply Chain Management		
4B 1. Management of Supply Chain Networks		
Workload in hrs (detailed)	Classroom lecture:	30/110
	Tasks & Assignments in addition to the classroom lecture:	12/50
	Preparation & wrap-up of class-room lectures:	18/70
	Exam preparation / term paper	40/120
	Total:	100/350
Semester	2nd. or 3rd. semester	
Language	English	
Frequency	Once per programme	
Planned group size	15-25	
Description of the lecture		
<p>Intended Learning Objectives</p> <p>The students should be able to...</p>	<p>1. Knowledge and Understanding:</p> <ul style="list-style-type: none"> • learn about the importance of transportation for SCM, the Economy and Global Trade • know characteristics of all modes of transportation within a global supply chain • gain a general understanding of logistics service providers and their pricing models in transport and warehousing • gain knowledge about the logistic outsourcing process and how to measure its success • learn the mathematical and statistical functions to extrapolate cost developments in transport and warehousing • understand the ecological footprint of a supply chain and how design and evaluation sustainable logistic networks 	

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	<p>2. Use and Application of Knowledge:</p> <ul style="list-style-type: none"> analyse different network options and evaluate different network designs analyse service providers and compare their different business concepts <p>3. Scientific self-conception:</p> <ul style="list-style-type: none"> carrying out a whole logistics planning project from data validation via planning to decision making and recommendation development design and evaluation sustainable logistic networks <p>4. Personal development, ethical conduct and professionalism:</p> <ul style="list-style-type: none"> work with state-of-the art logistics planning system XCargo reflecting of network planning decisions by balancing the effects on cost, service, labour and sustainability
Content	<p>1. Global Significance of Transportation</p> <ul style="list-style-type: none"> Transportation and the Industrial Revolution(s) Global Supply Chains: The Role and Importance of Transportation Transportation and the Economy Public Policy for Transportation Costing and Pricing for Transportation <p>2. Characteristics of Different Transport Modes</p> <ul style="list-style-type: none"> Airlines Water Carriers Motor Carrier Railway Carrier Intermodal Transports Pipelines <p>3. Network Planning</p> <ul style="list-style-type: none"> Transportation Risk Management Global Transportation Planning Global Transportation Execution Carrier Strategies EU Customs Regulations, Preferences

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	<ul style="list-style-type: none"> • Optimization of Distribution Networks based on logistics planning system XCargo <p>4. Logistics Service Providers</p> <ul style="list-style-type: none"> • 3rd Party Logistics (3PL) • 3rd Party Contracting • Information Technology <p>5. Sustainability</p> <ul style="list-style-type: none"> • Greenhouse Gas Emission • Ecological Footprint • Perspectives
Prerequisites	Pre-reading and preparation tasks
Interfaces to other modules	Company internal logistics processes
Application in other modules/programmes	n.a.
Mandatory readings	Coyle et al (2018): Transportation 9th Edition - A Global Supply Chain Perspective
Additional readings	<p>Rushton / Croucher / Baker (2006): The handbook of Logistics and Distribution Management, 3rd ed.</p> <p>Vahrenkamp / Mattfeld (2007): Logistiknetzwerke</p> <p>Bowersox / Closs (2007): Logistical Management, 15th Ed.</p> <p>Ballou (2007): Business Logistics / Supply Chain Management, 5th Ed.</p> <p>Waters (2009): Supply Chain Management, 2nd Ed.</p> <p>Semchi-Levi / Kaminisky / Simchi-Levi (2008): Designing and Managing the Supply Chain: Concepts, Strategies and Case Studies, 3rd Ed.</p> <p>Lohre (2007) (Hrsg.): Praxis des Controllings in Speditionen</p> <p>Stölzle / Weber / Hofmann / Wallenburg (2007) (Hrsg.): Handbuch Kontraktlogistik</p>

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	<p>Aberle (2009): Transportwirtschaft, 5. Auflg.</p> <p>Bretzke (2010): Logistische Netzwerke, 2. Auflg.</p> <p>Stölzle / Fafagnimi (Hrsg.): (2010): Güterverkehr kompakt</p> <p>Kranke, Schmied, Schön (2011): CO₂-Berechnung in der Logistik</p> <p>Supply Chain Risk Management, A Compilation of Best Practices, August 2015; Supply Chain Risk Leadership Council</p> <p>The Global Competitiveness Report 2017–2018, Worls Economic Forum, Klaus Schwab, 2017</p> <p>WORLD TRADE STATISTICAL REVIEW– WTO – annual</p> <p>THIRD-PARTY LOGISTICS STUDY Results and Findings of the Annual Study (3plstudy.com)</p>
Examination	
Type & size	Term paper 70 of 125 grading points
Date	Due date four months after the first classroom seminar.

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4B International Supply Chain Management		
4B 2. Strategic Supply Chain Management		
Workload in hrs (detailed)	Classroom lecture:	40/110
	Tasks & Assignments in addition to the classroom lecture:	25/50
	Preparation & wrap-up of class-room lectures:	20/70
	Exam preparation / term paper	40/120
	Total:	125/350
Semester	2nd. or 3rd. semester	
Language	English	
Frequency	Once per programme	
Planned group size	15-25	
Description of the lecture		
Intended Learning Objectives The students should be able to...	<p>1. Knowledge and Understanding:</p> <ul style="list-style-type: none"> explain the content of a Logistics Business Plan and implement it onto a practical example recognize its role in organizations as well as internal and external interfaces and synergies <p>2. Use and Application of Knowledge:</p> <ul style="list-style-type: none"> evaluate connections of service levels on logistics performances and company success apply the basic rules of implementing a clear logistics strategy based on a logistic business plan assess new and actual concepts of strategic logistics management and how to implement them (e.g. Strategic portfolios, Logistics Balance Sheet, Logistics Balanced Scorecard, Blueprinting, Du Pont System, KPI toolboxes) 	

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	<p>3. Scientific self-conception:</p> <ul style="list-style-type: none"> • n.a. <p>4. Personal development, ethical conduct and professionalism:</p> <ul style="list-style-type: none"> • ability to evaluate how logistics goals are in line or in conflict with ethical and sustainable behavior • presenting and “selling” the success of logistics
Content	<p>1. Define boundaries of the logistics system:</p> <ul style="list-style-type: none"> • Logistics functions in a company • Definitions • Logistics trends • Logistics vs. Supply Chain Management <p>2. Establish logistics target / Develop logistics strategy:</p> <ul style="list-style-type: none"> • Strategic considerations • Business vs. Logistics Strategy • Creating Logistics Competitive Advantages • Measure Logistics impact on company goals <p>3. Design a Logistics Balanced Scorecard:</p> <ul style="list-style-type: none"> • Balanced Scorecard • Defining of logistics objectives and KPIs • Logistics ratio systems • Implementing a Logistics Balanced Scorecard <p>4. Develop a current and target Logistics Balance Sheet:</p> <ul style="list-style-type: none"> • Definition of Logistics Balanced Sheet • Measuring the Success of a Logistics System • Connection of Logistics service levels and (lost) sales revenue • Derivate recommended actions <p>5. Logistics marketing instruments and risk evaluation:</p> <ul style="list-style-type: none"> • Logistics vs. Marketing • 7Ps of service marketing • Benchmarking • SWOT analyses / Risk evaluation

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Prerequisites	Pre-reading and preparation tasks
Interfaces to other modules	Internal Logistics Processes
Application in other modules/programmes	n.a.
Mandatory readings	Göbl, M., Froschmayer, A. (2019): The power of logistics. Gabler.
Additional readings	<p>Ballou, R. H. (2004): <i>Business Logistics Management</i>.</p> <p>Bolstorff, P., Rosenbaum, R., Poluha, R. (2007): <i>Spitzenleistungen im Supply Chain Management. Ein Praxishandbuch zur Optimierung mit SCOR</i>. Berlin, Springer.</p> <p>Christopher, M. (2016): <i>Logistics and Supply Chain Management</i>.</p> <p>Fugate et. al. (2010): <i>Logistics Performance: Efficiency, Effectiveness and Differentiation</i>. In: Journal of Business Logistics, Vol. 31, No. 1, 2010.</p> <p>Göbl, M. (2003): <i>Die Beurteilung von Dienstleistungen</i>.</p> <p>Göpfert, I., Froschmayer, A. (2010): <i>Logistik-Bilanz</i>.</p> <p>Mangan et. al. (2008): <i>Global Logistics and Supply Chain Management</i>. John Wiley & Sons.</p> <p>Schramm-Klein, Morschett (2006): <i>The Relationship between Marketing, Performance, Logistics Performance and Company Performance for Retail Companies</i>. In: Int. Rec. of Retail. Distribution and Consumer Research, Col. 16, No. 2, P.277-296, 2006.</p> <p>Stock, J.R., Lambert D.M. (2001): <i>Strategic Logistics Management</i>. 4th edition. McGraw-Hill.</p> <p>Weber, J. (2010): <i>Logistik- und Supply Chain Controlling</i>, 6. ed.</p>
Examination	
Type & size	Term paper; 30 of 100 grading points
Date	Due date four months after the first classroom seminar.

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4B International Supply Chain Management		
4B 3. Supplier & Inventory Management		
Workload in hrs (detailed)	Classroom lecture:	40/110
	Tasks & Assignments in addition to the classroom lecture:	25/50
	Preparation & wrap-up of class-room lectures:	20/70
	Exam preparation / term paper	40/120
	Total:	125/350
Semester	2nd. or 3rd. semester	
Language	English	
Frequency	Once per programme	
Planned group size	15-25	
Description of the lecture		
Intended Learning Objectives The students should be able to...	<p>1. Knowledge and Understanding:</p> <ul style="list-style-type: none"> • understand basic business strategies and consequences for purchasing function, a.o. using the Purchasing Management Process to define purchasing strategies and objectives in a structured way • understand difference of price per part and costs for the supply situation (TCO) • explain different functions of stocks and the goals of stock management • discuss different forecasting methods • analyze stock policies and lot sizing problems in practical cases • understand the function and the calculation of safety stocks • develop a competitive supply chain 	

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	<p>2. Use and Application of Knowledge:</p> <ul style="list-style-type: none"> • identify interdependencies of market factors and internal factors like production locations, manufacturing set up etc. and consequences for purchasing function • evaluate benefits and risks of different ordering techniques (Schedules, JIT, VMI, ...) and define appropriate solutions for respective situation • get to know impact of different stock levels and policies on service level <p>3. Scientific self-conception:</p> <ul style="list-style-type: none"> • easily understand and interpret topics from economics literature based on the knowledge learned in the course • understand goals and quantitative methods as one basis of corporate decision-making • apply academic approaches to real-world cases <p>4. Personal development, ethical conduct and professionalism:</p> <ul style="list-style-type: none"> • identify consequences of purchasing strategies and decisions in terms of e.g. social or environmental impact and level risks and benefits • develop a holistic understanding of interrelations and manifold interests in supply chains
Content	<p>1. Introduction to Supplier Management:</p> <ul style="list-style-type: none"> • Terms and Definitions • From Business Strategy to Purchasing Strategy • Purchasing Organization • Purchasing Performance Measurement • Case Studies <p>2. Sourcing and Procurement Process:</p> <ul style="list-style-type: none"> • Market Analysis • Risk Management • Defining Specification • Supplier Selection • Contracting • Ordering • Expediting

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	<ul style="list-style-type: none"> • Supplier Evaluation • Supplier Development • Case Studies <p>3. Introduction to Inventory Management:</p> <ul style="list-style-type: none"> • Functions of inventory in the supply chain • Types of inventory • Costs of inventory • KPI's for stock evaluation • ABC-XYZ classification • Beer Game <p>4. Forecasting:</p> <ul style="list-style-type: none"> • Different forecasting methods • Quality and accuracy of forecasts • Case study <p>5. Inventory Strategies and Lot Sizing:</p> <ul style="list-style-type: none"> • Push/pull strategy and decoupling point • Safety stock calculation • Inventory control • Bullwhip effect • Static and dynamic lot-sizing problems • Material Requirement Planning (MRP) and Advanced Planning Systems (APS) • Case study
Prerequisites	Pre-reading and preparation tasks
Interfaces to other modules	International Logistics Management Management of Logistics Networks
Application in other modules/programmes	n.a.
Mandatory readings	Bowersox, D.J., Closs, D.J., Cooper, M.B., Bowersox, J.C. (2013): <i>Supply Chain Logistics Management</i> . 4 th edition. McGraw Hill.

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Additional readings	<p>Chopra, S., Meindl, P. (2016): <i>Supply Chain Management: Strategy, Planning, and Operation, Global Edition: Strategy, Planning, and Operation</i>. 6th edition. Pearson Education Limited.</p> <p>Muller, M. (2019). <i>Essentials of Inventory Management</i>. 2nd edition. Harper Collins.</p> <p>Jacobs, F.R., Berry, W.L., Whybark, D.C., Vollmann, T.E. (2018): <i>Manufacturing Planning and Control for Supply Chain Management: The CPIM Reference</i>. 2nd edition. McGraw-Hill Education.</p> <p>Russell, R.S., Taylor, B.W. (2014): <i>Operations Management - Along the Supply Chain, International Student Version</i>. 8th edition. John Wiley & Sons.</p> <p>Silver, E.A., Pyke, D.F., Peterson, R. (1998): <i>Inventory Management and Production Planning and Scheduling</i>. 3rd edition. John Wiley & Sons.</p> <p>Simchi-Levi D., Kaminsky P., Simchi-Levi E. (2007): <i>Designing and Managing the Supply Chain – Concepts, Strategies and Case Studies</i>. 3th edition. McGraw-Hill.</p> <p>Stadtler, H., Kilger, C., Meyr, H. (2015): <i>Supply Chain Management and Advanced Planning – Concepts, Models, Software and Case Studies</i>. 5th edition. Springer.</p> <p>van Weele, A.J. (2014): <i>Purchasing & Supply Chain Management</i>. 6th edition. Cengage Learning Emea.</p>
Examination	
Type & size	Term paper; 30 of 100 grading points
Date	Due date four months after the first classroom seminar.

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4C International Sales Management		
4C 1. International Sales Strategy		
Workload in hrs (detailed)	Classroom lecture:	30/110
	Tasks & Assignments in addition to the classroom lecture:	12/50
	Preparation & wrap-up of class-room lectures:	18/70
	Exam preparation / term paper	40/120
	Total:	100/350
Semester	2nd. or 3rd. semester	
Language	English	
Frequency	Once per programme	
Planned group size	15-25	
Description of the lecture		
Intended Learning Objectives The students should be able to...	<p>This seminar is built on two pillars: first, concepts and theories as well as in-depth insights about international sales strategy. Second, a teaching case which is about the sales strategy of AUDI and Tesla. By that approach theory and practice can be well aligned and the requirements of an MBA program are incorporated.</p> <p>The core ILOs:</p> <p>1. Knowledge and Understanding:</p> <ul style="list-style-type: none"> • get the most important theories and concepts in the field of strategy as well as international marketing and distribution • understand the complex relationships between corporate objectives, strategies and tools • realize the trade-offs between single decisions and the overall strategy concept 	

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	<ul style="list-style-type: none"> • analyze the (international) market environment and focused customers to prepare an adequate sales strategy <p>2. Use and Application of Knowledge:</p> <ul style="list-style-type: none"> • plan a sales strategy in a systematic and analytical way • select appropriate sales strategies with regard to given corporate and business goals and frameworks • set up international sales organization and structure – reflect certain corporate, business and marketing strategies • develop effective market operation strategies – focus the wholesale functions and processes • design the sales architecture in terms of i.e. vertical and horizontal sales channel structure • select and coordinate internal and external sales partners considering corporate goals as well as compliance standards • coordinate and implement motivation schemes on sales intermediaries <p>3. Scientific self-conception:</p> <ul style="list-style-type: none"> • integration of a self-designed teaching case into the overall didactical concept • use of theories and empirical findings in the business context to integrate a real-life thinking model • find an effective balance between theoretical findings and the transferability into real business cases <p>4. Personal development, ethical conduct and professionalism:</p> <ul style="list-style-type: none"> • work on exercises and case studies in a team of different nationalities and business/industry backgrounds • understand that complex decisions are multicausal • solve positive and/or negative trade-offs between certain strategies and the resulting consequences • discuss business as well as ethical objective in the context of international business
Content	<p>Both, the script and the case study are built on following contents:</p> <p>1. Introduction into international sales strategy</p> <p>1.1 Sales strategy framework</p>

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	<p>1.2 Strategy planning process</p> <p>2. Market environment for sales strategy</p> <p>2.1 Analysis of the macro and industry environment</p> <p>2.2 Quantitative sales analysis and forecasting</p> <p>3. International business strategy</p> <p>3.1 The Integration/Responsiveness framework</p> <p>3.2 Global standardization vs. local responsiveness</p> <p>3.3 Core strategic marketing decisions</p> <p>4. International market entry and operation modes</p> <p>4.1 Strategic decision model for distribution modes</p> <p>4.2 Distribution by exporting</p> <p>4.3 Own national sales company</p> <p>4.4 Intermediate strategies</p> <p>5. Sales channel strategy</p> <p>5.1 Determinants of channel structure</p> <p>5.2 Selective and exclusive dealer agreements</p> <p>5.3 Sales network plan and development</p> <p>6. Multichannel management</p> <p>6.1 E-Commerce strategies</p> <p>6.2 Multichannel strategies</p>
Prerequisites	Pre-reading
Interfaces to other modules	Sales Channel Management, Sales Organisation and Key Account Management, Project Week
Application in other modules/programmes	n.a.
Mandatory readings	Documents for the seminar:

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	<p>Stratmann, U.: <i>International Sales Strategy - A strategic management perspective.</i></p> <p>Stratmann, U.: <i>International Sales Strategie of AUDI AG and Tesla Inc.</i></p> <p>Hollensen, S. (2020): <i>Global Marketing</i>, Pearson Education Limited, UK: pages 315 – 431.</p>
<p>Additional readings</p>	<p>Dietl, H.M., Royer, S. und Stratmann, U. (2009): <i>Value Creation Architectures and Competitive Advantage: Lessons from the European Automobile Industry.</i> In: California Management Review, Vol. 51 (3), Spring 2009: 24-49.</p> <p>Detroy, E.N., Behle, C. & Hofe, R. (2007): <i>Handbuch Vertriebsmanagement.</i> Landsberg am Lech.</p> <p>Diez, W.(2006): <i>Automobilmarketing – Navigationssystem für neue Absatzstrategien.</i> Landsberg am Lech.</p> <p>Hollensen, S. & Opresnik, M.O. (2015): <i>Marketing – A Relationship Perspective.</i> Munich (GER).</p> <p>Homburg, C., Schäfer, H. & Schneider, J. (2012): <i>Sales Excellence.</i> Wiesbaden (GER).</p> <p>Homburg, C. & Wieseke, J. (2011): <i>Handbuch Vertriebsmanagement.</i> Wiesbaden (GER).</p> <p>Morschett, D., Schramm-Klein, H. & Zentes, J. (2014): <i>Strategic International Management.</i> Berlin (GER).</p> <p>Royer, S., Stratmann, U. (2008): <i>Value net organisation and strategic competitive advantage: The case of value net design in car repair and maintenance services in Europe.</i> In: Festing, M. & Royer, S. (Editors): <i>Current Issues in International Human Resource Management and Strategy Research</i>, Schriftenreihe Internationale Personalund Strategieforschung, Band 1, München, S. 9-57.</p> <p>Royer, S., Seeba, H.G., Stratmann, U. (2009): <i>Mehrmarken-Franchisesysteme in europäischen Wartungs- und Reparaturmärkten für PKW.</i> In: <i>Zeitschrift für die gesamte Wertschöpfungskette Automobilwirtschaft (ZfAW)</i>, 12. Hj., Nr.1/2009, S. 6-13.</p>

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	<p>Royer, S., Stratmann, U. (2010): <i>Paläste in roten Zahlen: Direktvertrieb in Europa. Streben die Hersteller immer mehr Niederlassungen an? Wie erfolgreich sind sie?</i> In: Autohaus Heft 07, 2010, S. 32-33.</p> <p>Royer, S., Stratmann, U. (2010): <i>Netzbewegungen: Händlernetze Die Anzahl von Vertriebs- und Servicestandorten in Europa hat sich kaum verändert, gewandelt haben sich die Eigentümerstrukturen.</i> In: Autohaus Heft 17, 2010, S. 52-53.</p> <p>Seeba, H.-G., Stratmann, U. (2010): <i>Strategische Analyse der Branchenstruktur des europäischen Aftersales Marktes.</i> In: Hecker, F., Hurth, J. und Seeba, H.-G. (Hrsg.): <i>Aftersalesmarketing in der Automobilwirtschaft - Konzepte und Strategien im Auto- teile- und Servicemarkt.</i> München, 2010: S. 141-167.</p> <p>Specht, G. & Fritz, W. (2005): <i>Distributionsmanagement.</i> Stuttgart (GER).</p> <p>Stratmann, U. (2004): <i>Mehrmarkenhandel in den europäischen Kernmärkten.</i> In: Diez, W. und Reindl, S. (Hrsg.): <i>Mehrmarkenhandel – Chancen oder Risiko? Ein Leitfaden für den erfolgreichen Mehrmarkenhändler.</i> München: S. 185-205.</p> <p>Stratmann, U. (2007): <i>Strategic competitive analysis of value net organisation in the European automotive industry.</i> In: Beatson, A. und Russell-Bennett, R. (Editor): <i>2007 Faculty of Business Research Students' Colloquium. Research across Boundaries: The Work/Life Balancing Act. Book of Abstracts, Brisbane (AUS), 2007: S. 49.</i></p> <p>University of Applied Sciences Kempten / Prof. Dr. Uwe Stratmann / Summer Term 2017</p> <p>Stratmann, U. (2010): <i>Erfolgsorganisation - Wertschöpfungsorganisationen in der europäischen Automobilwirtschaft und deren strategische Wettbewerbsfähigkeit.</i> In: Autohaus Heft 22, 2010, S. 18-19.</p> <p>Stratmann, U. (2009): <i>Re-Fokussierung – Handelsgruppen: Die größten Automobilhandels-gruppen in Deutschland – Einige verkleinern ihr Filialnetz bereits wieder.</i> In: Autohaus Heft Nr. 19, 2009, S. 12-14.</p> <p>Royer, S., Seeba, H.-G. und Stratmann, U. (2009): <i>Top 25 Händlergruppen in Europa. In einigen europäischen Märkten wird sich</i></p>
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	<p><i>der Konzentrationsprozess fortsetzen, in anderen ist schon wieder eine Fragmentierung zu beobachten. In: Autohaus Heft Nr. 18, 2009, S. 36-37.</i></p> <p>Winkelmann, P. (2008): <i>Marketing und Vertrieb – Fundamente für die Marktorientierte Unternehmensführung</i>. München (GER).</p> <p>Winkelmann, P. (2008, 2012): <i>Vertriebskonzeption und Vertriebssteuerung – Die Instrumente des integrierten Kundenmanagements – CRM</i>. München (GER).</p> <p>Zentes, J., Morschett, D. & Schramm-Klein, H. (2011): <i>Strategic Retail Management</i>. Wiesbaden (GER).</p> <p>Zupancic, D., Belz, C. & Bußmann, W.F. (2005): <i>Best Practice im Key Account Management</i>. Bielefeld (GER).</p>
Examination	
Type & size	Term paper; 30 of 100 grading points
Date	Due date four months after the first classroom seminar.

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4C International Sales Management		
4C 2. Sales Channel Management		
Workload in hrs (detailed)	Classroom lecture:	40/110
	Tasks & Assignments in addition to the classroom lecture:	30/50
	Preparation & wrap-up of class-room lectures:	15/70
	Exam preparation / term paper	40/120
	Total:	125
Semester	2nd. or 3rd. semester	
Language	English	
Frequency	Once per programme	
Planned group size	15-25	
Description of the lecture		
Intended Learning Objectives The students should be able to...	<p>1. Knowledge and Understanding:</p> <ul style="list-style-type: none"> • develop an understanding of the facets of international sales management • understand the roles distribution channels perform in the value chain • differentiate between the types of distribution set-ups • categorize the functions performed by marketing intermediaries • understand differences in supply chain design • understand what lean and agile mean in a supply chain context • understand the relationship between stock, lead time and service levels • understand the cost and customer service impacts of bad supply chain design • understand the role of IT systems in supporting the supply chain retail strategy 	

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	<ul style="list-style-type: none"> • understand how innovation disrupts a business sector • new business models – whether within an established business or a new start-up, require changes in collaboration partners • how digitization and innovation can render existing business models obsolete or uncompetitive • the value of data in digital innovation and e commerce • types of collaboration, benefits, issues, risks <p>2. Use and Application of Knowledge:</p> <ul style="list-style-type: none"> • identify the various types of distribution channels based on their characteristics and individual advantages/disadvantage • apply distribution-channel relevant management concepts • develop impactful strategies for governing, evaluating and motivating channel members • apply theory to a specific supply chain • understand why supply chains are designed differently according to their demand patterns and the supply chain strategic priorities • use of supply chain mapping tools for sales and service businesses • use of simulation • use of scenarios to scope innovation opportunities and threats <p>3. Scientific self-conception:</p> <ul style="list-style-type: none"> • analyze and employ the criteria, relevant for the design of an effective distribution channel <p>4. Personal development, ethical conduct and professionalism:</p> <ul style="list-style-type: none"> • apply newly obtained knowledge to a practical case • present and defend group work results in front of plenum • to abstract knowledge from practical cases
Content	<p>Part:</p> <p>International Distribution Management for Industrial Goods</p>

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	<p>The module “International Distribution Management for Industrial Goods” is concerned with the role, the design and the management of the various types of distribution channels, using the example of the construction equipment industry.</p> <p>Most suppliers of industrial goods have their core competency in product-development, -design and –manufacturing. Still, they need to market their products to the end-user. For that they can chose between various types of distribution-channels. With these distribution-channel being the unique touchpoint of manufacturers with its customers, not only performing sales and aftersales activities, but also heavily influencing customer-satisfaction and -retention and ensuring backward flow of information from the market to the manufacturer, they need to be carefully selected, designed and controlled to be effective and competitive.</p> <p>This module is supposed to supply you with the tools needed to design, manage and control a distribution channel, considering the type of product, market and intensity of competition it is faced with.</p> <p>Lecture Structure:</p> <p>Excursion to the Construction Equipment Industry</p> <ul style="list-style-type: none">• Business realities in the international construction equipment industry <p>Distribution Channel</p> <ul style="list-style-type: none">• Concept, role and relation to marketing planning process• Advantages/disadvantages of certain strategies• Real-life examples <p>Marketing Intermediaries</p> <ul style="list-style-type: none">• Categories• Functions• Why to employ them• Reasons to use them <p>Channel Management</p> <ul style="list-style-type: none">• Design• Governance and control• Motivation schemes <hr/>
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	<p>Part:</p> <p>Innovative Channel and Supply Chain Management</p> <p>Chapter 1</p> <ul style="list-style-type: none"> • What is the aim of the retail supply chain, and how well does it operate? What does demand look like? Why hold inventory? • What is the right supply chain for your product? • Runner repeater stranger • Lean, agile and effective supply in product and service delivery • What is demand amplification, and why does it disrupt flow? • Responsive manufacturing and service supply chains • Designing the right supply chain • Servitisation, capacity sharing, automation, connectivity • Exercise: Simulating retail supply processes • Exercise: mapping an example process <p>Chapter 2</p> <ul style="list-style-type: none"> • Technology and other disruptive forces are transforming distribution • Black Swans and disruptive change • Digitisation and big data • An increasingly connected world is challenging the waste in traditional business models • Acceleration of retail supply chain digitalization in 2020 • Market platforms in B2B and B2C environments • Internet of things, and physical internet implications for supply chains • New business models and value chains require changes in collaboration partners and new forms of collaboration • Challenges of omnichannel and online environments • Responding to disruption • Exploring trends can help to identify opportunities, but sometimes radical change is needed • Exercise: Von Stamm, innovation and gaps in the market • Exercise: De Bono and collaboration roles • Exercise: Internet of things innovation strategy
Prerequisites	Pre-reading

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Interfaces to other modules	International Sales Strategy, Sales Organisation and Key Account Management, Projects
Application in other modules/programmes	n.a.
Mandatory readings	Scripts for the seminars a) International Distribution Management for Industrial Goods and b) Innovative Channel and Supply Chain Management (Münster, H. and Waller, B.)
Additional readings	<p>Part:</p> <p>International Distribution Management for Industrial Goods</p> <p>Coughlan, A. T. (2006): Marketing Channels: Pearson/Prentice Hall.</p> <p>Kotler, P., Keller, K. L., & Opresnik, M. O. (2015): Marketing-Management: Konzepte - Instrumente - Unternehmensfallstudien: Pearson.</p> <p>Rolnicki, K. (2011): Managing Channels of Distribution: American Management Association International.</p> <p>Rosenbloom, B. (2012): Marketing Channels: Cengage Learning</p> <p>Part:</p> <p>Innovative Channel and Supply Chain Management</p> <p>ALCHIAN & DEMSETZ, (1972) Production Information Costs and Economic Organisation, American Economic Review, 62(5)</p> <p>ALWADI, K., HARLAM, B., CESAR, J., & TROUNCE, D., (2006) Promotion Profitability for a Retailer: The Role of Promotion, Brand, Category, and Store Characteristics, Journal of Marketing Research, 43 (4)</p> <p>BARTHOLOMEW, D., (1999) Lean vs ERP, Industry Week, 248(14), pp 24–30</p> <p>CHRISTOPHER, M., (2000) The Agile Supply Chain: Competing in Volatile Markets, Industrial Marketing Management 29(1)</p>

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	<p>CHRISTOPHER, C., LOWSON, R., & PECK, H., (2004) Creating Agile Supply Chains in the Fashion Industry, International Journal of Retail & Distribution Management, 32 (8), 367-376</p> <p>COX, A., (1999), Power, Value and Supply Chain Management, Supply Chain Management: An International Journal, 4 (4)</p> <p>FISHER, M., (1997) What is the Right Supply Chain for Your Product?, Harvard Business Review, 75 (2)</p> <p>FITZSIMMONS, J., & FITZSIMMONS, M., (1994), Service Management for Competitive Advantage, London: McGraw-Hill.</p> <p>FOGERTY, D., BLACKSTONE, J., & HOFFMANN, T., (1991) Production and Inventory Management, Cincinnati, Ohio: South-Western Publishing.</p> <p>FORRESTER, J., (1958) Industrial Dynamics – A Major Breakthrough for Decision Makers, Harvard Business Review July-August 1958</p> <p>GOLDRATT, E., (1990) The Theory of Constraints, New York: North River Press.</p> <p>HINES, P., HOLWEG, M., & RICH, N., (2004) Learning to Evolve: A Review of Contemporary Lean Thinking, International Journal of Operations & Production Management, 24 (10), 994-1011</p> <p>HOLWEG, M., & PIL, F, (2004) The Second Century: Reconnecting Customer and Value Chain through Build to Order, London: MIT Press.</p> <p>PAGH, J., & COOPER, M., (1998) Supply Chain Postponement and Speculation Strategies: How to Choose the Right Strategy, Journal of Business Logistics, 19 (2)</p> <p>SKILTON, M, (2015), Building a Digital Enterprise, Palgrave Macmillan</p> <p>TOWILL, D., (2005), Decoupling for Supply Chain Competitiveness, IEE Manufacturing Engineer, 84 (5) February/March 2005.</p> <p>TOWILL, D., & CHRISTOPHER, M., (2002) The Supply Chain Strategy Conundrum: To be Lean or Agile or To be Lean and Agile?, International Journal of Logistics: Research and Applications, 5 (1)</p>
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	<p>WOMACK, J., JONES, D., (1996) Lean Thinking, New York: Simon and Schuster.</p> <p>Chapter 2</p> <p>CAUDRON, J AND VAN PETEGHEM, D, (2015), Digital Transformation: A Model to Master Digital Disruption, Kindle Amazon</p> <p>THE ECONOMIST INTELLIGENCE UNIT (2014), How mobile is transforming retail banking, Redefining banking to survive and thrive in a digital world http://www.economistinsights.com/sites/default/files/HowMobileTransformingBanking.pdf</p> <p>GILMORE, J AND PINES, J, (1997)The Four Faces of Mass Customisation, Harvard Business Review, January February 1997 https://hbr.org/1997/01/the-four-faces-of-mass-customization</p> <p>NIEUWENHUIS, P., WELLS, P., (2015), The Global Automotive Industry, London, John Wiley and Sons; Book chapter, "From factory to end-user: an overview of automotive distribution and the challenges of disruptive change", Waller, B.</p> <p>PINE, B., (1993) Mass Customisation: The New Frontier in Business Competition, Boston, MA: Harvard Business School Press.</p> <p>SKILTON, M, (2015), Building a Digital Enterprise, Palgrave Macmillan</p> <p>VON STAMM, B, (2003)/(2008)(2nd Edition), Managing Innovation, Design and Creativity, John Wiley & Sons, UK</p>
Examination	
Type & size	Term paper; 30 of 100 grading points
Date	Due date four months after the first classroom seminar.

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4C International Sales Management		
4C 3. Sales Organisation & Key Account Management		
Workload in hrs (detailed)	Classroom lecture:	30/110
	Tasks & Assignments in addition to the classroom lecture:	35/50
	Preparation & wrap-up of class-room lectures:	20/70
	Exam preparation / term paper	40/120
	Total:	125/350
Semester	2nd. or 3rd. semester	
Language	English	
Frequency	Once per programme	
Planned group size	15-25	
Description of the lecture		
Intended Learning Objectives The students should be able to...	<p>1. Knowledge and Understanding:</p> <ul style="list-style-type: none"> learn B2B markets and strategies and understand the internal and external structuring of business market members in a network approach learn about the fundamentals of Key Account Management (KAM) as a strategic approach to manage the most valuable customers in business markets <p>2. Use and Application of Knowledge:</p> <ul style="list-style-type: none"> apply the KAM model and integrate it in the existing structure of the company get the competence to set up a key account management (KAM) system understand the coordination of all internal and external parties involved, in order to generate a value for the own organization as well as for the customer organization 	

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	<ul style="list-style-type: none"> • be enabled to implement and manage KAM strategies in different industry and business contexts • identify and select Key Accounts • define marketing management tools for Key Accounts <p>3. Scientific self-conception:</p> <ul style="list-style-type: none"> • understand how to apply a theoretical approach in practice <p>4. Personal development, ethical conduct and professionalism:</p> <ul style="list-style-type: none"> • understand the importance of internal cooperation • understand the meaning of trust and commitment in business relationships
Content	<p>1. Implementing Sales Strategies:</p> <ul style="list-style-type: none"> • Operationalization and implementation of sales strategies • Aligning sales strategy with international market and customer structures and requirements • Customer relationship focused sales strategies and tactics <p>2. Leadership and Motivation Strategies:</p> <ul style="list-style-type: none"> • Customer Relationship Management (CRM) and impacts on leading and motivating salespersons • Leading an international sales organization • Aligning leadership with controlling concepts • Compliance and leadership <p>3. Key Account Management Strategies (KAM):</p> <ul style="list-style-type: none"> • Analysis and identification of key accounts • Designing a KAM strategy • International KAM organization • International KAM processes • KAM and human resource management <p>4. Implementing Key Account Management Strategies:</p> <ul style="list-style-type: none"> • Implementation of KAM strategies • KAM and SMEs • Implementation of KAM strategies in an international context • KAM in changing market and customer frameworks

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	<ul style="list-style-type: none"> • KAM and digitization
Prerequisites	Pre-reading
Interfaces to other modules	International Sales Strategy, Sales Channel Management & Alignment, Organizational Behavior, Projects
Application in other modules/programmes	n.a.
Mandatory readings	<p>Business Relationship Management and Marketing</p> <p>Mastering Business Markets</p> <p>Herausgeber: Kleinaltenkamp, Michael, Plinke, Wulff, Geiger, Ingmar (Eds.)</p>
Additional readings	<p>Ivens, B.S., Pardo, C., Leischnig, A., Niersbach, B. (2017): <i>Key account management as a firm capability: A two-level theoretical foundation</i>, Industrial Marketing Management.</p> <p>Leischnig, A., Ivens, B.S., Niersbach, B., Pardo, C. (2017): <i>Mind the Gap: A Process Model for Diagnosing Barriers to Key Account Management Implementation</i>, Industrial Marketing Management.</p> <p>Ivens, B.S., Pardo, C., Niersbach, B., Leischnig, A. (2016): <i>Firm-internal key account management networks: Framework, case study, avenues for future research</i>, Industrial Marketing Management.</p> <p>Guesalaga, R. (2014): <i>“Top management involvement with key accounts: The concept, its dimensions, and strategic outcomes”</i>. Industrial Marketing Management, 43 (7), 1146–1156.</p> <p>Ivens, B. S. and Pardo, C. (2007): <i>“Are key account relationships different? Empirical results on supplier strategies and customer reactions”</i>. Industrial Marketing Management, 36 (4), 470–482.</p> <p>Jones, E., Dixon, A.L., Chonko, L.B., and Cannon, J.P. (2005): <i>“Key Accounts and Team Selling: A Review, Framework, and Research Agenda”</i>. Journal of Personal Selling & Sales Management, XXV (2).</p> <p>McDonald, M., Millman, T., and Rogers, B. (1997): <i>“Key Account Management: Theory, Practice and Challenges”</i>. Journal of Marketing Management, 13 (8), 737–757.</p>

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	<p>Ojasalo, J. (2001): <i>“Key account management at company and individual levels in business-to-business relationships”</i>. Journal of Business & Industrial Marketing, 16 (3), 199–218.</p> <p>Pardo, C., Ivens, B.S., and Wilson, K. (2014): <i>“Differentiation and alignment in KAM implementation”</i>. Industrial Marketing Management, 43 (7), 1136–1145.</p> <p>Speakman, J.I.F. and Ryals, L.J. (2012): <i>“Key Account Management: the inside selling job”</i>. The journal of business & industrial marketing, 27 (5), 360–369.</p>
Examination	
Type & size	Term paper; 30 of 100 grading points
Date	Due date four months after the first classroom seminar.

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Module 5: Sustainability & Business Ethics

General information	
Programme	MBA International Business Management & Leadership
Module title / no.	M5 Sustainability & Business Ethics
Module manager	Dr. Simone de Colle
Titles of submodules	5.1 Sustainability; 5.2 Business Ethics
Lecturer	5.1 Dr. Simone de Colle; 5.2 Dr. Mark Baker
Type of seminar / didactical methods	Lecture, case studies, individual tasks, plenum discussions
Type of lecture (core/elective)	Core lecture
ECTS points	5 (3/2)
Grading	
Weighting of grade in the total grade	5/90
Grading points per submodule	40/60

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5.1 Submodule Sustainability		
Workload in hrs (detailed)	Classroom lecture:	30
	Tasks & Assignments in addition to the classroom lecture:	10
	Preparation & wrap-up of class-room lectures:	10
	Exam preparation / term paper	25
	Total:	75
Semester	2nd. semester	
Language	English	
Frequency	Once per programme	
Planned group size	15-25	
Description of the lecture		
<p>Intended Learning Objectives</p> <p>The students should be able to...</p>	<p>1. Knowledge and Understanding:</p> <ul style="list-style-type: none"> • display a critical understanding of sustainability concepts (such as Triple Bottom Line and materiality) • display a critical understanding of how sustainability management tools can be integrated in business strategy <p>2. Use and Application of Knowledge:</p> <ul style="list-style-type: none"> • learn how to apply relevant quality criteria and international standards (AA100, GRI, SDGs) to critically analyze sustainability management in different industries • learn how to provide an overall assessment of the sustainability performance of a particular company <p>3. Scientific self-conception:</p> <ul style="list-style-type: none"> • give evidence of elaborating an in-depth materiality analysis of a chosen organization 	

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	<p>4. Personal development, ethical conduct and professionalism:</p> <ul style="list-style-type: none"> • understand how to become a sustainability leader, creating value for all your organization's stakeholders
<p>Content</p>	<p>To be successful, private and public organizations increasingly need to achieve (and demonstrate) sustainability in their economic as well as social and environmental performance. Managing for Sustainability means to implement in every organization the concepts and management tools of sustainability.</p> <p>The starting point is to understand what a "Sustainability Mindset" is, and contrast it with the dominant story about business—the one managers believe and (unfortunately) most business schools still teach—which is characterized by three problematic assumptions:</p> <ul style="list-style-type: none"> • Business is about the money (the <i>Shareholder Value Maximization</i> ideology), and sustainability should be concern of the Government; • Human beings are simple, self-interested utility maximizers (the <i>Economic Man</i> assumption); and • Business ethics is an oxymoron (the <i>Separation Fallacy</i>). <p>Therefore, the first goal of this module is to show that all these three assumptions are flawed, both conceptually and practically. They form what has been defined as "the Problem of the Managerial Mindset" (Freeman et al. 2010), which is not the best way to run a business in the 21st century, as management theory (e.g. Ghoshal 2005) as well as corporate scholars (e.g. Stout 2012) are showing. In contrast to the Managerial Mindset, a Sustainability Mindset is rejecting all the above assumptions and is based on the stakeholder theory approach, characterized by the three following ideas:</p> <ul style="list-style-type: none"> • Business is about a <i>sense of purpose</i>; • Human beings are <i>complex</i>, and they care about other things beyond money (e.g. <i>fairness</i> and the self-interest of others); and • There is no business decision that has no (at least, implicit) ethical dimension. <p>The second key goal of the module is to learn how to implement sustainability management tools, in particular understanding the</p>

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	<p>key concepts and processes for sustainability management and reporting, in light of existing international standards. In particular, participants will analyze the guidelines from the Global Reporting Initiative, the standard AccountAbility1000 and the indications coming from the United Nations Sustainability Development Goals (SDGs).</p> <p>The seminar will provide participants with a set of conceptual and analytical tools (including a methodology to develop and implement a sustainability report, and to assess the quality of existing reporting approaches) enabling them to critically reflect on how start developing a Sustainability Management approach for immediate or prospective use in their own organizations.</p>
Prerequisites	n.a.
Interfaces to other modules	Business Ethics / all modules with sustainability ILOs
Application in other modules/programmes	all modules with sustainability ILOs
Mandatory readings	<p>Freeman et al. (2010): “<i>Stakeholder Theory. The State of The Art</i>”, Chapter One, “The problems that stakeholder theory tries to solve”, pages 3-12 and 24-29.</p> <p>Freeman (2017): “The New Story of Business: Towards a More Responsible Capitalism”, <i>Business and Society Review</i>, 122(3): 449-465.</p> <p>Friedman (1970): “The Social Responsibility of Business Is To Increase Its Profits”, <i>New York Times Magazine</i>.</p> <p>Howard (2015): “CSR is dead: Long live responsible business”, <i>Business in the Community</i>, 15 October 2015.</p> <p>Overall (2017): “How to make your materiality assessment worth the effort”, www.GreenBiz.com, August 15th</p> <p>Zadek (1998): ‘Balancing Performance, Ethics, and Accountability’, <i>Journal of Business Ethics</i> 17: 1421–1441.</p> <p>Zadek (2004): “The path to corporate responsibility”, <i>Harvard Business Review</i>, pages 125-132.</p> <p>Additionally, participants will discuss the following case-study:</p>

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	<i>Cluegg International</i> (by S. de Colle & R. E. Freeman, Darden Publishing)
Additional readings	<p>Cliffe, S. "Directors must balance all interests", <i>Harvard Business Review</i>, 2017.</p> <p>de Colle et al., (2014): "The Paradox of CSR Standards", <i>Journal of Business Ethics</i> 125(2):177-191.</p> <p>de Colle, Fassin & Freeman (2017): <i>When David beats Goliath: Two case-studies in the brewery sector</i>, in Freeman, Kujala & Sachs (eds), Stakeholder Engagement: Clinical Research Cases. Springer, Cham, Chapter 14, pp. 311-337.</p> <p>Donaldson (1989): "Fundamental Rights and Multinational Duties", in <i>The Ethics of International Business</i>, pp. 81-92.</p> <p>Prahalad & Hammond (2002): <i>Serving the world's poor, profitably</i>. <i>Harvard Business Review</i>, 80(9), 48-59.</p> <p>Porter & Kramer (2006): "The Link Between Competitive Advantage and CSR", <i>Harvard Business Review</i>, pages 78-92.</p> <p>Stout (2012): "The Dumbest Idea In The World", in <i>The Shareholder Value Myth</i>, Introduction, pages 1-11, and "How Shareholder Primacy Gets Corporate Economics Wrong", in Chapter 3, pages 33-46.</p> <p>Wicks et al. (2010): Chapter 3: <i>Ethics, Stakeholders, Corporate Strategy and Value Creation</i>, pages 68-78.</p> <p>AA1000 - AccountAbility Principles Standard, May 2008. http://www.mas-business.com/docs/AA1000APS%202008%20Final.pdf</p> <p>SDG Industry Matrix, UN Global Compact & KPMG, 2015, for six specific industrial sectors. https://www.unglobalcompact.org/take-action/action/sdg-industry-matrix</p>
Examination	
Type & size	Term Paper: 2,500 words paper focusing on the critical analysis of the Sustainability Management & Reporting approach by a chosen company

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Date	Due date four months after the first classroom seminar.
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5.2 Submodule Business Ethics		
Workload in hrs (detailed)	Classroom lecture:	30
	Tasks & Assignments in addition to the classroom lecture:	5
	Preparation & wrap-up of class-room lectures:	5
	Exam preparation / term paper	10
	Total:	50
Semester	1st. or 3rd. semester	
Language	English	
Frequency	Once per program	
Planned group size	15-25	
Description of the lecture		
Intended Learning Objectives The students should be able to...	<p>1. Knowledge and Understanding:</p> <ul style="list-style-type: none"> • demonstrate a systematic understanding of business ethics principles and compliance requirements that are relevant in contemporary business • display a critical understanding of business organizations' corporate social responsibility in general • understand the differences, advantages and limitations between Shareholder and Stakeholder approaches to capitalism <p>2. Use and Application of Knowledge:</p> <ul style="list-style-type: none"> • implement appropriate business ethics theories and management tools in modern-day business decision-making using personal examples • analyze critically business organizations impact on and responsibility towards a variety of stakeholders in particular • construct reasoned arguments for a justified course of action in ethically difficult cases using the main ethical theories 	

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	<ul style="list-style-type: none"> • give evidence of an in-depth ethical analysis of one particular business ethics issue by performing a role play and completing a paper • understand practical ethical communication skills in 'walking' the ethical talk and establishing environments where sustainable resource management (open, safe, trusting work environments), and resiliency (team, department, organization balance and harmony) are understood as the 'best standards' for a sustainable bottom line <p>3. Scientific self-conception:</p> <ul style="list-style-type: none"> • The pandemic has made it clear that a healthy economy requires a healthy workforce. This brings greater focus to the ethical responsibility to shift from a short term, consumption oriented shareholder attitude to a sustainable, resource management stakeholder ethical value. • This ethical value shift becomes clear when it becomes personal and leaders assess their personal cost physically and mentally to the constant stress and pressure of a VUCA business environment. Developing a more sustainable, resiliency of physical balance and environmental harmony 'makes sense' for the extension of this more ethical life value to personal and professional relationships in teams, organizations and the community. <p>4. Personal development, ethical conduct and professionalism:</p> <ul style="list-style-type: none"> • give evidence of an in-depth ethical analysis of one particular business ethics issue by completion of a business case term paper • recognize the personal value that arises from living an ethical life • understand the inclusive nature of stakeholder capitalism for resource sustainability and profit • experience how to be able to ethically communicate for developing an open and safe work environment • demonstrate how to address a distressed employee in a role play
Content	<p>1. What is Ethics?</p> <ul style="list-style-type: none"> • Personal and class definition • Historical and current definitions

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	<ul style="list-style-type: none"> • Everyday business examples of ethical situations <p>2. Who is Ethics for?</p> <ul style="list-style-type: none"> • Personal ethical behavior in experiencing the value of values • Shareholder v. Stakeholder capitalism pros/cons <p>3. When and Where must we be Ethical?</p> <ul style="list-style-type: none"> • Situational v. Principled: personal/ business examples <p>4. Why is Ethics Important in Business?</p> <ul style="list-style-type: none"> • What happens when corporations do not behave ethically? Actual and personal examples • What happens when we do act ethically? • Psychological bias and personal blocks in ethical behavior <p>5. How can we behave Ethically?</p> <ul style="list-style-type: none"> • Ethical decision making process • Ethical communication and behavior • Ethical coaching of a distressed employee
Prerequisites	Pre-reading and preparation self-assessments and tasks
Interfaces to other modules	Leadership
Application in other modules/programmes	n. a.
Mandatory readings	<p>Baker, M. (2020): Business Ethics, Preparation Workbook and the Workbook.</p> <p>Crane, A., Matten, D., Glozer, S. (2019): Business Ethics: Managing Corporate Citizenship and Sustainability in the Age of Globalization, Oxford University Press, 5th Edition.</p> <p>Hayward, A.; Osborn, R. (2019): The Business Guide to Effective Compliance and Ethics: Why Compliance Isn't Working – and How to Fix it. Kogen Page, 1st edition.</p>
Additional readings	McGregor, K. (2020): The Tao of Influence: Ancient Wisdom for Modern Leaders and Entrepreneurs, Mango Press.

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	Meyer-Galow, E. Business Ethics 3.0 (2018): The New Integral Ethics from the Perspective of a CEO. De Gruyter Oldenbourg; 1 st edition.
Examination	
Type & size	Business Case/Term Paper, 5 – 7 pages, max. 20 points
Date	Due date four months after the classroom seminar.

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Module 6: Electives General Management

General information	
Programme	MBA International Business Management & Leadership
Module title / no.	M6 Electives General Management
Module manager	Prof. Dr. Martin Göbl
Titles of submodules	6A IT for Managers (Elective 1); 6B Project Management (Elective 2); 6C Procurement (Elective 2); 6D Lean Management (Elective 1), 6E Financial Planning & Decision Making (Elective 2)
Lecturer	6A Prof. Dr. Dominic Becking, 6B Prof. Dr. Arthur Kolb, 6C Irene Kilubi; 6D Dr. Trevor Cadden; 6E Michael Thompson
Type of seminar / didactical methods	Class room seminar with assignments. Lecture, role plays, group tasks, individual tasks, plenum discussions.
Type of lecture (core/elective)	Elective lecture
ECTS points	5 (3/2) (Elective 1/Elective 2)
Grading	
Weighting of grade in the total grade	5/90
Grading points per submodule	60/40

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6A IT for Managers		
Workload in hrs (detailed)	Classroom lecture:	20
	Tasks & Assignments in addition to the class room lecture:	10
	Preparation & wrap-up of class-room lectures:	15
	Exam preparation / term paper	30
	Total:	75
Semester	1st. or 2nd. semester	
Language	English	
Frequency	Once per programme	
Planned group size	15-25	
Description of the lecture		
<p>Intended Learning Objectives</p> <p>The students should be able to...</p>	<p>1. Knowledge and Understanding:</p> <ul style="list-style-type: none"> • describe the meaning of corporate data • explain corporate data integration, business process management, IT as a business driver, system development and customization of IT for a given business <p>2. Use and Application of Knowledge:</p> <ul style="list-style-type: none"> • model a simple business process into a business process model, spot weaknesses and remodel the process • develop a conceptual data model from a case study • use data modeling and business process modeling as a Business-IT alignment tool • use business-process modeling and data modeling as a starting point for enterprise architecture management 	

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	<p>3. Scientific self-conception:</p> <ul style="list-style-type: none"> research scientific literature in an unfamiliar branch of science <p>4. Personal development, ethical conduct and professionalism:</p> <ul style="list-style-type: none"> discuss aspects of data security, data integrity and information privacy in reference to compliance, ethical conduct and professionalism
Content	<p>1. Management Information Systems:</p> <ul style="list-style-type: none"> Data and Information Functions and Taxonomy of MIS IT Value Chain Interdependence between Business and IT Challenges of IT <p>2. System Design and Model Driven Architecture:</p> <ul style="list-style-type: none"> IT and Structural Organizational Change System Design Process Management-IT Gap Business Process Management Model Driven Architecture <p>3. Business Processes and Business Process Management:</p> <ul style="list-style-type: none"> Business Process Identification Business Process Reengineering BPM Lifecycle Process Architecture BPMN <p>4. Databases and Database Systems:</p> <ul style="list-style-type: none"> History: File Systems and Flat File Data Gathering Codd and the Relational Model Modern DBMS <p>5. Data Modeling:</p> <ul style="list-style-type: none"> Entity-Relationship Modelling Data Modelling I: Get to Know Your Corporation

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	<ul style="list-style-type: none"> Data Modelling II: Model the World into a Diagram <p>6. Development of a Case Study / Term Paper Requirements:</p> <ul style="list-style-type: none"> Requirements Analysis Semantic Modeling Integrating BPM and ER to enhance existing processes
Prerequisites	
Interfaces to other modules	IT based Marketing & Sales
Application in other modules/programmes	n. a.
Mandatory readings	Laudon, K., Laudon, J.P. (2020): <i>Management Information Systems</i> . 16. ed., Pearson.
Additional readings	<p>Weske, M. (2019): <i>Business Process Management: Concepts, Languages, Architectures</i>. 3rd ed., Springer</p> <p>Abayomi Baiyere, Hannu Salmela & Tommi Tapanainen (2020): Digital transformation and the new logics of business process management, <i>European Journal of Information Systems</i>, 29:3, 238-259, DOI: 10.1080/0960085X.2020.1718007</p> <p>Daniel, F.; Matera, M. (2014): <i>Data and Application Integration</i>. In: <i>Mashups</i>, pp. 15-40. Springer Berlin Heidelberg.</p> <p>Jeston, J. (2018): <i>Business Process Management</i>. 4th edition. Routledge, London.</p> <p>Majchrzak, A.; Markus, M. Lynne; Wareham, Jonathan D. (2016): <i>Designing for Digital Transformation: Lessons for Information Systems Research from the Study of ICT and Societal Challenges</i>. In: <i>MIS Quarterly</i> (40:2), pp. 267-277.</p> <p>Schweer, D.; Sahl, J.C. (2017): <i>The Digital Transformation of Industry – The Benefit for Germany</i>. In: Abolhassan, F. (eds) <i>The Drivers of Digital Transformation. Management for Professionals</i>. Springer, Cham.</p> <p>Blokdyk, G. (2019): <i>Application And Data Integration A Complete Guide</i>, 5STARCOOKS</p>

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Examination	
Type & size	Term paper
Date	Due date four months after the first classroom seminar.

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6B Project Management			
Workload in hrs (detailed)	Classroom lecture:	20	
	Tasks & Assignments in addition to the class room lecture:	5	
	Preparation & wrap-up of class-room lectures:	5	
	Exam preparation / term paper	20	
	Total:	50	
Semester	1st. or 2nd. semester		
Language	English		
Frequency	Once per programme		
Planned group size	15-25		
Description of the lecture			
Intended Learning Objectives The students should be able to...	<p>1. Knowledge and Understanding:</p> <ul style="list-style-type: none"> • reflect the major project management steps • describe the main methods and tools used in defining, planning, controlling and finalizing projects <p>2. Use and Application of Knowledge:</p> <ul style="list-style-type: none"> • decide which PM methods and tools are valuable in specific project situations – building up a PM – environment (model/methods/tools) • apply these methods and tools in specific projects • create and lead a project start workshop • use agile methods <p>3. Scientific self-conception:</p> <ul style="list-style-type: none"> • n.a. 		

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	<p>4. Personal development, ethical conduct and professionalism:</p> <ul style="list-style-type: none"> • n.a.
Content	<p>1. Traditional Project Management (Start-Workshop)</p> <ul style="list-style-type: none"> • Project Scope Management • Risk Management • Stakeholder Management • Work Break Down Structure/Work Package • Project Time Management • Project Cost Management <p>2. Agile Project Management (Agile Workshop)</p> <ul style="list-style-type: none"> • SCRUM • Kanban • Critical Chain Management • Hybrid systems
Prerequisites	Pre-reading and preparation tasks
Interfaces to other modules	Projects
Application in other modules/programmes	n.a.
Mandatory readings	<p>Project Management: Project Management Institute (2017): A guide to the project management body of knowledge. 6th edition. PMI.</p> <p>Individual Competence Baseline for Project, Programme & Portfolio Management (2015), Version 4.0. IPMA</p> <p>Axelos (2017): Managing Successful Projects with PRINCE2. 6th edition</p> <p>Schwaber, Sutherland (2017): The Scrum Guide, https://www.scrumguides.org/docs/scrumguide/v2017/2017-Scrum-Guide-US.pdf#zoom=100</p>
Additional readings	Meredith, J.R. & Mantel, J.M. (2015): <i>Project Management – a managerial approach</i> . 9th edition. Wiley-Blackwell.

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	<p>Project Management Institute (2017): <i>Agile Practice Guide</i>. PMI</p> <p>Rubin, Kenneth, S. (2012): <i>Essential Scrum: A Practical Guide to the Most Popular Agile Process</i>. 1st edition. Addison-Wesley Professional</p>
Examination	
Type & size	Term Paper – based on Workshop results
Date	End of term

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6C Procurement		
Workload in hrs (detailed)	Classroom lecture:	20
	Tasks & Assignments in addition to the classroom lecture:	5
	Preparation & wrap-up of class-room lectures:	5
	Exam preparation / term paper	20
	Total:	50
Semester	1st. Semester	
Language	English	
Frequency	Once per programme	
Planned group size	15-25	
Description of the lecture		
<p>Intended Learning Objectives</p> <p>The students should be able to...</p>	<p>1. Knowledge and Understanding:</p> <ul style="list-style-type: none"> • describe the strategic role of procurement management within an industrial business and its objectives • explain how portfolio analysis can be used to identify the appropriate sourcing strategy for a particular good or service • determine supplier evaluation, selection, and development • understand the relevance of Value Engineering for Procurement <p>2. Use and Application of Knowledge:</p> <ul style="list-style-type: none"> • undertake strategic sourcing decisions in terms of Make or Buy • elaborate on the significance and benefits of Global Sourcing • identify the key steps to consider at every point in the Negotiation Process 	

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	<p>3. Scientific self-conception:</p> <ul style="list-style-type: none"> analyze and evaluate theoretical concepts and empirical studies based on the principles of scientific research apply theoretical knowledge for designing scientifically and practically valuable research papers and theses <p>4. Personal development, ethical conduct and professionalism:</p> <ul style="list-style-type: none"> reflect on how procurement decisions can foster sustainability analyse how procurement decisions comply with compliance rules and ethical principles evaluate suppliers according to Code of Conduct
Content	<p>Procurement Organization</p> <p>Sourcing Decisions – Make or Buy?</p> <p>Strategic Procurement</p> <p>Global Sourcing</p> <p>Supplier Management</p> <p>Negotiation Process</p> <p>Case study – The Outsourcing Game</p>
Prerequisites	None
Interfaces to other modules	Supply Chain Management, Supplier and Inventory Management
Application in other modules/programmes	n.a.
Mandatory readings	Sollish, F., Semanik, J. (2012). <i>The Procurement and Supply Manager's Desk Reference</i> . Publisher: John Wiley & Sons, 2 nd
Additional readings	Baily, P., Farmer, D., Crocker, B., David Jessop, D., Jones, D. (2015): <i>Procurement, Principles & Management</i> . Publisher: Pearson, 11th ed.

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	<p>Dominick, C., Lunney, S.R. (2012): <i>The Procurement Game Plan: Winning Strategies and Techniques for Supply Management Professionals</i>. Publisher: J. Ross Publishing.</p> <p>Fraser Johnson, P., Flynn, A. (2010): <i>Purchasing and Supply Management</i>. Publisher: Mcgraw-Hill/Irwin Series Opera, 14th ed.</p> <p>Monczka, R.M., Handfield, R.B., Giunipero, L.C., Patterson, J.L. (2015): <i>Purchasing and Supply Chain Management</i>. Publisher: South Western. 2nd ed.</p> <p>O'Brien, J. (2009): <i>Category Management in Purchasing: A Strategic Approach to Maximize Business Profitability</i>. Publisher: Kogan Page.</p> <p>Rudzki, R.A., Trent, R.J. (2011): <i>Next Level Supply Management Excellence: Your Straight Bottom Line Roadmap</i>. Publisher: J. Ross Publishing, Inc.</p> <p>Schuh, C., Raudabaugh, J.L., Kromoser, R., Strohmer, M.F., Triplat, A. (2012): <i>The Purchasing Chessboard: 64 Methods to Reduce Costs and Increase Value with Suppliers</i>. Publisher: Springer, 2nd ed.</p> <p>Sollish, F., Semanik, J. (2012): <i>The Procurement and Supply Manager's Desk Reference</i>. Publisher: John Wiley & Sons. 2nd ed.</p> <p>Vitasek, K., Manrodt, K. (2012): <i>Vested: How P&G, McDonald's, and Microsoft are Redefining Winning in Business Relationships</i>. Publisher: Palgrave Macmillan.</p> <p>Weele, van, A.J. (2014): <i>Purchasing and Supply Chain Management: Analysis, Strategy, Planning and Practice</i>. Publisher: Cengage Learning Emea. 6th ed</p>
Examination	
Type & size	Term paper
Date	End of term

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6D Lean Management		
Workload in hrs (detailed)	Classroom lecture:	20
	Tasks & Assignments in addition to the classroom lecture:	10
	Preparation & wrap-up of class-room lectures:	15
	Exam preparation / term paper	30
	Total:	75
Semester	1st and 2nd semester	
Language	English	
Frequency	Once per programme	
Planned group size	15-25	
Description of the lecture		
Intended Learning Objectives The students should be able to...	<p>1. Knowledge and Understanding:</p> <ul style="list-style-type: none"> • examine concepts and theories related to process management • understand the need to clearly define and communicate the value proposition in product, service and respective process design • understand the importance of ethics and sustainability in applying lean thinking methodologies <p>2. Use and Application of Knowledge:</p> <ul style="list-style-type: none"> • utilise various practical tools and techniques (such as lean, Value Stream Mapping, and Spider Diagrams) to achieve business process improvement in support of sustainable operations excellence 	

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	<ul style="list-style-type: none"> • critically evaluate and Apply appropriate business improvement theories to resolve practical case situations to deliver improved productivity • display analytical and evaluation skills by investigating process improvement scenarios and presenting concise and coherent management reports both in written and verbal formats to a diverse audience <p>3. Scientific self-conception:</p> <ul style="list-style-type: none"> • ability to synthesis large volumes of data and communicate findings and recommendations to diverse teams • ability to quantify the flow time through a process, identify the bottleneck and areas where flow is interrupted; and use lean tools to identify wasteful tasks and activities that could be removed to achieve better flow and generate capacity <p>4. Personal development, ethical conduct and professionalism:</p> <ul style="list-style-type: none"> • critically reflect upon their leadership approach to business improvement practices in the context of a familiar oganisational setting underpinned by ethical principles • creatively formulate solutions to practical problems and display leadership skills based on their personal morale values and expressed by emotional self-management and empathy towards others • demonstrate competence in process management thinking, problem-solving and resource management • demonstrate the ability to analyse a variety of practical information to suggest improvements in an ethical and sustainable manner
Content	<ol style="list-style-type: none"> 1. Introduction to Lean 2. Review of Lean Principles 3. Identification of Waste 4. Introduction to Process Mapping 5. Introduction to Value Stream Mapping 6. Benefits of Value Stream Mapping 7. Steps in the Value Stream Mapping Process

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	<p>8. Mapping the Current State</p> <p>9. Mapping the Future</p> <p>10. Examples of Value Stream Mapping</p> <p>11. Lean and Strategy alignment</p> <p>12. Lean and sustainable organisations</p> <p>13. Lean and employee engagement</p> <p>14. Developing a lean culture</p>
Prerequisites	<p>There are no prerequisites to this module but there will be pre-reading materials forwarded in advance. These include:</p> <p>Cadden, T., Millar, K, Treacy, R, and Humphreys, P. (2020): 'The mediating influence of organisational cultural practices in successful Lean Management Implementation'. International Journal of Production Economics, Volume 229, Issues 1, Pp 1-12. doi.org/10.1016/j.ijpe.2020.107744]</p> <p>Belekoukias, I., Garza-Reyes, J. A. and Kumar, V. (2014): "The impact of lean methods and tools on the operational performance of manufacturing organisations", International Journal of Production Research, Vol. 52 No. 18, pp. 5346-5366.</p> <p>Bhamu, J. and Singh Sangwan, K. (2014): "Lean manufacturing: literature review and research issues", International Journal of Operations & Production Management, Vol. 34 No. 7, pp. 876-940.</p> <p>Bhasin, S. and Burcher, P. (2006): "Lean viewed as a philosophy", Journal of Manufacturing Technology Management, Vol. 17 No. 1, pp. 56-72.</p>
Interfaces to other modules	International Supply Chain Management
Application in other modules/programmes	n.a.
Mandatory readings	Slack, N., Brandon-Jones, A., Johnston, R. and Betts, A. (2018): Operations and Process Management: Principles and Practice for Strategic Impact, 5th edition, Harlow, UK, Pearson Education Limited

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<p>Additional readings</p>	<p>Anupindi, R., Chopra, S., Deshmukh, S. D., Van Mieghem, J. A. and Zemel, E. (2014): <i>Managing Business Process Flows</i>, 3rd edition, Harlow, UK, Pearson Education Limited</p> <p>Goldratt, E. M. and Cox, J. (2012): <i>The Goal: A Process of On-going Improvement</i>, 3rd edition, USA, North River Press</p> <p>Seddon, J. (2005): <i>Freedom from Command and Control: a Better Way to Make Work Work</i>, Buckingham, UK, Vanguard Consulting Ltd.</p> <p>Blackburn, J. D. (1992): "Time -Based Competition: White Collar Activities", <i>Business Horizons</i>, July-August, pp. 96-101</p> <p>Hammer, M. and Stanton, S. (1999): "How Process Enterprises Really Work", <i>Harvard Business Review</i>, November-December, pp. 108-118</p> <p>Kaplan, R. B. and Murdock, L. "Core Process Redesign", <i>The McKinsey Quarterly</i>, Number 2, pp. 27-43</p> <p>Kohlbacher, M. and Reijers, H. A. (2013): "The effects of process-oriented organizational design on firm performance", <i>Business Process Management Journal</i>, Volume 19 (2), pp. 245-262</p> <p>Kohlbacher, M. (2010): "The effects of process orientation: a literature review", <i>Business Process Management Journal</i>, Volume 16 (1), pp. 135-152</p> <p>Kohlbacher, M. and Gruenwald, S. (2011): "Process orientation: conceptualization and measurement", <i>Business Process Management Journal</i>, Volume 17 (2), pp. 267-283</p> <p>Spear, S. (2004): "Learning to Lead at Toyota", <i>Harvard Business Review</i>, May, pp. 78-86</p> <p>Weitlaner, D. and Kohlbacher, M. (2015): "Process management practices: organisational (dis-) similarities", <i>The Service Industries Journal</i>, Volume 35 (1-2), pp. 44-61</p> <p>Womack, J. P. and D. T. Jones (1996): <i>Lean Thinking</i>. Simon & Schuster, New York.</p> <p>Womack, J.P. and Jones, D.T. (2003): <i>Lean Thinking: Banish Waste and Create Wealth in Your Corporation</i>. Simon & Schuster Inc., New York.</p>
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Examination	
Type & size	Term paper
Date	Due date four months after the first classroom seminar.

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6E Financial Planning & Decision Making		
Workload in hrs (detailed)	Classroom lecture:	20
	Tasks & Assignments in addition to the classroom lecture:	5
	Preparation & wrap-up of class-room lectures:	5
	Exam preparation / term paper	20
	Total:	50
Semester	1st and 3rd semester	
Language	English	
Frequency	Once per programme	
Planned group size	15-25	
Description of the lecture		
<p>Intended Learning Objectives</p> <p>The students should be able to...</p>	<p>1. Knowledge and Understanding:</p> <ul style="list-style-type: none"> • understand the role of the financial manager in a corporation • appraise investment opportunities to maximize shareholder wealth • evaluate the cost of capital and the effect of gearing <p>2. Use and Application of Knowledge:</p> <ul style="list-style-type: none"> • manage foreign currency transaction risk • analyze financial performance to see the effect of short-term and long-term financial decisions <p>3. Scientific self-conception:</p> <ul style="list-style-type: none"> • n.a. <p>4. Personal development, ethical conduct and professionalism:</p>	

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	<ul style="list-style-type: none"> distinguish between ethical and unethical behavior in finance 																		
Content	<p>The course consists of lectures followed by question and answer sessions where the students will be able to confirm their understanding of the lecture. Practical examples will be used to confirm this understanding. The table below summarizes the topics to be covered.</p> <table border="1"> <thead> <tr> <th>Unit No</th> <th>Topic</th> <th>Textbook reading</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Financial Concepts and Techniques</td> <td>1 - 3</td> </tr> <tr> <td>2</td> <td>Evaluating Business Performance</td> <td>4 - 6</td> </tr> <tr> <td>3</td> <td>Making Investment Decisions</td> <td>7 - 9</td> </tr> <tr> <td>4</td> <td>Making Financing Decisions</td> <td>10 - 13</td> </tr> <tr> <td>5</td> <td>Making Business Decisions</td> <td>14 - 17</td> </tr> </tbody> </table>	Unit No	Topic	Textbook reading	1	Financial Concepts and Techniques	1 - 3	2	Evaluating Business Performance	4 - 6	3	Making Investment Decisions	7 - 9	4	Making Financing Decisions	10 - 13	5	Making Business Decisions	14 - 17
Unit No	Topic	Textbook reading																	
1	Financial Concepts and Techniques	1 - 3																	
2	Evaluating Business Performance	4 - 6																	
3	Making Investment Decisions	7 - 9																	
4	Making Financing Decisions	10 - 13																	
5	Making Business Decisions	14 - 17																	
Prerequisites	Preparation tasks																		
Interfaces to other modules	International Supply Chain Management																		
Application in other modules/programmes	n.a.																		
Mandatory readings	Hawawini, G., Viallet, C. (2019): <i>Finance for Executives</i> . 6 th Edition. Cengage Learning.																		
Additional readings	<p>Arnold, G. (2019): <i>Corporate Financial Management</i>, 6th edition, Pearson.</p> <p>Atrill, P. (2019): <i>Financial Management for Decision Makers</i>, 9th edition, Pearson.</p> <p>Brealey, R. and Myers, S. (2019): <i>Principles of Corporate Finance</i>, 13th edition, McGraw-Hill.</p> <p>Bril, H. (2020): <i>Sustainable Investing: A Path to a New Horizon</i>, Routledge.</p> <p>Melville, A. (2019): <i>International Financial Reporting: A Practical Guide</i>, 7th edition, FT Prentice Hall.</p> <p>Pike, R., Neale, B. & Linsley, P. (2018): <i>Corporate Finance and Investment</i>, Pearson, 9th edition.</p>																		

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	<p>Suggested articles:</p> <p>ANDOR, G et al. (2015): Capital Budgeting Practices: A survey of Central and Eastern European firms. <i>Emerging Markets Review</i>, 23, pp. 148-172.</p> <p>HAYNES, K.T., CAMPBELL, J.T. and HITT, M.A., 2017, When More is Not Enough. <i>Journal of Management</i>, 43(2), pp. 555 - 584</p> <p>PALCIC, D. and REEVES, E. (2013): Private equity leveraged buyouts in European telecoms: The case of Eircom. <i>Telecommunications Policy</i>, 37(6–7), pp. 573-582.</p>
Examination	
Type & size	Written exam
Date	End of term

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Module 7: International Strategic Management

General information	
Programme	MBA International Business Management & Leadership
Module title / no.	M7 International Strategic Management
Module manager	Prof. Dr. Christoph Desjardins
Titles of submodules	7.1 International Strategy, 7.2 International Marketing
Lecturer	Mark Peters, N.N. for Int. Marketing (information from the 2019 course are provided)
Type of seminar / didactical methods	Lecture, case studies, group tasks, individual tasks, plenum discussions
Type of lecture (core/elective)	Core lecture
ECTS points	8 (4/4)
Grading	
Weighting of grade in the total grade	8/90
Grading points per submodule	50/50

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7.1 Submodule International Strategy		
Workload in hrs (detailed)	Classroom lecture:	32
	Tasks & Assignments in addition to the classroom lecture:	16
	Preparation & wrap-up of class-room lectures:	12
	Exam preparation / term paper	40
	Total:	100
Semester	2nd or 3rd. semester	
Language	English	
Frequency	Once per programme	
Planned group size	15-25	
Description of the lecture		
<p>Intended Learning Objectives</p> <p>The students should be able to...</p>	<p>1. Knowledge and Understanding:</p> <ul style="list-style-type: none"> • explain the essence of strategy • explain the content of strategic management • demonstrate an understanding of the strategy process • understand environmental analysis • describe the strategic options available to management • explain the dynamics of corporate portfolio management <p>2. Use and Application of Knowledge:</p> <ul style="list-style-type: none"> • analyze the various components of the macro environment • demonstrate that an organization needs to be strategically flexible to attain a competitive advantage • analyse and define corporate level strategies <p>3. Scientific self-conception:</p> <ul style="list-style-type: none"> • n.a. 	

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	<p>4. Personal development, ethical conduct and professionalism:</p> <ul style="list-style-type: none"> • explain that an organization can achieve a competitive advantage with above average industry returns by creating value, managing ethically and being a sustainable organization • understand that sustainability and strategy are inseparable and what it means to be a sustainable organization that is stakeholder focused • explain company policies, objectives and guidelines • describe a code of ethics within one's company
Content	<p>1. Strategy and Strategic Intent:</p> <ul style="list-style-type: none"> • Essence and definitions of strategy • Nature and role of Strategy • Strategic Management processes • Tests for winning strategy • Reflecting and practicing on Strategic intent <p>2. Strategic Analysis:</p> <ul style="list-style-type: none"> • Analyzing the Macro environment • Analyzing the Industry environment • Competitor Analysis • Analyzing the Internal environment of the company • Identifying strengths and weaknesses <p>3. Strategic Choices:</p> <ul style="list-style-type: none"> • Exploring the concept of Competitive advantage • Exploring Core Competence of the corporation • What choices are available to the company • Exploring the concept of Innovation and value <p>4. Strategy Development and Implementation:</p> <ul style="list-style-type: none"> • Corporate Strategies • Managing the Corporate portfolio • Reflecting on corporate strategy: the quest for shareholder values • Managing Stakeholder expectations • Business level strategies

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	<ul style="list-style-type: none"> Monitoring and Evaluating the chosen strategy
Prerequisites	Pre-reading and preparation tasks
Interfaces to other modules	International Marketing
Application in other modules/programmes	n. a.
Mandatory readings	Bartlett, C., Ghoshal, S., Birkinshaw, J. (2013): <i>Transnational Management: Text, Cases and Reading in Cross-Border Management</i> . 7th Ed. McGraw Hill-Irwin.
Additional readings	<p>Alon, I., ed. (2003): <i>Chinese culture, organizational behavior, and international business management</i>. Westport, Conn: Praeger.</p> <p>Bartlett, C. & Ghoshal S. (2002): <i>Managing across borders: The transnational solution</i>. 2nd edition. McGraw-Hill Professional.</p> <p>Borras, M., Ernst, D. & Haggard, S., eds. (2000): <i>International production networks in Asia: Rivalry or riches?</i> London: Routledge.</p> <p>Doz, Y. & Hamel, G. (1998): <i>Alliance advantage: The art of creating value through partnering</i>. Boston: Harvard Business School Press.</p> <p>Doz, Y., J., & Williamson, P. (2001): <i>From global to metanational: How companies win in the knowledge economy</i>. Boston: Harvard Business School Press.</p> <p>Friedman, T. (2000): <i>The Lexus and the olive tree: Understanding globalization</i>. NY: Random House.</p> <p>Gannon, M.J. and Newman K., eds. (2002): <i>Handbook of cross-cultural management</i>. Oxford: Blackwell.</p> <p>Inagami T. & Whittaker, D.H. (2005): <i>The new community firm: Employment, governance, and management reform in Japan</i>. Cambridge University Press.</p> <p>Lewis, J. (2007): <i>Trusted partners: How companies build mutual trust and win together</i>. NY: Free Press.</p>

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	<p>McCall M. & Hollenbeck, G. (2002): <i>Developing global executives: The lessons of international experience</i>. Boston: Harvard Business School Press.</p> <p>Nathan, J. (2004): <i>Japan unbound</i>. Boston: Houghton Mifflin.</p> <p>Porter, M. (1998): <i>The competitive advantage of nations</i>. NY: Free Press.</p> <p>Rugman, A. (2005): <i>The regional multinationals: MNEs and "global" strategic management</i>. Cambridge, UK: Cambridge University Press.</p> <p>Taylor, B., Kai, C. & Qi L. (2004): <i>Industrial relations in China</i>. Cheltenham, UK: Edward Elgar.</p> <p>Van Hoesel, R. (1999): <i>New multinational enterprises from Korea and Taiwan: Beyond export-led growth</i>. London: Routledge.</p> <p>Whitley, R. (2009): <i>Business systems in East Asia: Firms, markets & societies</i>. London: Sage Publications.</p>
Examination	
Type & size	Assignment
Date	Due date four months after the first classroom seminar.

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7.2 Submodule International Marketing		
Workload in hrs (detailed)	Classroom lecture:	32
	Tasks & Assignments in addition to the classroom lecture:	16
	Preparation & wrap-up of class-room lectures:	12
	Exam preparation / term paper	40
	Total:	100
Semester	2nd. or 3rd. semester	
Language	English	
Frequency	Once per programme	
Planned group size	15-25	
Description of the lecture		
<p>Intended Learning Objectives</p> <p>The students should be able to...</p>	<p>1. Knowledge and Understanding:</p> <ul style="list-style-type: none"> • demonstrate an understanding of the role of marketing in organisations • develop marketing analytical skills to provide strategic direction to organisations <p>2. Use and Application of Knowledge:</p> <ul style="list-style-type: none"> • apply marketing concepts and analytical tools appropriately • analyse the requirements of international marketing challenges • determine the marketing strategies for different situations, including B2B, services and digital marketing, as well as in emerging markets <p>3. Scientific self-conception:</p> <ul style="list-style-type: none"> • n.a. 	

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	<p>4. Personal development, ethical conduct and professionalism:</p> <ul style="list-style-type: none"> identify and address ethical issues in marketing strategy formulation
Content	<ol style="list-style-type: none"> Principles of Marketing Marketing Strategies International Marketing Digital Marketing Business-to-Business Marketing Services Marketing Building a Brand Position Customer Experience Management Marketing Metrics, Brand Equity & Customer Equity Building an export wine brand Consumer Insights on Emerging Markets Marketing ROMI calculation Assignment & Course wrap-up
Prerequisites	Pre-reading and preparation tasks
Interfaces to other modules	International Market Analysis and Development
Application in other modules/programmes	n. a.
Mandatory readings	<p>Kotler, P. & Keller, K. (2016): <i>Marketing Management</i>, 15th Edition, Pearson.</p> <p>Cateora, P. et al (2015 or 2019): <i>International Marketing</i>, 17th or 18th Edition, McGraw-Hill.</p>
Additional readings	de Swaan Arons, M., van den Driest, F., & Weed, K. (2014): The ultimate marketing machine. <i>Harvard Business Review</i> , 92(7), 54-63.

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	<p>Rust, R.T., Moorman, C., and Bhalla, G. (2010): <i>Rethinking marketing</i>. Harvard Business Review, 91(12), 100-108.</p> <p>Srivetbodee, S., Igel, B., & Kraisornsuthasinee, S. (2017): Creating social value through social enterprise marketing: case studies from thailand's food-focused social entrepreneurs. <i>Journal of Social Entrepreneurship</i>, 8(2), 201-224.</p> <p>Dawar, N. (2013): <i>When marketing is strategy</i>. Harvard Business Review, 88(1/2), 94-101.</p>
Examination	
Type & size	Term Paper
Date	Due date four months after the first classroom seminar.

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Module 8: International Supply Chain Management or corresponding Elective Internal Logistic Processes

General information	
Programme	MBA International Business Management & Leadership
Module title / no.	M8 International Supply Chain Management or corresponding Elective Internal Logistics Processes
Module manager	Prof. Dr. Martin Göbl
Titles of submodules	-
Lecturer	Prof. Dr. Martin Göbl
Type of seminar / didactical methods	Lecture, case studies, individual tasks, plenum discussions, e-learning, logistics laboratory
Type of lecture (core/ elective)	Seminar Lecture, E-Learning
ECTS points	5
Grading	
Weighting of grade in the total grade	5/90
Grading points per submodule	-

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8. International Supply Chain Management		
Workload in hrs (detailed)	Classroom lecture:	30
	Tasks & Assignments in addition to the classroom lecture:	30
	25	25
	Exam preparation / term paper	40
	Total:	125
Semester	1st. semester	
Language	English	
Frequency	Once per programme	
Planned group size	15-25	
Description of the lecture		
Intended Learning Objectives The students should be able to...	<p>1. Knowledge and Understanding:</p> <ul style="list-style-type: none"> • differentiate between Logistics and Supply Chain Management • explain customer service levels and performance measurement of a Supply Chains impact on company goals • describe the information flow and architecture within Supply Chain Information Processes • explain stock levels within the supply chain, collaboration aspects and apply material requirement calculation • evaluate different options in terms of warehousing and transportation • compare interfaces of a Supply Chain with other departments like sourcing, operation, logistics and marketing <p>2. Use and Application of Knowledge:</p> <ul style="list-style-type: none"> • implement international Supply Chain Management concepts 	

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	<p>3. Scientific self-conception:</p> <ul style="list-style-type: none"> • n.a. <p>4. Personal development, ethical conduct and professionalism:</p> <ul style="list-style-type: none"> • analyze the impact of Supply Chain Management regarding the environmental and ethical perspective • ability to discuss and evaluate different supply chain solutions who are developed by smaller teams to solve an existing supply chain concept
Content	<p>1. Introduction to Supply Chain Management:</p> <ul style="list-style-type: none"> • Definitions • Difference of Logistics and Supply Chain Management • Trends in area of Logistics • Global Market Situation <p>2. Supply Chain Strategy:</p> <ul style="list-style-type: none"> • What is a Supply Chain Strategy • Achieving Competitive Advantage • Supply Chain Strategic Design • Measuring Supply Chain Performance <p>3. Network & System Design:</p> <ul style="list-style-type: none"> • Understanding Process: Theory of Constraints (TOC) • Problem of Process Variations • Designing Supply Chain Networks • Role of IT (ERP, EDI, Barcode, RFID) <p>4. Marketing:</p> <ul style="list-style-type: none"> • What is marketing? • Interfaces of Marketing and Logistics • Customer Needs • Measuring Customer Service Performance <p>5. Operations Management:</p> <ul style="list-style-type: none"> • What is Operation Management? • Product Design • Facility Layout

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	<ul style="list-style-type: none"> • Line Balancing <p>6. Sourcing:</p> <ul style="list-style-type: none"> • Sourcing vs. Procurement? • Sourcing Process • Sourcing and SCM • Sourcing Decisions <p>7. Logistics:</p> <ul style="list-style-type: none"> • Development of Logistics? • Transportation • Logistics Service Providers • Warehousing <p>8. Forecasting & Demand Planning:</p> <ul style="list-style-type: none"> • The Forecasting Process • Types of Forecasting Methods • Time Series Forecasting Models • Measuring Forecast Accuracy <p>9. Inventory Management:</p> <ul style="list-style-type: none"> • Basics of Inventory Management • Fixed Order Quantity Systems / EOQ calculations • Fixed Time Period System • Managing Supply Chain Inventory <p>10. Lean Systems & Six-Sigma Quality:</p> <ul style="list-style-type: none"> • Lean Philosophy • Elements of Lean Management • Statistical Quality Control (SQC) • Six Sigma Quality <p>11. Supply Chain Case Studies:</p> <ul style="list-style-type: none"> • Case 1: Vertical Foods • Case 2: Melange Coffee
Prerequisites	Pre-reading and preparation tasks
Interfaces to other modules	All subjects

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Application in other modules/programmes	n.a.
Mandatory readings	Sanders (2017): <i>Supply Chain Management: A global perspective</i> .
Additional readings	<p>Ballou, R. H. (2004): <i>Business Logistics Management</i>.</p> <p>Christopher, M. (2016): <i>Logistics & Supply Chain Management</i>. 5th Ed.</p> <p>Fugate / Mentzer / Stank (2010): <i>Logistics Performance: Efficiency, Effectiveness and Differentiation</i>. In: Journal of Business Logistics, Vol. 31, No. 1</p> <p>Göbl, M., Froschmayer, A. (2019): <i>The Power of Logistics</i>. 2nd Ed.</p> <p>Göbl, M. (2003): <i>Die Beurteilung von Dienstleistungen</i>.</p> <p>Lambert (2008): <i>Supply Chain Management</i>. 3. Ed.</p> <p>Mangan et. al. (2016): <i>Global Logistics and Supply Chain Management</i>. 3rd Edition. John Wiley & Sons.</p> <p>Stock, Lambert (2001): <i>Strategic Logistics Management</i>. 4. Ed.</p> <p>Weber, J., Wallenburg (2010): <i>Logistik- und Supply-Chain-Controlling</i>. 6th Ed.</p>
Examination	
Type & size	Written exam
Date	End of term

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8. Elective Internal Logistics Processes		
Workload in hrs (detailed)	Classroom lecture:	30
	Tasks & Assignments in addition to the classroom lecture:	15
	Preparation & wrap-up of class-room lectures:	10
	Exam preparation / term paper	20
	Total:	75
Semester	2nd. or 3rd. semester	
Language	English	
Frequency	Once per programme	
Planned group size	15-25	
Description of the lecture		
<p>Intended Learning Objectives</p> <p>The students should be able to...</p>	<p>1. Knowledge and Understanding:</p> <ul style="list-style-type: none"> • analyze production systems to determine the form of production organization • recognize the interdependencies of production organization and internal logistics processes • choose the right tools to analyze, plan and optimize the internal logistics processes • qualify the main characteristics of logistics systems, processes and devices <p>2. Use and Application of Knowledge:</p> <ul style="list-style-type: none"> • decide when to use a dynamic tool such as discrete event simulation for a planning problem • implement the core processes as transportation, storage, picking and sorting • apply appropriate analytical models such as waiting line systems 	

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	<ul style="list-style-type: none"> • collection and efficient processing of input data <p>3. Scientific self-conception:</p> <ul style="list-style-type: none"> • apply rules of a good, proper and reliable planning process and are able to take appropriate measures for their compliance (for example in simulation projects) • choose the adequate level of detail for a scientific research model <p>4. Personal development, ethical conduct and professionalism:</p> <ul style="list-style-type: none"> • to critically scrutinize current developments in research and application • are aware of the core decisions that decide about the sustainability of internal logistics systems
Content	<p>1. Production in internal logistic processes:</p> <ul style="list-style-type: none"> • Production specification and production organization and its influences on the internal logistics • Divergent objectives for the production <p>2. Internal logistic processes:</p> <ul style="list-style-type: none"> • Definition of internal logistic processes • Technical solutions for materials handling and storage • Influence of layout solutions on the performance of logistic processes • Overview of the main processes <p>3. Modelling and simulation of logistic processes:</p> <ul style="list-style-type: none"> • Different types of models (static, dynamic) • Queuing theory as a planning tool for logistic processes • Time oriented and discrete event simulation in logistics <p>4. Core processes:</p> <ul style="list-style-type: none"> • Transportation • Storage • Sorting

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	<p>5. Layout planning:</p> <ul style="list-style-type: none"> • comparison of external location planning and internal layout planning • layout planning as an example for the network planning process • graphical layout planning methods • coping with the complexity in the layout planning process • optimized layout as a major step towards sustainable logistics processes
Prerequisites	Pre-reading and preparation tasks
Interfaces to other modules	Strategic Logistics Management
Application in other modules/programmes	n.a.
Mandatory readings	Gleissner H., Femerling Chr. (2016): <i>Logistics</i> . Springer.
Additional readings	<p>Damij, N., Damij, T. (2014): <i>Process Management: A Multi-disciplinary Guide to Theory, Modeling and Methodology</i>. Springer.</p> <p>Dini, G. Spath, D. (2019): <i>Material Flow</i>. In: The International Academy for Production, Chatti S., Tolio T. (eds) CIRP Encyclopedia of Production Engineering. Springer</p> <p>Gudehus, T., Kotzab, H. (2016): <i>Comprehensive Logistics</i>. Springer second ed..</p> <p>Russel, R., Taylor, B. (2019): <i>Operations and Supply Chain Management</i>. John Wiley & Sons 10th ed.</p> <p>Simchi-Levi, D. et al. (2014): <i>The Logic of Logistics</i>. Springer third ed.</p>
Examination	
Type & size	Written Exam
Date	End of term

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Module 9: Projects

General information		
Programme	MBA International Business Management & Leadership	
Module title / no.	M9 Projects	
Module manager	Prof. Dr. Christoph Desjardins	
Titles of submodules	-	
Lecturer	Prof. Dr. Christoph Desjardins, Prof. Dr. Martin Göbl, Prof. Dr. Uwe Stratmann, Prof. Dr. Katrin Winkler, various practice lecturers	
Type of seminar / didactical methods	"live case"; project work, individual project tasks, plenum discussions	
Type of lecture (core/elective)	Core module	
ECTS points	6	
Grading		
Weighting of grade in the total grade	6/90	
Grading points per submodule	n.a.	
Workload		
Workload in hrs (detailed)	Classroom lecture:	35
	Tasks & Assignments in addition to the classroom lecture:	35
	Preparation & wrap-up of class-room lectures:	20
	Exam preparation / term paper	60

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	Total:	150
Semester	3rd and 4th semester	
Language	English	
Frequency	Once per programme	
Planned group size	15-25	
Description of the lecture		
<p>Intended Learning Objectives</p> <p>The students should be able to...</p>	<p>1. Knowledge and Understanding:</p> <ul style="list-style-type: none"> understand the current business models and market challenges of different companies across industries <p>2. Use and Application of Knowledge:</p> <ul style="list-style-type: none"> practice some of the major learnings from the MBA program, with a focus on the knowledge area of the specific Special Track use their knowledge for real live case studies in a company environment develop business solutions by using the processes and competencies that they have acquired during the MBA program, especially in the areas of Int. Sales Management, Int. Supply Chain Management, Leadership and General Management <p>3. Scientific self-conception:</p> <ul style="list-style-type: none"> n.a. <p>4. Personal development, ethical conduct and professionalism:</p> <ul style="list-style-type: none"> use the competencies in the areas of Business Communication and the personal competencies that have been developed during the MBA program to set up and conduct a professional consulting presentation for the management of a company 	
Content	<ul style="list-style-type: none"> Analyse a current business problem Development of a detailed problem solution 	

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	<ul style="list-style-type: none"> Professional presentation of the solution to the representatives of the company Design of a written consulting report
Prerequisites	Pre-reading and preparation tasks
Interfaces to other modules	All classes
Application in other modules/programmes	n. a.
Mandatory readings	Selection of project related literature. See also textbooks of the track specific seminars.
Additional readings	See literature of the track specific seminars.
Examination	
Type & size	Group presentation and group assignment
Date	End of term

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Module 10: Scientific Methodology

General information	
Programme	MBA International Business Management & Leadership
Module title / no.	M10 Scientific Methodology
Module manager	Prof. Dr. Christoph Desjardins
Titles of submodules	10.1 Introduction to Scientific Methodology; 10.2 Disputation/Article
Lecturer	10.1 Prof. Dr. Christoph Desjardins, Prof. Dr. Frank Oerthel; 10.2 various internal lecturers
Type of seminar / didactical methods	Lecture, group tasks, individual tasks, plenum discussions, seminar, presentation, scientific article
Type of lecture (core/elective)	Core module
ECTS points	5 (2/3)
Grading	
Weighting of grade in the total grade	5/90
Grading points per submodule	40/60

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10.1 Submodule Introduction to Scientific Methodology		
Workload in hrs (detailed)	Classroom lecture:	22
	Tasks & Assignments in addition to the classroom lecture:	8
	Preparation & wrap-up of class-room lectures:	8
	Exam preparation / term paper	12
	Total:	50
Semester	1st. and 4th. semester	
Language	English	
Frequency	Once per programme	
Planned group size	15-25	
Description of the lecture		
<p>Intended Learning Objectives</p> <p>The students should be able to...</p>	<p>1. Knowledge and Understanding:</p> <ul style="list-style-type: none"> • recognize the principles, process and value of scientific research • compare the most widespread techniques of statistical data analysis (uni-, bi-, multivariate techniques) <p>2. Use and Application of Knowledge:</p> <ul style="list-style-type: none"> • use basic techniques of inductive statistics such as testing hypotheses and learn their application • evaluate research papers and assumptions drawn from scientific research • integrate the basic rules of writing a scientific text and how to apply the APA formatting and citation guidelines • plan, implement and present an empirical research project 	

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	<p>3. Scientific self-conception:</p> <ul style="list-style-type: none"> • apply critical thinking in everyday life in order to question one's own misconceptions <p>4. Personal development, ethical conduct and professionalism:</p> <ul style="list-style-type: none"> • conduct research that complies with plagiarism rules and other ethical principles • implement research that enhance the knowledge pool of mankind
Content	<p>1. Fundamentals of research:</p> <ul style="list-style-type: none"> • What is research? • Why is scientific research useful? • Basic tools of research: library, measurement and statistics <p>2. Selecting a Problem and Reviewing the Research:</p> <ul style="list-style-type: none"> • Research problems and the derivation of hypotheses • Review of related literature • Planning of an empirical research project <p>3. Research Methodology:</p> <ul style="list-style-type: none"> • Qualitative research • Quantitative research: setup, sampling procedures, and questionnaire design • Experimental designs • Statistical data analysis: selected uni-, bi-, multivariate methods including statistical hypothesis tests <p>4. Presenting Results:</p> <ul style="list-style-type: none"> • Elements of a research report • Publication style <p>5. Questionable Beliefs in Everyday life:</p> <ul style="list-style-type: none"> • Cognitive determinants • Motivational and social determinants • Applying the scientific method in daily life

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Prerequisites	Pre-reading and preparation tasks
Interfaces to other modules	All classes
Application in other modules/programmes	n. a.
Mandatory readings	<p>Leedy, P.D. & Ormond, J. E. (2018): <i>Practical research: Planning and design</i>. 12th ed. London: Pearson.</p> <p>Field, A. (2017): <i>Discovering statistics using IBM SPSS statistics</i>. 5th ed. New York</p>
Additional readings	<p>Backhaus, K., Erichson, B., Plinke, W., Weiber, R. (2018): <i>Multivariate Analysemethoden</i>. 15th edition.</p> <p>Fantapié Altobelli, C. (2017): <i>Marktforschung. Methoden - Anwendungen – Praxisbeispiele</i>. 3rd edition. Stuttgart</p> <p>Hague, P., Cupman, J., Harrison, M., Truman, O. (2016): <i>Market Research in Practice</i>. 3rd ed.</p> <p>Hollensen, S., Schmidt, M. (2006): <i>Marketing Research: An International Approach</i>. Prentice Hall.</p> <p>Johnson, R., Wichern, D. (2014): <i>Applied Multivariate Statistical Analysis</i>. 6th ed.</p> <p>Kuhn, T.S. (2012): <i>The structure of the scientific revolution</i>. 4th edition. Chicago: University of Chicago Press.</p> <p><i>Publication Manual of the American Psychological Association</i>. (2020): 7th ed.</p>
Examination	
Type & size	Term Paper
Date	Due date two months after the classroom seminar.

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10.2 Submodule Disputation/Article		
Workload in hrs (detailed)	Classroom lecture:	n.a.
	Tasks & Assignments in addition to the classroom lecture:	n.a.
	Preparation & wrap-up of class-room lectures:	n.a.
	Exam preparation / term paper	75
	Total:	75
Semester	4th. semester	
Language	English	
Frequency	Once	
Planned group size	n.a.	
Description of the lecture		
Intended Learning Objectives The students should be able to...	<p>1. Knowledge and Understanding:</p> <ul style="list-style-type: none"> n.a. <p>2. Use and Application of Knowledge:</p> <ul style="list-style-type: none"> integrate the basic rules of writing a scientific text and how to apply the APA formatting and citation guidelines plan, implement and present an empirical research project <p>3. Scientific self-conception:</p> <ul style="list-style-type: none"> reflect the process of selecting and reviewing literature reflect the basic processes in planning, implementing and presenting an empirical research project or writing a scientific article discuss different methodological approaches and select a feasible option critically evaluate the own research and the assumptions drawn from scientific research 	

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	<p>4. Personal development, ethical conduct and professionalism:</p> <ul style="list-style-type: none"> • reflect on shortcomings in conducting and presenting a research project • conduct research that complies with plagiarism rules and other ethical principles
Content	Defense of the thesis or Writing of a scientific article
Prerequisites	Master Thesis
Interfaces to other modules	Module 11 Master Thesis
Application in other modules/programmes	n.a.
Mandatory readings	Master Thesis Guidelines (2020). Internal document. Professional School of Business & Technology University of Applied Sciences Kempen.
Additional readings	Individual readings.
Examination	
Type & size	Presentation and written assignment
Date	To be defined during the term after the master thesis has been provided.

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Module 11: Master Thesis

General information		
Programme	MBA International Business Management & Leadership	
Module title / no.	M11 Master Thesis	
Module manager	Prof. Dr. Christoph Desjardins	
Titles of submodules	-	
Lecturer	different lecturers	
Type of seminar / didactical methods	Guided preparation of the master thesis	
Type of lecture (core/ elective)	Core lecture	
ECTS points	16	
Grading		
Weighting of grade in the total grade	16/90	
Grading points per submodule	n.a.	
Workload		
Workload in hrs (detailed)	Classroom lecture:	n.a.
	Tasks & Assignments in addition to the classroom lecture:	45
	Preparation & wrap-up of class-room lectures:	n.a.
	Exam preparation / term paper	400
	Total:	400

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Semester	4th. semester
Language	English
Frequency	Once per programme
Planned group size	15-25
Description of the lecture	
<p>Intended Learning Objectives</p> <p>The students should be able to...</p>	<p>1. Knowledge and Understanding:</p> <ul style="list-style-type: none"> n.a. <p>2. Use and Application of Knowledge:</p> <ul style="list-style-type: none"> use basic techniques of inductive statistics such as testing hypotheses and learn their application integrate the basic rules of writing a scientific text and how to apply the APA formatting and citation guidelines plan, implement and present an empirical research project <p>3. Scientific self-conception:</p> <ul style="list-style-type: none"> define research questions & hypotheses reflect the process of selecting and reviewing literature discuss different methodological approaches and select a feasible option critically evaluate the own research and the assumptions drawn from scientific research <p>4. Personal development, ethical conduct and professionalism:</p> <ul style="list-style-type: none"> conduct research that complies with plagiarism rules and other ethical principles implement research that enhance the knowledge pool of mankind
Content	Planning and conducting an empirical master thesis project
Prerequisites	Module 10.1 Introduction to Scientific Methodology
Interfaces to other modules	Module 10

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Application in other modules/programmes	n.a.
Mandatory readings	Master Thesis Guidelines (2020). Internal document. Professional School of Business & Technology University of Applied Sciences Kempten.
Additional readings	Literature review of relevant references.
Examination	
Type & size	Master Thesis
Date	1.5 – 30.9 or 1.11 – 31.3 (5 months)