HAWK
Fakultät
Management, Soziale Arbeit,
Bauen Holzminden

# MODULE HANDBOOK

## BUSINESS ADMINISTRATION

## WORK-BASED DEGREE PROGRAMME

VERSION: 19 AUGUST 2024
VALID FOR POBT (Ordinance on the Special Part of the Examination Regulations) 2024 (Version 2023)

HAWK Fakultät Management, Soziale Arbeit, Bauen Holzminden

# MODULE HANDBOOK

## BUSINESS ADMINISTRATION

## WORK-BASED DEGREE PROGRAMME

VERSION: 08 May 2024
VALID FOR POBT (Ordinance on the Special Part of the Examination Regulations) 2024 (Version 2022)

HAWK

**FOREWORD**

# Study programme concept

The study programme covers the classic topics of business administration such as human resources, tax and accounting, marketing, investment and financing. Business theories and academic work are an important part of the programme, it also includes project work and practical seminars. The range of elective modules is based on your requirements: students learn the basics of SME management and family business management, develop a business plan for their start-up or learn how innovation management works. Other topics include quality management, digitalisation in SMEs, IT law and behavioural economics. All content is taught with a focus on practical orientation. This enables students to apply their qualifications in companies in various fields of work. The generalist approach of the degree programme is particularly advantageous for work in small and medium-sized companies, as these generally require a broader range of skills. In addition, students are prepared to take on management responsibility.

It is also worth noting the framework conditions of the study programme: The standard period of study of nine semesters comprises four modules per semester. However, students can reduce or increase the number of modules individually and flexibly if they wish. The duration of the programme is then adjusted accordingly. For example, students can take six modules without any overlap and complete their degree after just seven semesters. The study programme also offers flexibility through its blended learning concept, which combines online and in-person components. Students have a lot of flexibility in terms of where and when they complete a large part of their studies, e.g. a lot can be completed from home. Recorded online lectures can also be worked on later via the interactive learning platform. In addition, in-person classes are held once a month in Holzminden.

This structure makes it possible for students to combine their work, private life and studies. The programme is therefore particularly suitable for prospective students who do not wish to study in a regular in-person programme due to other commitments or individual development wishes. This includes working people, people with family commitments, people in training, people who are not sufficiently geographically mobile, etc. The study programme’s target group is therefore very diverse in terms of age, family situation, educational background, profession, etc.

# Learning objectives

The study programme's learning objectives are listed in the second column of Table 1. The learning objectives are also categorised according to the fields of competence of the Qualifications Framework for German Higher Education Qualifications (HQR).[1] In column three, the modules of the study programme are assigned to the fields of competence and learning outcomes. For the sake of clarity, the focus is on the competences acquired in a module. A more detailed description of a module's learning outcomes can be found in the module descriptions.

Table 1: Target module matrix

| HQR field of competence | Learning outcome/objective of the study programme | Module number (see Tab. 2) |
|---|---|---|
| Knowledge & understanding | Graduates have a broad and integrated knowledge of the organisation and functioning of companies. | 15-16, 19, 22, 25-29, 31, 35-36, 38-39, 41, 43-44, 50, 52, 54, 59 |
| | Graduates understand mathematical and statistical methods and have knowledge of academic work as well as project and leadership management. | 17, 23, 30, 31, 35, 36, 39, 40, 43, 45, 46, 47, 55 |
| | Graduates have interdisciplinary knowledge in areas/disciplines that set an important framework for companies or are essential for the ability of business economists to act (in particular applied computer science and digitalisation, economics, law and language). | 18, 20-21, 24, 32-33, 37, 41, 44, 51, 53, 55, 58, 59, 60 |
| Use, application & generation of knowledge | Graduates are able to combine the specialist knowledge and methods they have acquired to solve operational issues in a problem-oriented manner in order to align business decisions with corporate objectives. | 22, 27, 29, 31, 33, 35-46, 52, 54, 55, 59 |
| | Graduates are able to find their way around companies with confidence and understand and design operational processes. | 15, 19, 20, 22, 27, 28, 29, 30, 35, 37-39, 41, 43, 50, 52, 54, 59 |
| | Graduates are able to take into account and help shape the changes brought about by digitalisation, for example, when solving business issues and designing operational processes. | 30, 33, 37, 38, 39, 40, 41, 43, 45, 46, 52-55, 59 |
| | Graduates are able to place business management relationships in a larger overall context and critically reflect on their own actions in the context of overall social responsibility. | 15, 18, 21, 27, 32, 35, 37, 38, 39, 40, 44, 45, 46, 47, 51, 54, 55, 60 |

[1] https://www.kmk.org/fileadmin/Dateien/veroeffentlichungen_beschluesse/2017/2017_02_16-Qualifications Framework.pdf

| | | |
|---|---|---|
| Communication & cooperation | Graduates are able to work successfully in interdisciplinary, heterogeneous teams, to convincingly represent their own positions orally and in writing, but also to reflect self-critically and to examine the positions and, if necessary, the criticism of others in order to develop and select the best alternative course of action from several alternatives. | 15, 24, 30, 35, 37, 38, 41, 43, 44, 45-47, 52 |
| Academic self-image / professionalism | Graduates have entrepreneurial skills. They take the initiative and lead the way, and are prepared to take limited financial risks to achieve the goals set. | 15, 20, 29, 31, 32, 35, 36, 38, 39, 41, 52, 54 |
| | Graduates are able to independently align their learning objectives and knowledge acquisition to new challenges in the working world, organise themselves independently through efficient time and information management, document their problem-solving and thought processes and integrate them into their everyday working life. | 24, 30, 33, 37, 38, 39, 40, 43, 45, 46, 47, 52, 54 |

Table 2: Module overview

| Module number | Module title |
|---|---|
| 15 | Introduction to General Business Administration |
| 16 | Accounting I |
| 17 | Introduction to Business Mathematics |
| 18 | Economics I |
| 19 | Accounting II |
| 20 | Business Law I |
| 21 | Economics II |
| 22 | Business Taxation |
| 23 | Statistics |
| 24 | Business English |
| 25 | Controlling I |
| 27 | Marketing |
| 28 | Supply Chain Management |
| 29 | Controlling II |
| 30 | Project Management |
| 33 | Business Informatics I |
| 35 | Human Resource Management |
| 37 | Business Informatics II |

| | |
|---|---|
| 38 | Business Simulation |
| 39 | Strategic Management |
| 40 | Corporate Policy Project |
| 41 | E-Business |
| 43 | Process Management |
| 44 | Sustainable Economic Development |
| 45 | Practical Project |
| 46 | Bachelor's Thesis |
| 47 | Investment and Financing |
| **Elective modules** | |
| 50 | Management of SMEs and Family Businesses |
| 51 | Behavioural Economics |
| 52 | Startup Management |
| 53 | IT Law |
| 54 | Innovation Management |
| 55 | System Dynamics |
| 58 | Labour Law |
| 59 | Management of Corporate Security |
| 60 | Company History |
| 61 | Fundamentals of Digital Collaboration |
| 62 | Application-Oriented Introduction to Artificial Intelligence |
| 63 | Digital Collaboration in Practice |
| 32 | Business Law II |

# Structure of the study programme

The study programme consists of 30 compulsory modules and 3 elective modules.

Table 3 and 4 show an example of a course of study starting in the winter and summer semesters with a standard period of study of 9 semesters.

Table 3: Example course of study starting in the winter semester

| Semester | | | | |
|---|---|---|---|---|
| 1 | Introduction to General Business Administration<br>5 ECTS | Accounting I<br>5 ECTS | Introduction to Business Mathematics<br>5 ECTS | Economics I<br>5 ECTS |
| 2 | Accounting II<br>5 ECTS | Business Law I<br>5 ECTS | Economics II<br>5 ECTS | Business Informatics I<br>5 ECTS |
| 3 | Statistics<br>5 ECTS | Business English<br>5 ECTS | Controlling I<br>5 ECTS | Elective Module<br>5 ECTS |
| 4 | Marketing<br>5 ECTS | Elective Module<br>5 ECTS | Controlling II<br>5 ECTS | Business Informatics II<br>5 ECTS |
| 5 | Business Taxation<br>5 ECTS | Elective Module<br>5 ECTS | Supply Chain Management<br>5 ECTS | Elective Module<br>5 ECTS |
| 6 | Human Resource Management<br>5 ECTS | Investment and Financing<br>5 ECTS | Project Management<br>5 ECTS | Business Simulation<br>5 ECTS |
| 7 | Strategic Management<br>5 ECTS | E-Business<br>5 ECTS | Corporate Policy Project<br>5 ECTS | Process Management<br>5 ECTS |
| 8 | Elective Module<br>5 ECTS | Sustainable Economic Development<br>5 ECTS | Practical Project<br>10 ECTS | |
| 9 | Bachelor's Thesis<br>Academic seminar 5 ECTS | Bachelor's thesis 12 ECTS | Colloquium 3 ECTS | |

Table 4: Example course of study starting in the summer semester

| Semester | | | | |
|---|---|---|---|---|
| 1 | Business Law I<br>5 ECTS | Business Informatics I<br>5 ECTS | Marketing<br>5 ECTS | Introduction to General Business Administration<br>5 ECTS |
| 2 | Business English<br>5 ECTS | Accounting I<br>5 ECTS | Introduction to Business Mathematics<br>5 ECTS | Economics I<br>5 ECTS |
| 3 | Accounting II<br>5 ECTS | Economics II<br>5 ECTS | Elective Module<br>5 ECTS | Business Informatics II<br>5 ECTS |
| 4 | Statistics<br>5 ECTS | Elective Module<br>5 ECTS | Controlling I<br>5 ECTS | Elective Module<br>5 ECTS |
| 5 | Controlling II<br>5 ECTS | Investment and Financing<br>5 ECTS | Human Resource Management<br>5 ECTS | Business Simulation<br>5 ECTS |
| 6 | Business Taxation<br>5 ECTS | Process Management<br>5 ECTS | Supply Chain Management<br>5 ECTS | Elective Module<br>5 ECTS |
| 7 | Sustainable Economic Development<br>5 ECTS | Elective Module<br>5 ECTS | Corporate Policy Project<br>5 ECTS | Project Management<br>5 ECTS |
| 8 | E-Business<br>5 ECTS | Strategic Management<br>5 ECTS | Practical Project<br>10 ECTS | |
| 9 | Bachelor's Thesis<br>Academic seminar 5 ECTS | Bachelor's thesis 12 ECTS | Colloquium 3 ECTS | |

The recommended course of study avoids overlaps in the planning of lectures, in-person classes and examinations.

The actual course of study can be tailored to individual needs. Recommendations on prior knowledge in the module descriptions serve as a guide for the order of the modules. When choosing courses, the examination schedule must be taken into account in order to avoid overlaps. Seeking individual advice from the study programme team (coordination and/or management) is recommended, but not required.

# Module description glossary

**Workload:** A module's workload is divided into contact time and self-study. The contact time takes place either synchronously or asynchronously. Synchronous contact time comprises live online sessions, usually in the evening, and in-person sessions in Holzminden, usually on one Saturday a month. Asynchronous contact time includes didactically appropriate communication formats between lecturers and students to promote independent study (e.g. group sessions, discussion forums, Etherpad, working on and providing feedback on additional questions, task sheets or case studies).

**ECTS:** These credits are calculated on the basis of the workload, where 1 ECTS = 30 hours of work.

**Module type:** Compulsory or elective.

**Recommended semester of study:** This is determined by the study plan and varies depending on whether it starts in the winter or summer semester.

**Frequency:** This indicates how often or regularly a module is offered (cycle, frequency), for example, every semester, every (second) winter semester, every (second) summer semester, as required.

**Duration:** A module usually lasts one or a maximum of two semesters. Only in justified exceptional cases does a module last more for than two semesters.

**Participation requirements:** A distinction is made between mandatory requirements (e.g.: the exam in module xy must be passed) and recommended prior knowledge (e.g.: module xy and the prior knowledge mentioned therein should have been completed). Recommended prior knowledge refers to knowledge, skills and abilities that are required for successful participation.

**Type of examination:** The following types of examination are listed in the examination regulations for the Bachelor's Work-based Degree Programme in Business Administration (special section): One-hour written exam, two-hour written exam, oral exam, presentation, project work, final thesis, poster, accompanying seminar, colloquium. The type of examination applicable for the semester will be announced in the examination schedule before the start of the semester.

**Examination prerequisite:** Passing a prerequisite examination is required for admission to the module examination that counts towards the final grade.

**Other:** Additional important information that does not fit into any other category.

**Content:** Brief, keyword-based information on the content of the module.

**Intended learning outcomes:** What learners will know, understand and be able to do after completing the module. In order to be able to differentiate between the different levels of competence, cognitive learning outcomes are formulated using the taxonomy of Anderson et al. (2000)[2] and affective learning outcomes according to Krathwohl et al. (1964)[3] The list of verbs used for the individual levels comes from Gröblinghoff, F. (2015)[4].

[2] Anderson, L. W., Krathwohl, D. R., Airasian, P. W., Cruikshank, K. A., Mayer, R. E., Pintrich, P. R., Raths, J., & Wittrock, M. C. (2000). A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives, Complete Edition. Pearson Education.
[3] Krathwohl, D. R., Bloom, B. S., & Masia, B. B. (1964). Taxonomy of Educational Objectives, Handbook II: Affective Domain. David McKay Company, Inc.
[4] Gröblinghoff, F. (2015). Nexus impulse für die Praxis Nr. 2: Lernergebnisse praktisch formulieren. https://www.hrk-nexus.de/fileadmin/redaktion/hrk-nexus/07-Downloads/07-02-Publikationen/Lernergebnisse_praktisch_formulieren_01.pdf

**Teaching and learning methods:** The choice of suitable teaching/learning methods depends on which learning objectives are to be achieved/which competences are to be acquired. Examples of teaching/learning methods include lecture/keynote speech, practical seminar, experiment, project work, text work, research, literature study, term paper, group work, case study, discussion, presentation, problem-based learning (PBL), simulation game.

**Literature:** The most important sources.

# COMPULSORY MODULES

# Introduction to General Business Administration

*Module coordinator: Prof. Dr Zulia Gubaydullina*

| Module number | ECTS |
|---|---|
| 15 | 5 |

**Workload**

| Self-study in hours | Contact time (synchronous) in hours | Contact time (asynchronous) in hours | Semester hours per week | Total workload in hours |
|---|---|---|---|---|
| 105 | 30 | 15 | 3 | 150 |

**Further information**

| Module type | Recommended semester | Language of instruction | Frequency | Duration in semesters |
|---|---|---|---|---|
| Compulsory | 1 | DE | Every semester | 1 |

**Participation requirements**

*According to examination regulations*

—

*Recommended prior knowledge*

—

**Course assessment**

| Type of examination | Examination prerequisite |
|---|---|
| Written exam/project work/presentation, to be announced before the start of the semester | — |

**Other**

—

## *Course content, teaching methods and learning outcomes*

**Contents**

The course offers an introduction to the main concepts, instruments and models of business administration. It begins by introducing important basic concepts and providing an overview of the history, objectives, structure and research trends of business administration. Students are then given insights into the most important areas of business administration in thematic blocks.

- Subject matter and methods of business administration and macroeconomic categorisation of companies
- Constitutive decisions (legal form, location, merger, liquidation)
- Basic questions of the operational and organisational structure of companies in the traditional and digital economy
- Basic concepts of planning, decision-making and control

**Intended learning outcomes**

Students will be able to...

- recognise and understand basic technical terms and processes in business practice
- identify academic trends and approaches in business management research
- apply important business management models and instruments in order to independently develop solutions to practical challenges in companies
- critically scrutinise current instruments and models and assess their advantages and disadvantages in specific decision-making situations
- place the knowledge they have acquired in a wider context so that they can deepen it in a targeted manner in the course of further studies and professional life

**Teaching and learning methods**

- Online lectures and in-person sessions
- Use of digital media for knowledge transfer, activation and support (use of the Moodle learning platform, recording of lectures, use of feedback and voting systems)
- Discussion of selected topics from the course material, working on practical examples
- TOPSIM business simulation ‘Management Essentials’: teamwork, discussion

**Literature**


- Thommen, J.-P.; Achleitner, A.-K. et. al (2020). Allgemeine Betriebswirtschaftslehre. SpringerGabler, Wiesbaden.
- Hutzschenreuter, T. (2015). Allgemeine Betriebswirtschaftslehre (6th edition), Springer Gabler, Wiesbaden.
- Wöhe, G. (2020). Einführung in die allgemeine Betriebswirtschaftslehre. Vahlen, Munich.
- Straub, T. (2020). Einführung in die Allgemeine Betriebswirtschaftslehre (2nd edition), Pearson Deutschland, Hallbergmoos.

# Accounting I

*Module coordinator: Prof. Dr Zulia Gubaydullina*

| Module number | ECTS |
|---|---|
| 16 | 5 |

**Workload**

| Self-study in hours | Contact time (synchronous) in hours | Contact time (asynchronous) in hours | Semester hours per week | Total workload in hours |
|---|---|---|---|---|
| 105 | 30 | 15 | 3 | 150 |

**Further information**

| Module type | Recommended semester | Language of instruction | Frequency | Duration in semesters |
|---|---|---|---|---|
| Compulsory | 1/2 | DE | Every winter semester | 1 |

**Participation requirements**

| Mandatory according to examination regulations | Recommended prior knowledge |
|---|---|
| — | — |

**Course assessment**

| Type of examination | Examination prerequisite |
|---|---|
| Written exam/project work, to be announced before the start of the semester | — |

**Other**

—

## *Course content, teaching methods and learning outcomes*

**Contents**

The module covers the legal foundations and central techniques of double-entry external commercial accounting based on current commercial and tax law. In particular:

- the relationship between stocktaking, inventory and balance sheet, the system of double-entry books and accounts
- entries in the journal and ledger to balance sheet and income statement accounts and relevant sub-accounts
- depiction of key company processes (purchasing/production/sales/financing...) in the double-entry accounts
- principles for the valuation of assets and related accounting entries, including entries for the sale and withdrawal of fixed assets
- the VAT system and associated accounting entries, the basics of entries in the context of payroll accounting
- basics of accounting entries in the context of periodisation of payment and profit and loss transactions (accrual basis)
- entries as part of the preparation of the annual financial statements and closing entries
- preparation of the profit and loss and closing balance sheet accounts on the basis of the bookkeeping for the preparation of the annual financial statements under commercial law

**Intended learning outcomes**

Students should:

- be able to explain the relationship between stocktaking, inventory and balance sheet, and to present the system of accounts and use it for accounting work
- generate entries for the significant company processes in the journal and general ledger as well as in relevant sub-ledgers and present and analyse their consequences
- be able to carry out basic accounting entries in the context of asset management
- be able to explain the VAT system and apply it when posting relevant business transactions and processing taxation
- carry out basic accounting entries in the context of human resources management and explain their main consequences
- recognise and be able to explain the periodisation principles for payment and profit and loss transactions and apply them to the necessary accounting transactions for accrual purposes as well as present, analyse and assess the main consequences of this
- be able to generate key entries required for the preparation of the annual financial statements and assess the consequences of these entries

**Teaching and learning methods**

- Developing teaching and learning discussions supported by various media
- Working on exercises in individual and/or group work, based on appropriately identified or documented business cases
- Thorough handling of complex business transactions, taking into account the relevant standards, in particular commercial and tax law, and applying the recognised rules of legal application
- Preparation of profit and loss statements and closing balance sheets on the basis of current entries and inventory results in individual and/or group work
- Literature study on the issues addressed with the help of the sources given in the specialist literature

**Literature**


- Deitermann u.a.: Industrielles Rechnungswesen IKR, 50th and subsequent editions, Braunschweig 2021
- Döring U. and Buchholz R.: Buchhaltung und Jahresabschluss, 16th and subsequent editions, Berlin 2021
- Bornhofen, Manfred u.a.: Grundlagen der Buchführung für Industrie und Handelsbetriebe, Wiesbaden 2021

# Introduction to Business Mathematics for Economists

*Module coordinator: Dipl.-Kffr. Jenny Wundrack*

| Module number | ECTS |
|---|---|
| 17 | 5 |

**Workload**

| Self-study in hours | Contact time (synchronous) in hours | Contact time (asynchronous) in hours | Semester hours per week | Total workload in hours |
|---|---|---|---|---|
| 93 | 42 | 15 | 3 | 150 |

**Further information**

| Module type | Recommended semester | Language of instruction | Frequency | Duration in semesters |
|---|---|---|---|---|
| Compulsory | 1/2 | DE | Every winter semester | 1 |

**Participation requirements**

*Mandatory according to examination regulations*

—

*Recommended prior knowledge*

—

**Course assessment**

| Type of examination | Examination prerequisite |
|---|---|
| Written exam/project work, to be announced before the start of the semester | — |

**Other**

Accompanying tutorial

## *Course content, teaching methods and learning outcomes*

**Contents**

The aim of the course is to provide basic knowledge of advanced mathematics and to demonstrate how it can be applied in economics. The importance and applicability of the methods and techniques presented are illustrated by examples from the field of economics. The module focuses on the following areas:

- Set theory and propositional logic
- Functions
- Financial mathematics (interest calculation, annuity and amortisation calculation)
- Analysis (differential calculus, differentiation rules, economic application, optimisation under constraints)
- Linear algebra and its application
- Introduction to linear optimisation

**Intended learning outcomes**

Students...

- will learn the basic mathematical skills required for a degree in economics
- will be able to understand mathematical descriptions and solutions of economic problems
- will be able to independently analyse and solve appropriate mathematical problems
- will acquire the skill of transferring and deepening the mathematical methods and concepts presented in the lecture by independently applying what they have learned to solve exercises

**Teaching and learning methods**

- Online lectures and in-person sessions
- Use of digital media for knowledge transfer, activation and support (use of the Moodle learning platform, recording of lectures, use of feedback and voting systems)
- Completion of exercises and worksheets
- Accompanying tutorial

**Literature**


- Marquardt, Teresa (2021), Mathe für Wirtschaftswissenschaftler: Analysis: mit einfachen Erklärungen stressfrei durchs Studium – Berlin: Springer Gabler
- Wendler, Tilo (2019), Übungsbuch Mathematik für Wirtschaftswissenschaftler: Aufgabensammlung mit ausführlichen Lösungen. – 2nd edition. – Berlin: Springer Gabler.
- Albrecht, Peter (2019), Finanzmathematik für Wirtschaftswissenschaftler: Grundlagen, Anwendungsbeispiele, Fallstudien, Aufgaben und Lösungen – 4th, revised and expanded edition. – Stuttgart: Schäffer-Poeschel Verlag
- Tietze, Jürgen (2019). Einführung in die Finanzmathematik. 18th edition. Wiesbaden: Vieweg+Teubner.

# Economics I

*Module coordinator: Prof. Dr Zulia Gubaydullina*

| Module number | ECTS |
|---|---|
| 18 | 5 |

**Workload**

| Self-study in hours | Contact time (synchronous) in hours | Contact time (asynchronous) in hours | Semester hours per week | Total workload in hours |
|---|---|---|---|---|
| 105 | 30 | 15 | 3 | 150 |

**Further information**

| Module type | Recommended semester | Language of instruction | Frequency | Duration in semesters |
|---|---|---|---|---|
| Compulsory | 1/2 | DE | Every winter semester | 1 |

**Participation requirements**

*Mandatory according to examination regulations*

—

*Recommended prior knowledge*

**Course assessment**

| Type of examination | Examination prerequisite |
|---|---|
| Written exam/project work, to be announced before the start of the semester | — |

**Other**

—

## *Course content, teaching methods and learning outcomes*

**Contents**

The module deals with the microeconomic perspective of economics. It lays the foundations of economic thinking and examines the decisions made by individual stakeholders in the economic cycle. In addition, the interaction between the stakeholders in different market forms is analysed and state intervention in the market is discussed. In particular, the following topics are covered in the module:

- Basic economic principles: limited resources, effectiveness, efficiency, opportunity costs, specialisation and exchange
- Theory of consumer choice: Preferences, budget constraint, optimal consumer choice, income and substitution effect, labour supply, rationality and behavioural explanations
- Business theory: Production function, cost functions, profit maximisation, short- and long-term supply curve, labour demand
- Demand and supply: Interplay and balance; elasticity
- How markets work: Consumer and producer surplus, market efficiency; full competition, monopoly, oligopoly
- State market intervention: Instruments; market failure; government failure

**Intended learning outcomes**

Students...

- will be able to recognise how economic incentives influence human behaviour
- will be able to recognise and explain general economic principles
- will be able to apply cost-benefit calculations to a wide variety of problems
- will be able to assess and analyse the possibilities and limits of rational decisions by individual consumers and companies as well as economic interdependencies and conflicting goals
- will be able to describe the functioning of markets and analyse the impact of various stimuli and measures
- will be able to take a critical stance on the functioning of markets and state market intervention

**Teaching and learning methods**

- Synchronous contact time: Weekly online lectures, in-person sessions on Saturdays
- Asynchronous contact time: Discussion of selected topics from the course material in the forum, working on practical examples and exercises, carrying out joint exercises (group work)

**Literature**


- Mankiw, G. N. and M.P. Taylor (2021). Grundzüge der Volkswirtschaftslehre, 8th edition. Stuttgart: Schäffer-Poeschel Verlag
- Bofinger, P. (2019), Grundzüge der Volkswirtschaftslehre – Eine Einführung in die Wissenschaft von Märkten (5th edition), Pearson.

# Accounting II

*Module coordinator: Prof. Dr Zulia Gubaydullina*

| Module number | ECTS |
|---|---|
| 19 | 5 |

**Workload**

| Self-study in hours | Contact time (synchronous) in hours | Contact time (asynchronous) in hours | Semester hours per week | Total workload in hours |
|---|---|---|---|---|
| 105 | 30 | 15 | 3 | 150 |

**Further information**

| Module type | Recommended semester | Language of instruction | Frequency | Duration in semesters |
|---|---|---|---|---|
| Compulsory | 2/3 | DE | Every summer semester | 1 |

**Participation requirements**

*Mandatory according to examination regulations*

—

*Recommended prior knowledge*

Accounting I

**Course assessment**

| Type of examination | Examination prerequisite |
|---|---|
| Written exam/project work, to be announced before the start of the semester | — |

**Other**

—

## Course content, teaching methods and learning outcomes

**Contents**

- Components of the annual financial statements under commercial law
- Recognition standards under commercial and tax law (recognition on the merits)
- Accounting principles
- Valuation standards for key balance sheet items on the assets and liabilities side of the balance sheet (recognised at the amount)
- Preparation of the annual financial statements
- Drawing up the annual financial statements
- Analysis of the annual financial statements
- Selected principles of consolidated financial statements and international accounting standards

**Intended learning outcomes**

Students should:

- be able to name the components of the annual financial statements under commercial law and explain the main functions of these components
- be able to explain basic accounting theories (break-up statics/continuation statics/dynamics) and be able to present and assess their significance for accounting in accordance with the German Commercial Code (HGB) and German Income Tax Act (EStG)
- be able to make and legally justify decisions on the basis and amount of accounting for selected case studies and on the balance sheet item in accordance with Section 266 HGB
- recognise and be able to explain the authoritative principles of commercial and tax law – including against the background of the German Accounting Law Modernisation Act (Bilanzrechtsmodernisierungsgesetz, BilMoG)
- be able to apply the main recognition and valuation standards (Generally Accepted Accounting Principles) of commercial law and explain their effects
- prepare annual financial statements (balance sheets and profit and loss statements) and be able to assess them with the help of relevant key figures with regard to financing and creditworthiness, asset coverage, liquidity and the profit situation

**Teaching and learning methods**

- Developing teaching and learning discussions supported by various media
- Working on case studies in teaching discussions as well as in individual and group work
- Case studies for analysing and assessing financial statements on the basis of the balance sheet and profit and loss statement
- Literature study on the issues addressed with the help of the sources given in the specialist literature

**Literature**


- Baetge, J., Kirsch, H. J. & Thiele, S. (2021). Bilanzen. Beltz Verlag.
- Coenenberg, A. G., Haller, A., Schultze, W., & Fachverlag für Wirtschafts- und Steuerrecht Schäffer. (2021). Jahresabschluss und Jahresabschlussanalyse Betriebswirtschaftliche, handelsrechtliche, steuerrechtliche und internationale Grundlagen - HGB, IAS IFRS, US-GAAP, DRS (26th edition). Schäffer-Poeschel.
- Deitermann, M., Schmolke, S., & Rückwart, W.-D. (2021). Industrielles Rechnungswesen, IKR : Finanzbuchhaltung, Analyse und Kritik des Jahresabschlusses, Kosten- und Leistungsrechnung ; Einführung und Praxis (50th edition). Winklers Verl. Grimm; Winklers Westermann.

# Business Law I

*Module coordinator: Prof. Dr Till Proeger*

| Module number | ECTS |
|---|---|
| 20 | 5 |

**Workload**

| Self-study in hours | Contact time (synchronous) in hours | Contact time (asynchronous) in hours | Semester hours per week | Total workload in hours |
|---|---|---|---|---|
| 105 | 30 | 15 | 3 | 150 |

**Further information**

| Module type | Recommended semester | Language of instruction | Frequency | Duration in semesters |
|---|---|---|---|---|
| Compulsory | 1/2 | DE | Every summer semester | 1 |

**Participation requirements**

*Mandatory according to examination regulations*

—

*Recommended prior knowledge*

—

**Course assessment**

| Type of examination | Examination prerequisite |
|---|---|
| Written exam/project work, to be announced before the start of the semester | — |

**Other**

—

## Course content, teaching methods and learning outcomes

**Contents**

- The law (introduction, areas of law, court system, laws and their application, influence of EU law)
- The person (general, natural persons, representation, consumers, entrepreneurs, merchants, partnerships, legal entities)
- The object (matter, essential components and accessories, rights as legal objects, possession and ownership, forms of transfer)
- Legal transactions (declarations of intent, contracts, transactions of obligation and disposal, legal forms, nullity, general terms and conditions)
- Obligations (purchase, defaults, law on defects, contract for work and labour, other types of contracts, hedging transactions, statutory obligations)

**Intended learning outcomes**

Application-oriented teaching of the most important areas of private law relevant to a business economist, including commercial and company law. Students will gain the ability to

- recognise legal structures of private commercial law in practice (knowledge and understanding, analysis)
- solve simple cases in professional practice independently (application competence)
- assess the prospects of legal disputes from an economic point of view (knowledge & understanding, analysis)
- become capable of dialogue with legal and tax advisors (communication & cooperation)

**Teaching and learning methods**

- Self-study using the following eBooks and issued teaching material
- Guided self-study by completing submitted assignments with assessment by lecturers
- Online teaching in seminar form, including the formation of working groups (break-out rooms)

**Literature**


- Führich, E. (2017). Wirtschaftsprivatrecht: Bürgerliches Recht, Handelsrecht, Gesellschaftsrecht (13th edition). Vahlen, Franz.
- Meyer, J. (2017). Wirtschaftsprivatrecht. In Springer-Lehrbuch. Springer Berlin Heidelberg. https://doi.org/10.1007/978-3-662-52734-4
- Jesgarzewski, T. (2019). Wirtschaftsprivatrecht. In FOM-Edition. Springer Fachmedien Wiesbaden. https://doi.org/10.1007/978-3-658-25066-9

# Economics II

*Module coordinator: Prof. Dr Zulia Gubaydullina*

| Module number | ECTS |
|---|---|
| 21 | 5 |

**Workload**

| Self-study in hours | Contact time (synchronous) in hours | Contact time (asynchronous) in hours | Semester hours per week | Total workload in hours |
|---|---|---|---|---|
| 105 | 30 | 15 | 3 | 150 |

**Further information**

| Module type | Recommended semester | Language of instruction | Frequency | Duration in semesters |
|---|---|---|---|---|
| Compulsory | 2/3 | DE | Every summer semester | 1 |

**Participation requirements**

*Mandatory according to examination regulations*

—

*Recommended prior knowledge*

Economics I

**Course assessment**

| Type of examination | Examination prerequisite |
|---|---|
| Written exam/project work, to be announced before the start of the semester | — |

**Other**

—

## *Course content, teaching methods and learning outcomes*

**Contents**

The module deals with the macroeconomic perspective of economics and its application in economic policy. It teaches the basics of the central topics of macroeconomics and deals with economic policy at micro, meso and macro level. Students will become familiar with a key area of economics and understand macroeconomic trends and economic policy activities as factors influencing corporate management. In particular, the module deals with:

- different perspectives on economics and economic policy
- the regulatory choice problem as the basis of a micro-perspective on economic policy, behavioural governance and nudging as modern, behaviour-oriented regulatory policy
- the Varieties of Capitalism approach as the basis for a country-specific economic analysis and economic policy focussing on the German SME sector and innovation policy as an important company-related policy area
- the IS–LM model as an analytical framework as well as the fundamentals of fiscal, monetary and labour market policy as central macroeconomic fields of analysis and action for corporate policy and management

**Intended learning outcomes**

Students...

- will be able to explain the current perspectives on economics and economic policy and how these can be meaningfully organised into subject areas
- will be able to adopt a micro-perspective on economic policy and explain how behavioural economic findings are incorporated into an analysis of economic problems
- will be able to explain the characteristics of the German economic structure and, in particular, of SMEs, and the consequences it has for innovation policy, especially for SMEs
- will be able to explain key macroeconomic policy areas and variables and explain their relevance for economic policy and corporate management
- will be able to apply the module content to practical, work-related situations
- will be able to identify challenges for business management on the basis of macroeconomic trends, analyse them in a group with the help of theoretical knowledge and use this knowledge to draw up and present well-founded implications for economic policy in general and corporate policy in particular

**Teaching and learning methods**

- Synchronous contact time: Weekly online lectures, in-person sessions on Saturdays
- Asynchronous contact time: Discussion of selected topics from the course material in the forum, working on practical examples and exercises, carrying out joint exercises (group work)

**Literature**


- Blanchard, O, Illing, G., Makroökonomie (current edition). Pearson Hallbergmoos.
- Bofinger, P. Grundzüge der Volkswirtschaftslehre – Eine Einführung in die Wissenschaft von Märkten (current edition), Pearson Hallbergmoos.

# Business Taxation

*Module coordinator: Dipl.-Kffr. Melanie Ebert*

| *Module number* | *ECTS* |
|---|---|
| **22** | **5** |

***Workload***

| *Self-study in hours* | *Contact time (synchronous) in hours* | *Contact time (asynchronous) in hours* | *Semester hours per week* | *Total workload in hours* |
|---|---|---|---|---|
| 105 | 30 | 15 | 3 | 150 |

***Further information***

| *Module type* | *Recommended semester* | *Language of instruction* | *Frequency* | *Duration in semesters* |
|---|---|---|---|---|
| Compulsory | 5/6 | DE | Every winter semester | 1 |

***Participation requirements***

*Mandatory according to examination regulations*

—

*Recommended prior knowledge*

Business Law I, Introduction to General Business Administration, Business Mathematics

***Course assessment***

| *Type of examination* | *Examination prerequisite* |
|---|---|
| Written exam/project work, to be announced before the start of the semester | — |

***Other***

—

## *Course content, teaching methods and learning outcomes*

***Contents***

The aim of the course is to teach the most important areas of taxation relevant to a business economist in an application-oriented manner. In particular, the following topics are looked at:

- General tax law
- Tax types: income tax, corporation tax, trade tax, VAT, other business-related taxes
- Tax planning: strategic, tactical, operational
- Determination and decision-making models for quantifying tax consequences and supporting decision-making
- Tax aspects in the choice of legal form, choice of location and investment planning

***Intended learning outcomes***

Students...

- will have the basic tax law knowledge required to assess and influence the tax burden
- will be able to categorise problems of tax law from a business perspective and independently solve simple cases in professional practice and quantify corporate taxation
- will be capable of dialogue with legal and tax advisors
- will be familiar with the tax law method and be able to apply the financial method in a tax environment and establish links to accounting

.

***Teaching and learning methods***

- Self-study using the literature and issued teaching material
- Guided self-study by completing submitted assignments with assessment by lecturers
- Online teaching in seminar form, including the formation of working groups (break-out rooms)

***Literature***

- Georg, Stefan (2019): Basiswissen betriebliche Steuerlehre. Springer Gabler
- Bornhofen/Bornhofen, Steuerlehre, current edition

# Statistics

*Module coordinator: Dipl.-Kffr. Melanie Ebert*

| Module number | ECTS |
|---|---|
| 23 | 5 |

**Workload**

| Self-study in hours | Contact time (synchronous) in hours | Contact time (asynchronous) in hours | Semester hours per week | Total workload in hours |
|---|---|---|---|---|
| 105 | 30 | 15 | 3 | 150 |

**Further information**

| Module type | Recommended semester | Language of instruction | Frequency | Duration in semesters |
|---|---|---|---|---|
| Compulsory | 3/4 | DE | Every summer semester | 1 |

**Participation requirements**

*According to examination regulations*

—

*Recommended prior knowledge*

Introduction to Business Mathematics

**Course assessment**

| Type of examination | Examination prerequisite |
|---|---|
| Written exam/project work, to be announced before the start of the semester | — |

**Other**

—

## *Course content, teaching methods and learning outcomes*

**Contents**

Descriptive and inductive elements of statistics

- Introduction, basic concepts, definitions, procedure of a statistical analysis
- Descriptive and interpretive statistics: Frequencies, classes, histogram, sum polygon, mean values, measures of dispersion
- Index series: Price, volume and sales indices
- Relationship between two variables: Correlation, regression, time series analysis, tests for significant differences
- Introduction to probability theory: Four-field and tree diagrams, laws, combinatorics
- Introduction to inferential statistics: Random variables, probability and distribution functions, normal distribution

**Intended learning outcomes**

Students...

- will have mastered the basic concepts of descriptive and inferential statistics
- will be able to select and calculate appropriate key figures and methods to characterise empirical data
- will be able to compress and analyse data in a meaningful way
- will be able to create economic analyses using correlation and regression models and derive forecasts from them
- will be familiar with the concepts of probability theory and able to transfer the results of a sample to the population
- will master the use of sampling models and be able to use them to formulate hypotheses

**Teaching and learning methods**

- Online lectures and in-person sessions
- Use of digital media for knowledge transfer, activation and support (use of the Moodle learning platform, recording of lectures, use of feedback and voting systems)
- Working on practical examples, carrying out joint practical seminars (group work)

**Literature**


- Bamberg, G., Baur, F., Krapp, M. (2012). Statistik (17th edition). Oldenbourg Verlag, Stuttgart.
- Bleymüller, J., Weißbach, R., Gehlert, G., Gülicher, H. (2015). Statistik für Wirtschaftswissenschaftler (17th edition). Vahlen Verlag, Munich.
- Bourier, G. (2014). Statistik – Praxisorientierte Einführung (12th edition). Springer Gabler, Wiesbaden.

# Business English

*Module coordinator: Prof. Dr Zulia Gubaydullina*

| Module number | ECTS |
|---|---|
| 24 | 5 |

**Workload**

| Self-study in hours | Contact time (synchronous) in hours | Contact time (asynchronous) in hours | Semester hours per week | Total workload in hours |
|---|---|---|---|---|
| 105 | 30 | 15 | 3 | 150 |

**Further information**

| Module type | Recommended semester | Language of instruction | Frequency | Duration in semesters |
|---|---|---|---|---|
| Compulsory | 2/3 | EN | Every winter semester | 1 |

**Participation requirements**

*Mandatory according to examination regulations*

—

*Recommended prior knowledge*

—

**Course assessment**

| Type of examination | Examination prerequisite |
|---|---|
| Oral exam/presentation/project work/written exam, to be announced before the start of the semester | — |

**Other**

—

## *Course content, teaching methods and learning outcomes*

**Contents**

The module teaches English as a technical language for academic use in oral and written communication. The following topics provide a typical selection:

- Lean management/agile management, new work, trade unions, financial crises, real estate as an investment object, forms of financing for consumer loans, cultural factors in M&A and in business life in general (intercultural factors)
- Communication in business life
- Gender equality in economic life
- Online resources for language learning and researching economics topics
- Small talk, social communication by email

**Intended learning outcomes**

Students will be able to...

- use the necessary technical terms and vocabulary to express their own academic opinions on economic issues in English. By applying pragmatic descriptors from the CEFR, students will achieve communication skills that are relevant for both academic work and the professional environment
- use the grammatical rules that are refreshed and practised in the course largely without errors. Students will develop an understanding of self-learning techniques
- analyse and summarise relevant specialist texts
- understand short, specialised texts (emails, short business letters, etc.) and formulate them correctly themselves
- communicate orally in the subject areas covered with ease and fluency. To do this, they will master the necessary idioms and be able to use them confidently and fluently
- work together in groups and also present the results of their group work individually
- communicate in a way that takes account of the respective cultural background

**Teaching and learning methods**

- Synchronous contact study: weekly video conferences; Saturday sessions for in-depth discussions and practical seminars, individual tutoring during language lessons
- Asynchronous contact study: Video feedback
- Group projects and video projects

**Literature**

- MacKenzie, Ian. (2010). English for Business Studies. Klett.
- Sweeney, Simon. (2003). English for Business Communication. Cambridge UP.
- Online resources for self-study (e.g. dictionaries: https://www.thefreedictionary.com/; sentences and collocations: https://www.sketchengine.eu/skell/; writing and vocabulary: www.grammarly.com; grammar: https://english.lingolia.com/de/)
- Archives for business articles (e.g. https://www. jstor.org/)

# Controlling I

*Module coordinator: Dipl. Kffr. Jenny Wundrack*

| Module number | ECTS |
|---|---|
| 25 | 5 |

### Workload

| Self-study in hours | Contact time (synchronous) in hours | Contact time (asynchronous) in hours | Semester hours per week | Total workload in hours |
|---|---|---|---|---|
| 105 | 30 | 15 | 3 | 150 |

### Further information

| Module type | Recommended semester | Language of instruction | Frequency | Duration in semesters |
|---|---|---|---|---|
| Compulsory | 3/4 | DE | Every winter semester | 1 |

### Participation requirements

*Mandatory according to examination regulations*

—

*Recommended prior knowledge*

Accounting I and Accounting II

### Course assessment

| Type of examination | Examination prerequisite |
|---|---|
| Written exam/project work, to be announced before the start of the semester | — |

### Other

—

## *Course content, teaching methods and learning outcomes*

### Contents

This module...

- covers the foundations and basic concepts of controlling
- internalises the methods of corporate management and cost & revenue accounting in order to be able to support their use in companies and to learn the basics of system development for this operational functional area

### Intended learning outcomes

Students will be able to...

- explain the basics of controlling
- carry out strategic business segment planning
- explain the tasks of cost & revenue accounting and their significance for companies
- analyse and evaluate cost & revenue accounting systems in practice and develop proposals for their design
- apply a wide range of cost accounting methods in practice, in accordance with their limits and possibilities
- utilise the instrument of activity-based costing in the administrative sector and make a well-founded assessment of its possibilities
- apply short-term income statement and target cost accounting and critically evaluate their use

### Teaching and learning methods

- Online lectures and in-person sessions
- Use of digital media for knowledge transfer, activation and support (use of the Moodle learning platform, recording of lectures, use of feedback and voting systems)
- Working on practical examples, carrying out joint practical seminars (group work)

### Literature


- Coenenberg, A. G. (2016). Kostenrechnung und Kostenanalyse, 9th edition. Stuttgart.
- Ebert, G. (2020), Kosten- und Leistungsrechnung: mit einem ausführlichen Fallbeispiel – 12th, significantly revised and expanded edition. – Wiesbaden: Springer Gabler
- Heyd, R. (2020), Kostenrechnung – 1st edition. – Munich: Verlag Franz Vahlen

# Marketing

*Module coordinator: Dipl.-Kffr. Melanie Ebert*

| Module number | ECTS |
|---|---|
| 27 | 5 |

**Workload**

| Self-study in hours | Contact time (synchronous) in hours | Contact time (asynchronous) in hours | Semester hours per week | Total workload in hours |
|---|---|---|---|---|
| 105 | 30 | 15 | 3 | 150 |

**Further information**

| Module type | Recommended semester | Language of instruction | Frequency | Duration in semesters |
|---|---|---|---|---|
| Compulsory | 1 | DE | Every semester | 1 |

**Participation requirements**

*According to examination regulations*

—

*Recommended prior knowledge*

Introduction to General Business Administration

**Course assessment**

| Type of examination | Examination prerequisite |
|---|---|
| Written exam/project work, to be announced before the start of the semester | — |

**Other**

—

## *Course content, teaching methods and learning outcomes*

**Contents**

- General principles of marketing and the (digital) environment
- Basics of market research and empirical social research
- Basics of product, price, communication and distribution policy
- Basics of service & trade marketing
- Basics of international marketing

**Intended learning outcomes**

Students...

- will be able to analyse and understand the behaviour of consumers
- will know the foundations and processes of market research
- will get to know and understand the foundations of marketing and apply the tools of marketing, such as scientifically based marketing mix concepts, to simple practical examples They will be able to understand the changing environmental conditions and requirements for marketing as a result of digitalisation and apply these to the concepts they have learned
- will be able to apply strategic, instrumental and institutional perspectives of marketing

**Teaching and learning methods**

- Online lectures and in-person sessions
- Use of digital media for knowledge transfer, activation and support (use of the Moodle learning platform, recording of lectures, use of feedback and voting systems)
- Discussion of selected topics from the course material, working on practical examples, carrying out joint exercises (group work)

**Literature**


- Kotler, P., & Keller, K. L. (2015). Marketing Management, Global Edition (15th edition). Pearson Education.
- Homburg, C. (2016). Grundlagen des Marketingmanagements: Einführung in Strategie, Instrumente, Umsetzung und Unternehmensführung (5th edition). Springer Gabler.
- Kotler, P., Armstrong, G., Harris, L. C. & Piercy, N. (2019). Grundlagen des Marketing. Pearson.

# Supply Chain Management

*Module coordinator: Prof. Dr Lars Weber*

| Module number | ECTS |
|---|---|
| 28 | 5 |

**Workload**

| Self-study in hours | Contact time (synchronous) in hours | Contact time (asynchronous) in hours | Semester hours per week | Total workload in hours |
|---|---|---|---|---|
| 105 | 30 | 15 | 3 | 150 |

**Further information**

| Module type | Recommended semester | Language of instruction | Frequency | Duration in semesters |
|---|---|---|---|---|
| Compulsory | 5/6 | DE | Every winter semester | 1 |

**Participation requirements**

*Mandatory according to examination regulations*

—

*Recommended prior knowledge*

Introduction to General Business Administration

**Course assessment**

| Type of examination | Examination prerequisite |
|---|---|
| Written exam/project work, to be announced before the start of the semester | — |

**Other**

—

## *Course content, teaching methods and learning outcomes*

**Contents**

This teaching module provides an understanding of supply chain management issues, including the logistical part of the value chain as well as the management and control of the value chain itself. In particular, the module deals with the following topics:

- Foundations of supply chain management and logistics
- Strategies and instruments
- Logistics controlling
- Current trends

**Intended learning outcomes**

Students...

- will acquire the skills needed to understand basic aspects of supply chain management as part of a degree programme in business studies
- will be able to define the most important concepts and relate them to each other
- will be able to differentiate between the concepts of 'logistics' and 'supply chain management'
- will have an understanding of the bullwhip effect and know basic models of the effect
- will analyse sourcing strategies and know the advantages and disadvantages
- will be able to differentiate between cooperation and supply strategies
- will understand the cost aspect of supply chains and be able to analyse this using examples

**Teaching and learning methods**

- Online courses with interactive lectures and exercises
- Online support (email, video conferencing, submitted assignments, etc.)
- In-person phase with active discussion of selected topics from the course material, working on practical examples, carrying out joint exercises (group work)

**Literature**


- Göpfert, I. (ed.). (2019). Springer eBook Collection. Logistik der Zukunft – Logistics for the Future: = Logistics for the Future (8th edition). Springer Fachmedien Wiesbaden. https://doi.org/10.1007/978-3-658-23805-6
- Schönsleben, P. (2020). Integrales Logistikmanagement: Operations und Supply Chain Management innerhalb des Unternehmens und unternehmensübergreifend (8th edition, 2020). Springer Berlin Heidelberg. http://nbn-resolving.org/urn:nbn:de:bsz:31-epflicht-1586036
- Werner, H. (2020). Supply Chain Management: Grundlagen, Strategien, Instrumente und Controlling (7th edition). Springer eBook Collection. Springer Fachmedien Wiesbaden. https://doi.org/10.1007/978-3-658-32429-2

# Controlling II

*Module coordinator: Dipl. Kffr. Jenny Wundrack*

| Module number | ECTS |
|---|---|
| 29 | 5 |

**Workload**

| Self-study in hours | Contact time (synchronous) in hours | Contact time (asynchronous) in hours | Semester hours per week | Total workload in hours |
|---|---|---|---|---|
| 105 | 30 | 15 | 3 | 150 |

**Further information**

| Module type | Recommended semester | Language of instruction | Frequency | Duration in semesters |
|---|---|---|---|---|
| Compulsory | 4/5 | DE | Every summer semester | 1 |

**Participation requirements**

*Mandatory according to examination regulations*

—

*Recommended prior knowledge*

Controlling I

**Course assessment**

| Type of examination | Examination prerequisite |
|---|---|
| Written exam/project work, to be announced before the start of the semester | — |

**Other**

—

## *Course content, teaching methods and learning outcomes*

**Contents**

The Controlling II module focuses on developing skills.

- In practice, controlling means: (1) Collaboration in solving complex tasks to maintain and promote profitability and competitiveness in a company; (2) Information, advice and decision support for management (coordination and information function of controlling)
- Controlling – whether self-controlling or institutionalised – should take place in every operational situation. This module therefore teaches the differentiation of the various planning and control tasks, levels & instruments and their situational application as well as their implications for the operational practice of controlling

**Intended learning outcomes**

Students will be able to...

- handle decisions regarding products/product groups from a cost perspective and work on strategic and operational problems and solutions for corporate management from a controller's perspective
- apply controlling instruments and methods to selected strategic and operational problems and thus provide the required information
- make an independent selection from alternatives, taking into account the multidimensionality of the operational process
- apply a basic understanding of the management-supporting, rationality-assuring methodology of planning and control and be able to transfer this to various business management decision-making fields and functions
- classify key figures and performance measurement systems and reports in their methodological context to planning and control systems and analyse the instrumental interdependencies
- collect data and information from various sources and summarise it into planning and control content as well as key figures and management reports according to predefined criteria
- independently apply predefined methods from the areas of planning, control, key figures and reporting to specific problems

**Teaching and learning methods**

- Online courses with interactive lectures and exercises
- Online support (email, video conferencing, submitted assignments, etc.)
- In-person phase with active discussion of selected topics from the course material, working on practical examples, carrying out joint exercises (group work)

**Literature**


- Coenenberg, A. G. (2016). Kostenrechnung und Kostenanalyse, 9th edition. Stuttgart.
- Horváth, P. (2020). Controlling. 14th completely revised edition. Munich: Vahlen Verlag.
- Erichsen, J. (2020) Controlling-Instrumente von A - Z: Die wichtigsten Werkzeuge zur Unternehmenssteuerung – 9th edition, 2020. – Freiburg: Haufe-Lexware GmbH & Co. KG
- Weber, J. (2020). Einführung in das Controlling. 16th revised edition. Stuttgart: Schäffer-Poeschel Verlag.

# Project Management

*Module coordinator: Prof. Dr Lars Weber*

| Module number | ECTS |
|---|---|
| 30 | 5 |

**Workload**

| Self-study in hours | Contact time (synchronous) in hours | Contact time (asynchronous) in hours | Semester hours per week | Total workload in hours |
|---|---|---|---|---|
| 105 | 30 | 15 | 3 | 150 |

**Further information**

| Module type | Recommended semester | Language of instruction | Frequency | Duration in semesters |
|---|---|---|---|---|
| Compulsory | 5/6 | DE | Every summer semester | 1 |

**Participation requirements**

*Mandatory according to examination regulations*

—

*Recommended prior knowledge*

Introduction to General Business Administration

**Course assessment**

| Type of examination | Examination prerequisite |
|---|---|
| Written exam/project work, to be announced before the start of the semester | — |

**Other**

—

## *Course content, teaching methods and learning outcomes*

**Contents**

The module covers the theoretical and practical foundations of project management. In particular, the following topics are covered:

- Foundations (project types, project organisation, project participants, project phases)
- Project initialisation (project profile, project order, project definition, project outline)
- Project planning (structural planning, process planning, scheduling, capacity and cost planning, network planning)
- Project resources (resource planning, cost planning, milestone trend analysis)
- Project implementation (project status, risk management, change management, claim management)
- Communication in project management
- Project management tools

**Intended learning outcomes**

Students...

- will learn the skills needed for actively creating a project outline and understanding the technical and content-related aspects of project management software as part of a degree programme in business studies
- will know and understand the foundations of project management and agile project management
- will be able to define the most important concepts and relate them to each other
- will have basic knowledge of the application-related use of project management tools
- will understand the methods and instruments of project management in the individual project phases
- will acquire the ability to analyse and handle a specific problem in a structured and qualified manner and to find a solution
- will be able to carry out and manage a project independently

**Teaching and learning methods**

- Online courses with interactive lectures and exercises
- Online support (email, video conferencing, submitted assignments, etc.)
- In-person phase with active discussion of selected topics from the course material, working on practical examples, carrying out joint exercises (group work)

**Literature**


- Bär, C., Fiege, J. & Weiß, M. (2017). Anwendungsbezogenes Projektmanagement: Praxis und Theorie für Projektleiter (1st edition). Xpert.press. Springer Berlin Heidelberg. http://nbn-resolving.org/urn:nbn:de:bsz:31-epflicht-1495081
- Heintel, P. & Krainz, E. E. (2015). Projektmanagement: Hierarchiekrise, Systemabwehr, Komplexitätsbewältigung (6th edition). Springer eBook Collection. Gabler Verlag. https://doi.org/10.1007/978-3-8349-4669-0
- Jakoby, W. (2015). Projektmanagement für Ingenieure: Ein praxisnahes Lehrbuch für den systematischen Projekterfolg (3rd edition). Springer eBook Collection. Springer Fachmedien Wiesbaden. https://doi.org/10.1007/978-3-658-02608-0
- Kusay-Merkle, U. (2018). Agiles Projektmanagement im Berufsalltag: Für mittlere und kleine Projekte (1st edition, 2018). Springer Berlin Heidelberg. http://nbn-resolving.org/urn:nbn:de:bsz:31-epflicht-1609496

# Business Informatics I

*Module coordinator: Prof. Dr Lars Weber*

| Module number | ECTS |
|---|---|
| 33 | 5 |

**Workload**

| Self-study in hours | Contact time (synchronous) in hours | Contact time (asynchronous) in hours | Semester hours per week | Total workload in hours |
|---|---|---|---|---|
| 105 | 30 | 15 | 3 | 150 |

**Further information**

| Module type | Recommended semester | Language of instruction | Frequency | Duration in semesters |
|---|---|---|---|---|
| Compulsory | 1/2 | DE | Every summer semester | 1 |

**Participation requirements**

*Mandatory according to examination regulations*

—

*Recommended prior knowledge*

—

**Course assessment**

| Type of examination | Examination prerequisite |
|---|---|
| Written exam/project work, to be announced before the start of the semester | — |

**Other**

—

## Course content, teaching methods and learning outcomes

**Contents**

The module teaches the basics of business informatics, i.e. the relationship between a company and its ICT technology. The aspects of digitalisation are considered as an external influencing factor throughout the module. In particular, the following topics are covered in the module:

- Foundations of business informatics – concepts, digitalisation, IT architecture, current topics
- Structure and function of computer systems, networks and programmes
- Operational information and application systems
- Software and its use in the company – selection, procurement, development
- Modelling and provision of data – coding, binary number system, program flowcharts
- Management of IT – IT security, IT risk management, IT governance, IT service processes, frameworks

**Intended learning outcomes**

Students...

- will acquire the skills needed to combine business and IT and understand the effects of digitalisation as part of a degree course in business studies
- will be familiar with important basic IT concepts and current trends
- will understand the structure and function of essential hardware components
- will analyse procedural relationships and be aware of the importance of standards
- will understand IT compliance and IT governance as an important framework condition for IT operations
- will evaluate requirements decisions for hardware and software purchases
- will be able to recognise, evaluate and decide on the derivation of business requirements for IT

**Teaching and learning methods**

- Online courses with interactive lectures and exercises
- Online support (email, video conferencing, submitted assignments, etc.)
- In-person phase with active discussion of selected topics from the course material, working on practical examples, carrying out joint exercises (group work)

**Literature**


- Abts, D. & Mülder, W. (2017). Grundkurs Wirtschaftsinformatik: Eine kompakte und praxisorientierte Einführung (9th edition). SpringerLink Books. Springer Fachmedien Wiesbaden. https://doi.org/10.1007/978-3-658-16379-2
- Laudon, K. C., Laudon, J. P. & Schoder, D. (2016). Wirtschaftsinformatik: Eine Einführung (3rd edition). Always learning. Pearson; MyiLibrary. http://www.myilibrary.com?id=838570
- Mendling, J. & Neumann, G. (2019). Wirtschaftsinformatik: Grundlagen und Anwendungen (12th edition). De Gruyter Studium. De Gruyter. https://doi.org/10.1515/9783110608731

# Human Resource Management

*Module coordinator: Dipl.-Kffr. Till Proeger*

| *Module number* | *ECTS* |
|---|---|
| **35** | **5** |

***Workload***

| *Self-study in hours* | *Contact time (synchronous) in hours* | *Contact time (asynchronous) in hours* | *Semester hours per week* | *Total workload in hours* |
|---|---|---|---|---|
| 105 | 30 | 15 | 3 | 150 |

***Further information***

| *Module type* | *Recommended semester* | *Language of instruction* | *Frequency* | *Duration in semesters* |
|---|---|---|---|---|
| Compulsory | 5/6 | DE | Every summer semester | 1 |

***Participation requirements***

*According to examination regulations*

—

*Recommended prior knowledge*

Introduction to General Business Administration

***Course assessment***

| *Type of examination* | *Examination prerequisite* |
|---|---|
| Written exam/project work, to be announced before the start of the semester | — |

***Other***

—

## *Course content, teaching methods and learning outcomes*

***Contents***

- Foundations, competences and functions of HR work
- Human resources tasks
- Fields of action for HR management in the HRC
- Foundations of HR management: Leadership models, theories and concepts
- Concepts for employee motivation
- Labour relations and communication models

***Intended learning outcomes***

Students will be able to...

- assess current theories and concepts of strategic and operational HRM, human resources administration and human resources management from an academic and practical perspective
- apply the concepts of the generic functions of HR work appropriately to the situation in order to help enable and ensure the qualitative and quantitative staffing of an organisation and to manage people
- apply various communication models in order to be able to conduct effective employee appraisals and work with them effectively, efficiently and humanely
- implement occupational health and occupational psychology working methods
- work independently on open tasks by searching for, acquiring and evaluating new knowledge using the basic approach of the scientific development of personnel work

***Teaching and learning methods***

- Online lectures and in-person sessions
- Use of digital media for knowledge transfer, activation and support (use of the Moodle learning platform, recording of lectures, use of feedback and voting systems)
- Discussion of selected topics from the course material, working on practical examples, carrying out joint exercises (group work)

***Literature***


- Scholz, C. (2019). Grundzüge des Personalmanagements (3rd revised edition). Verlag Franz Vahlen

# Investment and Financing

*Module coordinator: Dipl. Kffr. Jenny Wundrack*

| Module number | ECTS |
|---|---|
| 47 | 5 |

***Workload***

| Self-study in hours | Contact time (synchronous) in hours | Contact time (asynchronous) in hours | Semester hours per week | Total workload in hours |
|---|---|---|---|---|
| 105 | 30 | 15 | 3 | 150 |

***Further information***

| Module type | Recommended semester | Language of instruction | Frequency | Duration in semesters |
|---|---|---|---|---|
| Compulsory | 5/6 | DE | Every summer semester | 1 |

***Participation requirements***

*Mandatory according to examination regulations*

—

*Recommended prior knowledge*

Introduction to General Business Administration, Business Mathematics

***Course assessment***

| Type of examination | Examination prerequisite |
|---|---|
| Written exam/project work, to be announced before the start of the semester | — |

***Other***

—

## *Course content, teaching methods and learning outcomes*

***Contents***

This module combines the key topics of capital budgeting and finance to provide students with a holistic understanding of financial decision-making in companies. The following teaching content is covered in this combination:

- Financing and capital structure:
  - Consideration of internal financing and external financing
  - Equity financing and debt financing: Advantages and disadvantages, as well as their significance
  - Decisions on the capital structure and the ratio of equity to debt
- Capital budgeting:
  - Introduction to various capital budgeting methods from a strategic and operational perspective
  - Focus on static and dynamic capital budgeting methods
  - Selection of investment alternatives and investment programme planning

***Intended learning outcomes***

On completion of this module, students will be able to:

- apply their financial knowledge and skills to company-specific issues and develop well-founded arguments
- collect, evaluate and interpret information on financial issues, derive scientific judgements and recognise and evaluate the interdependencies of their decisions with other specialist areas
- understand methods of financial planning and analysis as well as various financing instruments (debt, internal and equity financing)
- gain confidence in their ability to analyse financial issues and communicate them to management and investors
- develop a deep understanding of the scope of investment decisions in companies, including the long-term capital commitment
- apply and critically evaluate capital budgeting techniques in order to forecast the value of companies or projects transparently
- master the different aspects of capital budgeting, including static and dynamic perspectives on investment decisions
- apply the most important static and dynamic capital budgeting methods independently and use them for operational decision-making problems

This module provides students with a comprehensive basis for financial decision-making and enables them to deal with both financing issues and investment decisions in practice.

***Teaching and learning methods***

- Online courses with interactive lectures and exercises
- Online support (email, video conferencing, submitted assignments, etc.)

- In-person phase with active discussion of selected topics from the course material, working on practical examples, carrying out joint exercises (group work)

*Literature*


- Becker, Hans P. (2022), Investition und Finanzierung: Grundlagen der betrieblichen Finanzwirtschaft – 9th, completely updated and expanded edition. – Wiesbaden: Springer Gabler
- Müller, D. (2019), Investitionsrechnung und Investitionscontrolling – 2nd edition. – Berlin: Springer Gabler
- Bösch, M. (2019). Finanzwirtschaft – Investition, Finanzierung, Finanzmärkte und Steuerung. 4th updated edition. Munich.
- Grabe, J. (2019). Finanzierung verstehen: betriebliche Finanzwirtschaft mit Online-Training: Finanzplanung, optimales Finanzierungsprogramm, Instrumente der Innen- und Außenfinanzierung, 11th, updated and expanded edition. – Herne: NWB Verlag GmbH & Co. KG
- Becker, Hans P. (2022), Investition und Finanzierung: Grundlagen der betrieblichen Finanzwirtschaft. – 9th, completely updated and expanded edition. – Wiesbaden: Springer Gabler
- Hirth, H. (2017), Grundzüge der Finanzierung und Investition – 4th edition. – Berlin: De Gruyter Oldenbourg,

# Business Informatics II

*Module coordinator: Prof. Dr Lars Weber*

| Module number | ECTS |
|---|---|
| 37 | 5 |

**Workload**

| Self-study in hours | Contact time (synchronous) in hours | Contact time (asynchronous) in hours | Semester hours per week | Total workload in hours |
|---|---|---|---|---|
| 105 | 30 | 15 | 3 | 150 |

**Further information**

| Module type | Recommended semester | Language of instruction | Frequency | Duration in semesters |
|---|---|---|---|---|
| Compulsory | 3/4 | DE | Every summer semester | 1 |

**Participation requirements**

*Mandatory according to examination regulations*

—

*Recommended prior knowledge*

Business Informatics I

**Course assessment**

| Type of examination | Examination prerequisite |
|---|---|
| Project work/poster/presentation, to be announced before the start of the semester | — |

**Other**

—

## Course content, teaching methods and learning outcomes

**Contents**

The module teaches the basics of modelling. Students will explore problem areas in the social sciences. They will learn the basics of systems dynamics thinking and analyse complex interrelationships independently. From this, they will derive models and acquire the ability to transfer selected models and system-dynamic thought processes to a more general perspective. They will develop an understanding of the model behaviour of simple dynamic models. After the course, they will be able to create, visualise and explain their first models themselves. In particular, the following topics are covered in the module:

- Definition of systems thinking and system dynamics and categorisation in the VUCA world
- Knowledge of important basic concepts of modelling software, as well as its operating principle and the modelling process
- Causal loop diagrams, stock and flow diagrams
- Basic patterns – exponential growth and decay, logistic growth, oscillations, overshooting and collapse
- Structure and creation of a scientific poster

**Intended learning outcomes**

Students...

- will acquire the skills needed for structuring, modelling and analysing social science issues as part of a degree course in economics
- will be familiar with and understand the characteristics of complex systems and the VUCA world
- will understand the basic principles of systems thinking and system dynamics
- will be able to independently create and analyse simple system dynamics models
- will independently create initial academic presentations on given questions
- will be able to visualise cause-effect relationships and assign them to the basic types of system dynamics

**Teaching and learning methods**

- Online courses with interactive lectures and exercises
- Online support (email, video conferencing, submitted assignments, etc.)
- In-person phase with active discussion of selected topics from the course material, working on practical examples, carrying out joint exercises (group work)

**Literature**


- Arndt, H. (2016). Systemisches Denken im Wirtschaftsunterricht. FAU Lehren und Lernen: Volume 1. FAU University Press. https://opus4.kobv.de/opus4-fau/frontdoor/index/index/docId/8006
- Bossel, H. (2004). Systeme, Dynamik, Simulation: Modellbildung, Analyse und Simulation komplexer Systeme. Books on Demand.
- Bossel, H. (2004). Wirtschaft, Gesellschaft und Entwicklung. Systemzoo / Hartmut Bossel: Vol. 3. Books on Demand.
- Sterman, J. D. (2000). Business dynamics: Systems thinking and modeling for a complex world. Irwin/MacGraw-Hill.

# Business Simulation

*Module coordinator: Prof. Dr Zulia Gubaydullina*

| Module number | ECTS |
|---|---|
| 38 | 5 |

**Workload**

| Self-study in hours | Contact time (synchronous) in hours | Contact time (asynchronous) in hours | Semester hours per week | Total workload in hours |
|---|---|---|---|---|
| 105 | 30 | 15 | 3 | 150 |

**Further information**

| Module type | Recommended semester | Language of instruction | Frequency | Duration in semesters |
|---|---|---|---|---|
| Compulsory | 5/6 | DE | Every summer semester | 1 |

**Participation requirements**

*Mandatory according to examination regulations*

—

*Recommended prior knowledge*

Introduction to General Business Administration, Marketing, Controlling I and Controlling II

**Course assessment**

| Type of examination | Examination prerequisite |
|---|---|
| Written exam/project work/presentation, to be announced before the start of the semester | — |

***Written exam/project work, to be announced before the start of the semester***

—

## *Course content, teaching methods and learning outcomes*

**Contents**

The module includes the TOPSIM business simulation 'General Management'. Special emphasis is placed on bringing together the content of the previous modules of the degree programme and their practical application in a company simulation. In this module, the simulation and the related discussions will centre on the following topics:

- External accounting (balance sheet, profit and loss statement, cash-flow statement, liquidity statement)
- Cost and activity accounting (cost type accounting, cost centre accounting, cost unit accounting, contribution margin accounting)
- Key figures and performance measurement systems
- Operational corporate management (sales and turnover planning, R&D planning, production and capacity planning, investment planning, material utilisation planning, personnel planning, profit and financial planning)
- Control
- Introduction to strategic corporate management vision and mission, strategy options, strategy implementation, experience curve analysis, product life cycle analysis, portfolio analysis, benchmarking)

**Intended learning outcomes**

Students...

- will be able to analyse complex decision-making situations and derive measures from them
- will be able to create short presentations/decision papers on various subject-related problems
- will analyse diverse sources of information in a relevant way
- will be familiar with important key business figures and their significance
- will be able to make business decisions and reflect on their effects
- will work in a results-orientated manner in heterogeneous teams

**Teaching and learning methods**

- Online courses with interactive lectures and exercises
- Online support (email, video conferencing, submitted assignments, etc.)
- In-person phase with active discussion of selected topics from the course material, working on practical examples, carrying out joint exercises (group work)

**Literature**


- Business simulation documents
- Heesen, B. (2020). Basiswissen Bilanzanalyse: Schneller Einstieg in Jahresabschluss, Bilanz und GuV (4th edition). Springer Gabler. https://ebookcentral.proquest.com/lib/kxp/detail.action?docID=6317286
- Horsch, J. (2020). Kostenrechnung: Klassische und neue Methoden in der Unternehmenspraxis (4th edition). Springer eBook Collection. Springer Fachmedien Wiesbaden. https://doi.org/10.1007/978-3-658-28239-4
- Kleindienst, B. (2017). Performance Measurement und Management: Gestaltung und Einführung von Kennzahlen- und Steuerungssystemen. SpringerLink Books. Springer Fachmedien Wiesbaden. https://doi.org/10.1007/978-3-658-19449-9

# Strategic Management

*Module coordinator: Prof. Dr Lars Weber*

| Module number | ECTS |
|---|---|
| 39 | 5 |

**Workload**

| Self-study in hours | Contact time (synchronous) in hours | Contact time (asynchronous) in hours | Semester hours per week | Total workload in hours |
|---|---|---|---|---|
| 105 | 30 | 15 | 3 | 150 |

**Further information**

| Module type | Recommended semester | Language of instruction | Frequency | Duration in semesters |
|---|---|---|---|---|
| Compulsory | 6/7 | DE | Every winter semester | 1 |

**Participation requirements**

*Mandatory according to examination regulations*

—

*Recommended prior knowledge*

Introduction to General Business Administration, Business Simulation

**Course assessment**

| Type of examination | Examination prerequisite |
|---|---|
| Written exam/project work/oral exam, to be announced before the start of the semester | — |

**Other**

—

## *Course content, teaching methods and learning outcomes*

**Contents**

This module provides an understanding of strategic management issues and the application of strategic analysis and planning methods. It also covers the derivation and formulation of the strategy process. Special emphasis is placed on comparing newer approaches (such as the Blue Ocean Strategy) with traditional approaches. In particular, the following topics are covered:

- Newer strategy approaches, strategic planning and strategy process
- Market definition, market segmentation and selection
- Classic strategy models (competitive strategies, growth strategies, timing strategies, portfolio strategies, marketing strategies)
- Strategic environmental, industry and company analyses
- Strategy development and implementation

**Intended learning outcomes**

Students...

- will acquire the skills needed to understand strategic issues as part of a degree programme in business and economics
- will be familiar with and understand the characteristics of complex systems and the VUCA world and the change from the traditional strategic view to newer approaches
- will be able to define the most important concepts and relate them to each other
- will apply the strategy process to their own context and be able to evaluate it comprehensively, including key figures and target cascade
- will understand the content of basic analyses, such as PESTEL, VRIO, ABC, Ansoff, and derivative forms of presentation
- will be able to apply and evaluate various industry analyses
- will be familiar with national and international competitive strategies

**Teaching and learning methods**

- Online courses with interactive lectures and exercises
- Online support (email, video conferencing, submitted assignments, etc.)
- In-person phase with active discussion of selected topics from the course material, working on practical examples, carrying out joint exercises (group work)

**Literature**


- Barsch, T., Heupel, T. & Trautmann, H. (eds.). (2019). Die Blue-Ocean-Strategie in Theorie und Praxis: Diskurs und 16 Beispiele erfolgreicher Anwendung. Springer Fachmedien Wiesbaden. DOI: 10.1007/978-3-658-15480-6 SpringerLink Books.
- Hungenberg, H. (2014). Strategisches Management in Unternehmen: Ziele - Prozesse - Verfahren (8th edition). Springer eBook Collection. Springer Fachmedien Wiesbaden. https://doi.org/10.1007/978-3-658-06681-9
- Johnson, G., Whittington, R., Scholes, K., Angwin, D. & Regnér, P. (2018). Strategisches Management: Eine Einführung (11th updated edition). Pearson. https://ebookcentral.proquest.com/lib/kxp/detail.action?docID=5763957
- Welge, M. K., Al-Laham, A. & Eulerich, M. (2017). Strategisches Management: Grundlagen - Prozess - Implementierung (7th edition). SpringerLink Books. Springer Fachmedien Wiesbaden. https://doi.org/10.1007/978-3-658-10648-5

# Corporate Policy Project

*Module coordinator: Prof. Dr Zulia Gubaydullina, Prof. Dr Till Proeger, Prof. Dr Lars Weber*

| Module number | ECTS |
|---|---|
| 40 | 5 |

**Workload**

| Self-study in hours | Contact time (synchronous) in hours | Contact time (asynchronous) in hours | Semester hours per week | Total workload in hours |
|---|---|---|---|---|
| 105 | 15 | 30 | 3 | 150 |

**Further information**

| Module type | Recommended semester | Language of instruction | Frequency | Duration in semesters |
|---|---|---|---|---|
| Compulsory | 7 | DE | Every semester | 1 |

**Participation requirements**

*Mandatory according to examination regulations*

—

*Recommended prior knowledge*

—

**Course assessment**

| Type of examination | Examination prerequisite |
|---|---|
| Project work | Presentation of the preliminary result of the work |

**Other**

—

## Course content, teaching methods and learning outcomes

**Contents**

The module teaches the foundations of academic work. The given topic (with reference to current issues in corporate policy) is developed into a first academic paper in the course of the module. The module prepares students for the other academic modules. In addition to the basic technical skills required to write a thesis, procedural skills are also taught and applied. In addition, students apply their initial knowledge of IT-supported literature and research work.

**Intended learning outcomes**

Students...

- will be able to conduct an academic literature search for a given topic and organise it in a literature database
- will analyse academic literature and transfer aspects of its content to their own academic work
- will be able to write an academic paper with assistance, and be familiar with citation rules and writing styles
- will be able to present and discuss the status of their work in the group
- will be able to apply and communicate methods of academic work
- will be able to assess the relevance of an academic and socio-political debate and depict it in text form

**Teaching and learning methods**

- Live online courses with interactive lectures and exercises
- Online support (email, video conferencing, submitted assignments, etc.)
- In-person phase with active discussion of selected topics from the course material, working on practical examples, carrying out joint exercises (group work)

**Literature**


- Goldenstein, J., Hunoldt, M. & Walgenbach, P. (2018). Wissenschaftliche(s) Arbeiten in den Wirtschaftswissenschaften: Themenfindung – Recherche – Konzeption – Methodik – Argumentation. SpringerLink Books. Springer Fachmedien Wiesbaden. https://doi.org/10.1007/978-3-658-20345-0
- Raps, C. & Raps, S. (2019). Leitfaden zur Erstellung einer Facharbeit/Seminararbeit (Gymnasiale Oberstufe, Druck A). Westermann.
- Theisen, M. R. (2021). Wissenschaftliches Arbeiten: Erfolgreich bei Bachelor- und Masterarbeit (18th edition). ProQuest Ebook Central. Franz Vahlen. https://ebookcentral.proquest.com/lib/kxp/detail.action?docID=6452364

# E-Business

*Module coordinator: Prof. Dr Lars Weber*

| Module number | ECTS |
|---|---|
| 41 | 5 |

**Workload**

| Self-study in hours | Contact time (synchronous) in hours | Contact time (asynchronous) in hours | Semester hours per week | Total workload in hours |
|---|---|---|---|---|
| 105 | 30 | 15 | 3 | 150 |

**Further information**

| Module type | Recommended semester | Language of instruction | Frequency | Duration in semesters |
|---|---|---|---|---|
| Compulsory | 7/8 | DE | Every winter semester | 1 |

**Participation requirements**

*Mandatory according to examination regulations*

—

*Recommended prior knowledge*

Introduction to General Business Administration, Business Informatics I, Marketing

**Course assessment**

| Type of examination | Examination prerequisite |
|---|---|
| Written exam/project work/presentation/oral exam, to be announced before the start of the semester | — |

**Written exam/project work, to be announced before the start of the semester**

—

## Course content, teaching methods and learning outcomes

**Contents**

This module provides an understanding of e-business issues. As a cross-sectional module, the content relates to typical business disciplines with a focus on the online and electronic business perspective. In particular, the following topics are covered:

- Foundations of e-business and e-commerce – business webs, revenue models, important basic concepts
- Special features of online business – platform economy, features, data protection, security
- E-procurement in the context of e-business in B2B business relationships and e-procurement systems
- E-shops (process requirements, system components, e-shop systems, merchandise management systems)
- E-marketing (social media marketing, online marketing, search engine marketing)
- E-sales (e-consumer, e-payment, e-fulfilment, CRM)

**Intended learning outcomes**

Students...

- will acquire the skills needed to understand the various aspects of e-business throughout the business processes and the implications for their professional environment as part of a degree in economics
- will be familiar with the foundations of e-business and how it differs from traditional business management
- will understand the typification of business webs, their revenue models and the implications for business activities
- will analyse the special features of online business and be able to apply this to new issues
- will be familiar with and understand the characteristics and possibilities of online and social media marketing and be able to transfer this to practical issues
- will be able to define the most important concepts and relate them to each other, e.g. customer journey, funnel, leads, etc.
- will be able to carry out their own small analyses (SEO audit) in practice
- will understand the advantages and disadvantages of eProcurement and its impact on business success

**Teaching and learning methods**

- Online courses with interactive lectures and exercises
- Online support (email, video conferencing, submitted assignments, etc.)
- In-person phase with active discussion of selected topics from the course material, working on practical examples, carrying out joint exercises (group work)

**Literature**


- Deges, F. (2020). Grundlagen des E-Commerce: Strategien, Modelle, Instrumente. Springer eBook Collection. Springer Fachmedien Wiesbaden. https://doi.org/10.1007/978-3-658-26320-1
- Heinemann, G. (2020). Der neue Online-Handel: Geschäftsmodelle, Geschäftssysteme und Benchmarks im E-Commerce (11th edition). Springer eBook Collection. Springer Fachmedien Wiesbaden. https://doi.org/10.1007/978-3-658-28204-2
- Kollmann, T. (2019). E-Business: Grundlagen elektronischer Geschäftsprozesse in der Digitalen Wirtschaft (7th edition). Springer eBook Collection. Springer Fachmedien Wiesbaden. https://doi.org/10.1007/978-3-658-26143-6

# Process Management

*Module coordinator: Dipl. Kffr. Jenny Wundrack*

| Module number | ECTS |
|---|---|
| 43 | 5 |

**Workload**

| Self-study in hours | Contact time (synchronous) in hours | Contact time (asynchronous) in hours | Semester hours per week | Total workload in hours |
|---|---|---|---|---|
| 105 | 30 | 15 | 3 | 150 |

**Further information**

| Module type | Recommended semester | Language of instruction | Frequency | Duration in semesters |
|---|---|---|---|---|
| Compulsory | 6/7 | DE | Every winter semester | 1 |

**Participation requirements**

*Mandatory according to examination regulations*

—

*Recommended prior knowledge*

Introduction to General Business Administration, Project Management

**Course assessment**

| Type of examination | Examination prerequisite |
|---|---|
| Written exam/project work/oral exam, to be announced before the start of the semester | — |

**Other**

—

## Course content, teaching methods and learning outcomes

**Contents**

The Process Management module illustrates the importance of business process management in the context of digital transformation. The learning content is structured in line with the PDCA (Plan-Do-Check-Act) cycle used in business process management. Case studies are used to illustrate the practical relevance of the various topics.

**Intended learning outcomes**

Students will be able to...

- identify and describe a company's processes
- design the organisational and operational structure of processes
- apply methods and notations for modelling process flows
- determine performance parameters for monitoring ongoing processes
- evaluate areas of application for process-supporting information systems
- assess the suitability of various process management measures for solving strategic business issues
- describe and specify actual and target processes using various visualisation techniques
- use the specification of a process to assess whether a process to be analysed fits into the operational environment and whether the process design is in line with the company's strategic orientation
- introduce a specified process into a company's production system
- define the key figures required to measure the performance of a process and collate them in an information system
- propose suitable measures to maintain process integrity in the event of disruptions in the process flow or changes in the environment and framework conditions

**Teaching and learning methods**

- Online courses with interactive lectures and exercises
- Online support (email, video conferencing, submitted assignments, etc.)
- In-person phase with active discussion of selected topics from the course material, working on practical examples, carrying out joint exercises (group work)

**Literature**


- Dumas, Marlon (2021), Grundlagen des Geschäftsprozessmanagements. – Berlin: Springer Vieweg
- Hofmann, Martin (2020), Prozessoptimierung als ganzheitlicher Ansatz: mit konkreten Praxisbeispielen für effiziente Arbeitsabläufe- Wiesbaden: Springer Gabler
- Hierzer, Rupert (2020), Prozessoptimierung 4.0: Den digitalen Wandel als Chance nutzen – 2nd edition, 2020. – Freiburg: Haufe-Lexware GmbH & Co. KG
- Allweyer, Thomas (2020), BPMN 2.0 – Business Process Model and Notation: Introduction to the Standard for Business Process Modeling, Books on Demand; 2nd edition.

# Sustainable Economic Development

*Module coordinator: Prof. Dr Till Proeger*

| Module number | ECTS |
|---|---|
| 44 | 5 |

**Workload**

| Self-study in hours | Contact time (synchronous) in hours | Contact time (asynchronous) in hours | Semester hours per week | Total workload in hours |
|---|---|---|---|---|
| 105 | 30 | 15 | 3 | 150 |

**Further information**

| Module type | Recommended semester | Language of instruction | Frequency | Duration in semesters |
|---|---|---|---|---|
| Compulsory | 7/8 | DE | Every summer semester | 1 |

**Participation requirements**

*Mandatory according to examination regulations*

—

*Recommended prior knowledge*

Introduction to General Business Administration, Strategic Management, Business Informatics II

**Course assessment**

| Type of examination | Examination prerequisite |
|---|---|
| Written exam/project work/presentation, to be announced before the start of the semester | — |

**Other**

—

## *Course content, teaching methods and learning outcomes*

**Contents**

The aim of the course is to categorise and incorporate the idea of sustainability into current situations and business decisions.
In particular, the following topics are looked at:

- Sustainability and sustainable economic development
- Corporate concepts of economic, ecological and social sustainability
- Corporate concepts of sustainability reporting
- Economy for the common good

**Intended learning outcomes**

Students...

- will be able to categorise and evaluate sustainable economic development in the context of corporate sustainability
- will be able to develop and evaluate concepts of economic, ecological and social sustainability in an operational context
- will be able to analyse and evaluate concepts of sustainability reporting in an operational context
- will be able to develop and present subject-related content

**Teaching and learning methods**

- Self-study using the literature and issued teaching material
- Guided self-study by completing submitted assignments with assessment by lecturers
- Online teaching in seminar form, including the formation of working groups (break-out rooms)

**Literature**


- Müller-Christ, G. (2020). Nachhaltiges Management: Handbuch für Studium und Praxis (3rd edition). Nomos Verlagsgesellschaft.
- Hinrichs, B. (2021). Nachhaltigkeit als Unternehmensstrategie: Roadmap für nachhaltiges Wirtschaften und Innovation (Haufe Fachbuch) (1st edition, 2021). Haufe-Lexware.
- Arnold, C., Keppler, S., Knoedler, H., & Reckenfelderbaumer, M. (eds.). (2019). Herausforderungen für das Nachhaltigkeitsmanagement: Globalisierung - Digitalisierung - Geschäftsmodelltransformation (1st edition). Springer Gabler.

# Practical Project

*Module coordinator: Prof. Dr Zulia Gubaydullina, Prof. Dr Till Proeger, Prof. Dr Lars Weber*

| Module number | ECTS |
|---|---|
| 45 | 10 |

**Workload**

| Self-study in hours | Contact time (synchronous) in hours | Contact time (asynchronous) in hours | Semester hours per week | Total workload in hours |
|---|---|---|---|---|
| 255 | 15 | 30 | 3 | 300 |

**Further information**

| Module type | Recommended semester | Language of instruction | Frequency | Duration in semesters |
|---|---|---|---|---|
| Compulsory | 8 | DE | Every semester | 1 |

**Participation requirements**

*Mandatory according to examination regulations*

Corporate policy project (module 40)

*Recommended prior knowledge*

**Course assessment**

| Type of examination | Examination prerequisite |
|---|---|
| Project work/presentation | Presentation of the preliminary result of the work |

**Other**

—

## Course content, teaching methods and learning outcomes

**Contents**

The module provides in-depth knowledge of academic work. The level of requirements is linked to the 'Corporate Policy Project' module and deepens the skills learnt. The practice-orientated topics are chosen independently in consultation with the lecturers. The aim is to establish a substantive link between theoretical knowledge and professional practice. In the course of the module, students will develop their own practice-oriented research question into an academic paper. In addition to the in-depth technical skills required to write a thesis, students will also apply their procedural skills independently. The module focuses on analysing requirements and the ability to find topics independently. In addition, students apply their in-depth knowledge of IT-supported literature and research work.

**Intended learning outcomes**

Students...

- will be able to conduct an in-depth academic literature search for their own practice-oriented topic and organise it independently in a literature database
- will analyse and evaluate academic literature (including international literature) and transfer aspects of its content to their own academic work
- will be able to structure and write an academic paper largely independently
- will be familiar with citation rules and writing styles and be able to apply them independently in specific situations
- will be able to apply, communicate and independently organise methods of academic work

**Teaching and learning methods**

- Online courses with interactive lectures and exercises
- Online support (email, video conferencing, submitted assignments, etc.)
- In-person phase with active discussion of selected topics from the course material, working on practical examples, carrying out joint exercises (group work)

**Literature**


- Theisen, M. R. (2021). Wissenschaftliches Arbeiten: Erfolgreich bei Bachelor- und Masterarbeit (18th edition). ProQuest Ebook Central. Franz Vahlen.
- Goldenstein, J., Hunoldt, M. & Walgenbach, P. (2018). Wissenschaftliche(s) Arbeiten in den Wirtschaftswissenschaften: Themenfindung – Recherche – Konzeption – Methodik – Argumentation. SpringerLink Books. Springer Fachmedien Wiesbaden. https://doi.org/10.1007/978-3-658-20345-0
- Raps, C. & Raps, S. (2019). Leitfaden zur Erstellung einer Facharbeit/Seminararbeit. Westermann.

# Bachelor's Thesis

*Module coordinator: Prof. Dr Zulia Gubaydullina, Prof. Dr Till Proeger, Prof. Dr Lars Weber*

| Module number | ECTS |
|---|---|
| 46 | 20 |

**Workload**

| Self-study in hours | Contact time (synchronous) in hours | Contact time (asynchronous) in hours | Semester hours per week | Total workload in hours |
|---|---|---|---|---|
| 545 | 15 | 30 | 3 | 600 |

**Further information**

| Module type | Recommended semester | Language of instruction | Frequency | Duration in semesters |
|---|---|---|---|---|
| Compulsory | 9 | DE | Every semester | 1 |

**Participation requirements**

*Mandatory according to examination regulations*

Corporate Policy Project; Practical Project

*Recommended prior knowledge*

-

**Course assessment**

| Type of examination | Examination prerequisite |
|---|---|
| Final thesis, colloquium, accompanying seminar | — |

**Other**

The bachelor's thesis module is worth 20 credits, with 12 credits for the bachelor's thesis, 3 credits for the colloquium and 5 credits for the accompanying academic seminar. The accompanying seminar is ungraded. The module grade is calculated from the bachelor's thesis and the colloquium with a weighting of 4 to 1. In deviation from Section 3 paragraph 6 of the General Section of the Examination Regulations, the module grade calculated in this way is included in the calculation of the overall grade with 15 credit points.

## *Course content, teaching methods and learning outcomes*

**Contents**

Bachelor's thesis (12 CP, graded, completion time 17 weeks):

Independent research on a topic as part of an academic paper.

Accompanying academic seminar (5 CP, ungraded, accompanying the bachelor's thesis).

Based on a research question on a current topic chosen by the students themselves, methods for writing an academic paper are taught and applied by the students directly to their research question:

- Academic papers as a process
- Topic analysis, structure and systematic approach
- Creation of a project plan
- Literature research (forward and reverse search), management (databases) and analysis (evaluation of relevance)
- Preparation of an academic paper (formal requirements, structure, citation, linguistic design of the paper)
- Preparation of an abstract
- Presentation of academic papers (slide design, presentation style)

Non-graded work to be completed:

- Preparation of an exposé
- Creation of a project plan
- Presentation and discussion of a preliminary result of the paper
- Preparation of an abstract

Colloquium (3 CP, graded, usually within 8 weeks of submitting the bachelor's thesis)

Academic discussion as a supplement to the written academic paper for the bachelor's thesis. Students explain their theses/concept/conclusions, answer questions, defend their work and will be able to criticise their own approach. In addition, students will identify further business management problems based on the topic of the final thesis and show possible solutions for these using the skills acquired in the study programme.

**Intended learning outcomes**

Students...

- will have in-depth knowledge of the current state of research on an academic topic
- will be able to present and defend an exposé of an academic paper
- will have a critical understanding of the methods used to deal with an academic topic in their area of specialisation
- will be able to apply their broad and integrated knowledge in an exemplary manner and develop an epistemological question for their final thesis
- will be able to answer this question independently, taking into account the current literature and the rules of academic work
- will be able to independently research literature on the topic, organise it in a literature database, evaluate it and assess the quality of academic studies
- will be able to select and apply suitable research methods and present and explain research results

- will be able to initiate their own learning processes in order to carry out the work required to answer the research question
- will be able to plan an academic study in terms of project management
- will be able to justify, differentiate and critically reflect on the respective disciplinary perspective from which the topic is analysed
- will be able to present their investigations adequately and to substantiate them in discourse with representatives of the subject and with people from outside the subject (theoretically, methodologically) and recognise appropriate criticism
- will be able to assess the scope and limits of their own research

*Teaching and learning methods*

- Presentation and discussions
- Supervised self-study for the preparation of project work
- Text work
- Research and literature study

*Literature*


- Goldenstein, J., Hunoldt, M., & Walgenbach, P. (2018). Wissenschaftliche(s) Arbeiten in den Wirtschaftswissenschaften. Springer Fachmedien Wiesbaden. https://doi.org/10.1007/978-3-658-20345-0.
- Theisen, M. R. Wissenschaftliches Arbeiten: Erfolgreich bei Bachelor- und Masterarbeit (current edition). ProQuest Ebook Central. Franz Vahlen.
- Special literature references will be issued by the supervising lecturer depending on the chosen topic.

## ELECTIVE MODULES

The specific modules offered depend on student numbers and staff availability and will be announced in good time at the beginning of the semester. The list of elective modules is not exhaustive; further modules may be added as required.

In addition, selected courses as part of the Individual Profile Studies (IPS) programme can be recognised in the elective part of the degree programme. The range of modules can be viewed at www.hawk.de/en/hawkplus. Recognition must be clarified in advance with the head of the degree programme.

# Business Law II

*Module coordinator: Prof. Dr Till Proeger*

| Module number | ECTS |
|---|---|
| 32 | 5 |

**Workload**

| Self-study in hours | Contact time (synchronous) in hours | Contact time (asynchronous) in hours | Semester hours per week | Total workload in hours |
|---|---|---|---|---|
| 105 | 30 | 15 | 3 | 150 |

**Further information**

| Module type | Recommended semester | Language of instruction | Frequency | Duration in semesters |
|---|---|---|---|---|
| Compulsory | 4/5 | DE | Every winter semester | 1 |

**Participation requirements**

*Mandatory according to examination regulations*

*Recommended prior knowledge*

Business Law I

**Course assessment**

| Type of examination | Examination prerequisite |
|---|---|
| Written exam/project work/oral exam, to be announced before the start of the semester | — |

**Other**

—

## Course content, teaching methods and learning outcomes

**Contents**

- Commercial law (merchant and commerce, commercial register, company and liability, representation in commercial law, sales agents, haulage contractors, special features of commercial transactions)
- Company law (overview of company forms, basics of partnerships, GbR/OHG/KG/stG/EWIV/PartG, basics of corporations, association/GmbH/UG, GmbH & Co KG, group law, basic principles of reorganisation law, choice of company form)
- Competition law (introduction, antitrust law = GWB, UWG, industrial property rights, copyright)
- Insolvency law (insolvency capacity, grounds for insolvency, opening, standard and subsequent proceedings, protective shield proceedings, delay in filing for insolvency and liability, segregation and separation rights)

**Intended learning outcomes**

Application-oriented teaching of the most important areas of commercial and company law relevant to a business economist, as well as competition law and insolvency law. Students will gain the ability to...

- explain the special features of commercial law
- analyse and evaluate legal issues facing a merchant in individual cases
- differentiate between the various legal forms of companies
- assess the liability risks of the respective legal form
- assess the legal form-dependent foundation requirements
- explain the main features of competition law, industrial property rights and copyright law
- describe the objectives and procedural principles of insolvency proceedings
- know the requirements for opening insolvency proceedings; recognise the risk of delaying insolvency
- outline the rights and obligations of the persons and bodies involved in the proceedings

**Teaching and learning methods**

- Self-study using the following eBooks and issued teaching material
- Guided self-study by completing submitted assignments with assessment by lecturers
- Online teaching in seminar form, including the formation of working groups (break-out rooms)

**Literature**


- Meyer, J. (2018). Wirtschaftsrecht: Handels- und Gesellschaftsrecht. In Studienwissen kompakt. Springer Fachmedien Wiesbaden. https://doi.org/10.1007/978-3-658-19983-8
- Führich, E. (2017). Wirtschaftsprivatrecht: Bürgerliches Recht, Handelsrecht, Gesellschaftsrecht (13th edition). Vahlen, Franz.
- Kapp, T., Janka, S. F., & Jansen, G. (2021). Kartellrecht in der Unternehmenspraxis: Was Management, Compliance und Rechtsberater wissen müssen. Springer Fachmedien Wiesbaden.
- Heesen, B., & Wieser-Linhart, V. (2021). Basiswissen Insolvenz: Schneller Einstieg in Insolvenzprävention und Risikomanagement (2nd edition). Springer Gabler.

# Management of SMEs and Family Businesses

*Module coordinator: Prof. Dr Zulia Gubaydullina*

| Module number | ECTS |
|---|---|
| 50 | 5 |

**Workload**

| Self-study in hours | Contact time (synchronous) in hours | Contact time (asynchronous) in hours | Semester hours per week | Total workload in hours |
|---|---|---|---|---|
| 150 | 30 | 15 | 3 | 150 |

**Further information**

| Module type | Recommended semester | Language of instruction | Frequency | Duration in semesters |
|---|---|---|---|---|
| Elective | > 3 | DE | As required | 1 |

**Participation requirements**

*According to examination regulations*

—

*Recommended prior knowledge*

—

**Course assessment**

| Type of examination | Examination prerequisite |
|---|---|
| Written exam/project work/presentation, to be announced before the start of the semester | — |

**Other**

—

## Course content, teaching methods and learning outcomes

**Contents**

The module deals with the special features and challenges of managing SMEs and family businesses over the entire life cycle of the company. These include special features/challenges that...

- arise from risk and uncertainty, particularly in the early stages of the company. This includes, for example, specific management approaches for dealing with and reducing uncertainty (e.g. lean startup and effectuation). Another key topic is the difficulties of early-stage financing and possible solutions
- arise due to the size of SMEs. These include centralised management by the entrepreneur, a low degree of division of labour, informal structures and processes. These characteristics lead to strengths (flexibility, speed) and weaknesses (dependence on the entrepreneur, knowledge deficits, financing difficulties due to the indivisibility of investments) in all operational functions
- arise from the unity of ownership and management (overlapping value system, succession problems)

**Intended learning outcomes**

Students...

- will be able to explain how risk and uncertainty in the early stages of the corporate life cycle lead to challenges in the management and financing of SMEs and which instruments and methods can be used to reduce risk and uncertainty and thus overcome the associated challenges
- will be able to compare the structures and processes of SMEs with those of large companies and derive the resulting challenges
- will be able to argue how qualitative or quantitative methods can be used effectively in the context of case studies for market research
- will be able to apply the theoretical content of the module to practical, work-related situations
- will be able to analyse job-related challenges in a group, and design and present a joint strategy

**Teaching and learning methods**

- Lectures and guest lectures by external speakers from the business world
- Use of digital media for knowledge transfer, activation and support (use of the Moodle learning platform, recording of lectures, use of feedback and voting systems)
- Discussion of selected topics from the course material, working on practical examples, carrying out joint exercises (group work)

**Literature**


- Reinemann, H. (2019). Mittelstandsmanagement: Einführung in Theorie und Praxis. Springer Fachmedien Wiesbaden.
- Fueglistaller, U., Fust, A., Müller, C., Müller, S. & Zellweger, T. (2020). Entrepreneurship: Modelle – Umsetzung – Perspektiven mit Fallbeispielen aus Deutschland, Österreich und der Schweiz (5th revised ediition, 2019 edition). Springer Gabler.

# Behavioural Economics in Business

*Module coordinator: Prof. Dr Till Proeger*

| Module number | ECTS |
|---|---|
| 51 | 5 |

**Workload**

| Self-study in hours | Contact time (synchronous) in hours | Contact time (asynchronous) in hours | Semester hours per week | Total workload in hours |
|---|---|---|---|---|
| 150 | 30 | 15 | 3 | 150 |

**Further information**

| Module type | Recommended semester | Language of instruction | Frequency | Duration in semesters |
|---|---|---|---|---|
| Compulsory | > 3 | DE | Every summer semester | 1 |

**Participation requirements**

*Mandatory according to examination regulations*

—

*Recommended prior knowledge*

Economics I

**Course assessment**

| Type of examination | Examination prerequisite |
|---|---|
| Project work/presentation/written exam<br>(to be announced before the start of the semester) | Presentation of preliminary work on the project |

**Other**

—

## *Course content, teaching methods and learning outcomes*

**Contents**

The module deals with the foundations of behavioural economics and its application in business. In particular, it explores economic behavioural models, heuristics and biases as well as central behavioural insights into human interaction in economically relevant situations. These include in particular:

- Homo economicus as a behavioural model of microeconomics and its extensions from a behavioural economics perspective This includes the perspective of various decision-making systems with their characteristics and consequences
- Classical behavioural biases that can have a relevant influence in economic situations, such as the endowment effect, anchor effect or overconfidence, as well as ways to counter these biases
- The role of heuristics in decision-making and the effective and purposeful construction of decision-making systems in economic situations based on heuristics
- Economic and corporate policy applications of behavioural economic findings in economic policy and business practice

**Intended learning outcomes**

Students...

- will be able to explain how thinking and decision-making can be assessed from a behavioural economics perspective and what challenges and opportunities are associated with these findings for day-to-day operations
- will be able to explain different behavioural models, compare them and derive different approaches for economic policy and corporate management
- will be able to argue how behavioural biases affect their own decisions and interactions with other people and institutions and how their impact can be limited
- will be able to argue what the effect of behavioural economics-motivated decision-making structures in politics and business looks like and how they can apply this to practical case studies
- will be able to apply the module content to practical, work-related situations
- will be able to analyse challenges with a behavioural economics background in a group and design suitable decision-making structures to meet these challenges and present them

**Teaching and learning methods**

- Multimedia-based online study module for self-study with online support (e.g. email, video conferencing, submitted assignments)
- Discussion of selected topics from the course material, working on practical examples, carrying out joint exercises (group work)

**Literature**


- Dobelli, R. (2011), Die Kunst des klaren Denkens: 52 Denkfehler, die Sie besser anderen überlassen. Hanser Munich.
- Dobelli, R. (2012), Die Kunst des klugen Handelns: 52 Irrwege, die Sie besser anderen überlassen. Hanser Munich.
- Kahnemann, D. (2021), Schnelles Denken, langsames Denken. Siedler Munich.

# Startup Management

*Module coordinator: Prof. Dr Till Proeger*

| *Module number* | *ECTS* |
|---|---|
| **52** | **5** |

### *Workload*

| *Self-study in hours* | *Contact time (synchronous) in hours* | *Contact time (asynchronous) in hours* | *Semester hours per week* | *Total workload in hours* |
|---|---|---|---|---|
| 150 | 30 | 15 | 3 | 150 |

### *Further information*

| *Module type* | *Recommended semester* | *Language of instruction* | *Frequency* | *Duration in semesters* |
|---|---|---|---|---|
| Elective | > 5 | DE | As required | 1 |

### *Participation requirements*

*Mandatory according to examination regulations*

—

*Recommended prior knowledge*

Introduction to General Business Administration, Marketing, Business Law I, Project Management

### *Course assessment*

| *Type of examination* | *Examination prerequisite* |
|---|---|
| Written exam/project work/presentation, to be announced before the start of the semester | — |

### *Other*

Maximum number of students: 15

## *Course content, teaching methods and learning outcomes*

### *Contents*

The module deals with the topics of entrepreneurship and startups from a theoretical perspective as well as with the concrete planning and management of startups. The following topics are covered in the theoretical part of the module:

- Startups in Germany
- Entrepreneurship: Entrepreneurial functions and characteristics, entrepreneurship as a process; entrepreneurial behaviour and effectuation
- Idea generation: Approach and methods (creativity methods, systematic methods)
- Business model development: Business Model Canvas, Value Proposition Canvas, Design Thinking
- Business plan: Business model, marketing plan, environment analysis, implementation plan, risk analysis, financing
- Presenting business ideas to investors and shooting a video pitch

Students will develop their own business ideas on the basis of this content in the form of a Business Model Canvas, business plan and pitch video

### *Intended learning outcomes*

Students...

- will be familiar with entrepreneurship as a way of thinking, be able to describe it as a process and divide or summarise it into different phases
- will be able to select and apply some of the methods learnt for generating ideas
- will be able to systematise their entrepreneurial ideas in the form of a business model using specific tools and techniques
- will be able to develop their business idea and plan the procedure for realisation
- will be familiar with the structure and content of a business plan and be able to design all the necessary components
- will critically reflect on their own business model
- will present their business ideas to investors in the form of a pitch video

### *Teaching and learning methods*

- Synchronous contact time: Weekly online lectures, in-person sessions on Saturdays, all-day workshops
- Asynchronous contact time: Discussion of selected topics from the course material in the forum, working on case studies, working on business models
- Multimedia-based online study module for supplementary self-study
- Individual support in the creation of a Business Model Canvas, business plan and pitch video

### *Literature*


- Fueglistaller, U., Fust, A., Muller, C., Muller, S., & Zellweger, T. (2020). Entrepreneurship: Modelle - Umsetzung - Perspektiven Mit Fallbeispielen aus Deutschland, Österreich und der Schweiz (5th ed.). Springer Gabler.
- Schallmo, D. R. A. (2018). Geschäftsmodelle erfolgreich entwickeln und implementieren: Mit Aufgaben, Kontrollfragen und Templates (2nd ed.). Springer.

# Innovation Management

*Module coordinator: Prof. Dr Zulia Gubaydullina*

| Module number | ECTS |
|---|---|
| 54 | 5 |

**Workload**

| Self-study in hours | Contact time (synchronous) in hours | Contact time (asynchronous) in hours | Semester hours per week | Total workload in hours |
|---|---|---|---|---|
| 150 | 30 | 15 | 3 | 150 |

**Further information**

| Module type | Recommended semester | Language of instruction | Frequency | Duration in semesters |
|---|---|---|---|---|
| Elective | > 5 | DE | As required | 1 |

**Participation requirements**

*Mandatory according to examination regulations*

—

*Recommended prior knowledge*

Introduction to General Business Administration, Marketing, Strategic Management, Management of SMEs and Family Businesses, Process Management

**Course assessment**

| Type of examination | Examination prerequisite |
|---|---|
| Written exam/project work/presentation, to be announced before the start of the semester | — |

**Other**

—

## Course content, teaching methods and learning outcomes

**Contents**

The module deals with innovation management in business from idea development to market launch.

- Innovation strategy and innovation management in business
- Innovation processes
- Impetus for innovation and idea generation
- Innovation controlling and innovation marketing
- Property rights
- Innovation capability

**Intended learning outcomes**

Students...

- will be familiar with the theoretical foundations of innovation management. They will be able to assess the importance of innovation management and its economic significance for business. They will be familiar with the most important concepts and theoretical models and have available analysis techniques and management instruments for dealing with innovations as well as phases and instruments of strategy development
- will be familiar with procedures and methods for gathering and generating ideas. They will be able to tackle problems and projects independently and come up with creative solutions. Students will be able to evaluate ideas and apply evaluation criteria and evaluation procedures
- will be familiar with the foundations of marketing and with market entry strategies. They will become familiar with property rights and strategies for innovations
- will be able to assess the innovative capacity of companies, and analyse and evaluate the strengths and weaknesses of SMEs in the innovation process
- will acquire further skills in the fields of cooperation, digital collaboration, communication, presentation skills and conflict resolution by working on examinations in a team

**Teaching and learning methods**

- Synchronous contact time: Weekly online lectures, in-person sessions on Saturdays, all-day workshops
- Asynchronous contact time: Discussion of selected topics from the course material in the forum, working on case studies and specific innovation tasks

**Literature**


- Vahs, D., & Brem, A. (2015). Innovationsmanagement: Von der Idee zur erfolgreichen Vermarktung (5th ed.). Schäffer-Poeschel.
- Kaschny, M., Nolden, M., & Schreuder, S. (2015). Innovationsmanagement im Mittelstand: Strategien, Implementierung, Praxisbeispiele (2015 ed.). Springer Fachmedien.

# System Dynamics in an Economic Context

*Module coordinator: Prof. Dr Lars Weber*

| Module number | ECTS |
|---|---|
| 55 | 5 |

**Workload**

| Self-study in hours | Contact time (synchronous) in hours | Contact time (asynchronous) in hours | Semester hours per week | Total workload in hours |
|---|---|---|---|---|
| 105 | 30 | 15 | 3 | 150 |

**Further information**

| Module type | Recommended semester | Language of instruction | Frequency | Duration in semesters |
|---|---|---|---|---|
| Elective | 5/6 | DE | As required | 1 |

**Participation requirements**

*Mandatory according to examination regulations*

—

*Recommended prior knowledge*

Introduction to General Business Administration, Business Informatics I, Business Informatics II

**Course assessment**

| Type of examination | Examination prerequisite |
|---|---|
| Written exam/project work/presentation/poster, to be announced before the start of the semester | — |

**Other**

—

## *Course content, teaching methods and learning outcomes*

**Contents**

The module deepens students' knowledge of system dynamics, in particular independent modelling. Students will explore problem areas in the social sciences. They will develop an understanding of the model behaviour of advanced dynamic models. In particular, the following topics are covered in the module:

- Basic concepts of modelling software such as Vensim or Stella as well as their operating principle and the modelling process
- Causal loop diagrams, stock and flow diagrams
- Extended basic patterns – e.g. aging chains, co-flows, system archetypes according to Senge
- Group model building, scenario creation
- Parameter estimation, units in models, dashboard creation

**Intended learning outcomes**

Students...

- will acquire the skills needed for structuring, modelling and analysing social science issues as part of a degree course in economics
- will gain in-depth knowledge of systems thinking and system dynamics
- will use system-dynamic software at an advanced level
- will model basic system-dynamic patterns and system archetypes
- will be able to independently create and analyse their own system dynamics models and visualise them comprehensively
- will independently create initial academic presentations on given questions
- will be able to visualise cause-effect relationships and assign them to the basic types of system dynamics

**Teaching and learning methods**

- Online courses with interactive lectures and exercises
- Online support (email, video conferencing, submitted assignments, etc.)
- In-person phase with active discussion of selected topics from the course material, working on practical examples, carrying out joint exercises (group work)

**Literature**


- Bossel, H. (2004). Systeme, Dynamik, Simulation: Modellbildung, Analyse und Simulation komplexer Systeme. Books on Demand.
- Bossel, H. (2004). Wirtschaft, Gesellschaft und Entwicklung. Systemzoo / Hartmut Bossel: Vol. 3. Books on Demand.
- Senge, P. M. (2021). Die fünfte Disziplin: Kunst und Praxis der lernenden Organisation (11th edition). Systemisches Management. Schäffer-Poeschel Verlag für Wirtschaft Steuern Recht GmbH.
- Sterman, J. D. (2000). Business dynamics: Systems thinking and modeling for a complex world. Irwin/McGraw-Hill.
- Warren, K. (2008). Strategic management dynamics (Reprinted with corr). John Wiley & Sons.

# Labour Law

*Module coordinator: Prof. Dr Zulia Gubaydullina*

| Module number | ECTS |
|---|---|
| 58 | 5 |

**Workload**

| Self-study in hours | Contact time (synchronous) in hours | Contact time (asynchronous) in hours | Semester hours per week | Total workload in hours |
|---|---|---|---|---|
| 105 | 30 | 15 | 3 | 150 |

**Further information**

| Module type | Recommended semester | Language of instruction | Frequency | Duration in semesters |
|---|---|---|---|---|
| Elective | > 5 | DE | As required | 1 |

**Participation requirements**

*Mandatory according to examination regulations*

—

*Recommended prior knowledge*

Business Law I and Business Law II

**Course assessment**

| Type of examination | Examination prerequisite |
|---|---|
| Written exam/project work/presentation, to be announced before the start of the semester | — |

**Other**

—

## *Course content, teaching methods and learning outcomes*

**Contents**

The course prepares future business economists specifically for the labour law requirements of professional life. In particular, the following topics are covered:

- Tasks and mode of operation of labour law
- Legal sources and important concepts
- Initiating employment relationships; defectiveness and deficiencies in employment contracts
- Employment contracts: obligations of the employee and the employer
- Working hours
- Payment of wages: principle of 'no work, no pay' and its exceptions, such as continued payment of wages in the event of illness
- Holiday law
- Effects of the German General Equal Treatment Act (AGG) in labour law
- Liability issues in employment relationships
- Fixed-term employment relationships
- Termination of the employment relationship, in particular through dismissal
- Basics of the labour court judgement procedure; action for protection against dismissal
- Basics of collective labour law: collective agreement, industrial action, works council

**Intended learning outcomes**

Students...

- will have basic knowledge of labour law in a business context
- will be able to apply tools for the design of labour relations (contract, works agreement)
- will be able to resolve simple conflicts between employers and employees in an appropriate manner, working together with specialist lawyers for labour law and labour courts
- will have in-depth knowledge in the field of individual labour law and be familiar with the practical principles of collective labour law. In particular, they will be able to use legal instruments to design working life
- will be able to use legal thought, argumentation and action structures correctly
- will be able to assess labour law cases from different perspectives (employer/employee)

**Teaching and learning methods**

- Self-study using the literature, the issued teaching material and the discussed case law
- Guided self-study by completing submitted assignments with assessment by lecturers
- Online teaching in seminar form, including the formation of working groups (break-out rooms)

**Literature**

- Labour laws, current edition, beck-Texte im dtv

# Management of Corporate Security

*Module coordinator: Prof. Dr Lars Weber*

| *Module number* | *ECTS* |
|---|---|
| **59** | **5** |

***Workload***

| *Self-study in hours* | *Contact time (synchronous) in hours* | *Contact time (asynchronous) in hours* | *Semester hours per week* | *Total workload in hours* |
|---|---|---|---|---|
| 105 | 30 | 15 | 3 | 150 |

***Further information***

| *Module type* | *Recommended semester* | *Language of instruction* | *Frequency* | *Duration in semesters* |
|---|---|---|---|---|
| Elective | > 5 | DE | As required | 1 |

***Participation requirements***

*Mandatory according to examination regulations*

—

*Recommended prior knowledge*

Introduction to General Business Administration, Business Informatics I

***Course assessment***

| *Type of examination* | *Examination prerequisite* |
|---|---|
| Written exam/project work/presentation, to be announced before the start of the semester | — |

***Other***

—

## *Course content, teaching methods and learning outcomes*

***Contents***

The module teaches the foundations of risk and security management in a company. It emphasises the particular importance of information security. In addition, students will acquire the skills to recognise, evaluate and decide on the derivation of business requirements for the selection and management of service providers. In particular, the following topics are covered in the module:

- Laws, norms and standards of risk and security management, such as GDPR, the German IT Security Act, Kritis Regulation, risk management, information security management systems, business continuity management systems, BSI standards IT-Grundschutz (baseline protection), procurement and contract regulations for services
- Practical introduction of security management systems using the example of information security management systems, business continuity management systems
- Practical handling of service providers, such as needs assessment, tendering and selection, management and supervision, evaluation and reporting
- Practical seminars on the officer function and crisis and staff work

***Intended learning outcomes***

Students...

- will acquire the skills needed to assess the risk and security aspects of a company as part of a degree programme in economics
- will be familiar with important basic concepts of risk management, the General Data Protection Regulation (GDPR), the risk and security-relevant aspects of purchasing and the legal basis for tenders
- will be aware of the importance of emergency and crisis management and the steps involved in its introduction
- will be legally compliant and target-orientated in the selection and management of service providers
- will understand the fundamental aspects of safety management systems

***Teaching and learning methods***

- Online courses with interactive lectures and exercises
- Online support (email, video conferencing, submitted assignments, etc.)
- In-person phase with active discussion of selected topics from the course material, working on practical examples, carrying out joint exercises (group work)

***Literature***


- Hansen-Oest, S. (2020). Datenschutzbeauftragte: Einsteigerlektüre für Anfänger: mit Mustern und Vorlagen. Datenschutzberater. Fachmedien Recht und Wirtschaft dfv Mediengruppe. https://online.ruw.de/suche/buecher/ruw-0013
- Königs, H.P. (2017). IT-Risikomanagement mit System: Praxisorientiertes Management von Informationssicherheits-, IT- und Cyber-Risiken (5th edition). SpringerLink Books. Springer Fachmedien Wiesbaden. https://doi.org/10.1007/978-3-658-12004-7
- Müller, K.R. (2015). Handbuch Unternehmenssicherheit: Umfassendes Sicherheits-, Kontinuitäts- und Risikomanagement mit System (3rd edition). Springer eBook Collection. Springer Fachmedien Wiesbaden. https://doi.org/10.1007/978-3-658-10151-0

# Fundamentals of Corporate History

*Module coordinator: Prof. Dr Till Proeger*

| Module number | ECTS |
|---|---|
| 60 | 5 |

**Workload**

| Self-study in hours | Contact time (synchronous) in hours | Contact time (asynchronous) in hours | Semester hours per week | Total workload in hours |
|---|---|---|---|---|
| 150 | 30 | 15 | 3 | 150 |

**Further information**

| Module type | Recommended semester | Language of instruction | Frequency | Duration in semesters |
|---|---|---|---|---|
| Elective | > 3 | DE | As required | 1 |

**Participation requirements**

*Mandatory according to examination regulations*

—

*Recommended prior knowledge*

—

**Course assessment**

| Type of examination | Examination prerequisite |
|---|---|
| Written exam/project work/presentation, to be announced before the start of the semester | — |

**Other**

—

## Course content, teaching methods and learning outcomes

**Contents**

The module deals with the foundations of corporate history and its possible applications in strategic corporate management. In particular, the question of the scope for action and historical challenges for corporate management enables students to learn from history for their own companies. In particular, the module deals with:

- economic theories of business and the entrepreneur, as well as the company as an institution in the context of new institutional economics
- theories on the historical development of large companies using the example of heavy industry
- special features of small and medium-sized enterprises and their special position in Germany
- the development and growing relevance of the financial sector and the corporate governance approach
- the role of service companies, in particular consulting firms
- the emergence and significance of transnational and multinational companies and the 'marketing revolution'
- the Varieties of Capitalism approach and implications for industrial relations and economic structure

**Intended learning outcomes**

Students...

- will be able to explain the theoretical and historical perspectives on the company as an institution and the role of the entrepreneur as a person
- will be able to explain central lines of development and influencing factors on today's corporate landscape and derive implications for corporate management
- will be able to argue how companies have faced strategic challenges in the past and what consequences this has for corporate management in general
- will be able to explain the characteristics of large companies and SMEs, how they have developed historically and what consequences this has for the economic structure as a whole
- will be able to apply the module content to practical, work-related situations
- will be able to analyse challenges for business management on the basis of historical experience and theoretical knowledge in a group and design and present well-founded solutions

**Teaching and learning methods**

- Multimedia-based online study module for self-study with online support (e.g. email, video conferencing, submitted assignments)
- Discussion of selected topics from the course material, working on practical examples, carrying out joint exercises (group work)

**Literature**


- Berghoff, H. (2016), Moderne Unternehmensgeschichte: eine themen- und theorieorientierte Einführung (2nd edition). DeGruyter Berlin / Boston.

# Fundamentals of Digital Collaboration

*Module coordinator: Prof. Dr Zulia Gubaydullina*

| Module number | ECTS |
|---|---|
| 61 | 5 |

**Workload**

| Self-study in hours | Contact time (synchronous) in hours | Contact time (asynchronous) in hours | Semester hours per week | Total workload in hours |
|---|---|---|---|---|
| 105 | 30 | 15 | 3 | 150 |

**Further information**

| Module type | Recommended semester | Language of instruction | Frequency | Duration in semesters |
|---|---|---|---|---|
| Elective | - | DE | As required | 1 |

**Participation requirements**

*Mandatory according to examination regulations*

—

*Recommended prior knowledge*

—

**Course assessment**

| Type of examination | Examination prerequisite |
|---|---|
| Written exam/project work/presentation | — |

**Other**

—

## *Course content, teaching methods and learning outcomes*

**Contents**

The module deals with the foundations of digital collaboration for distributed teams and its work-related application. In particular, it aims to expand students' soft skills so that they can work successfully in virtual, distributed teams in a digitalised working world. The following topics are covered in the theoretical part of the module:

- Academic categorisation of the topic: Dimensions of distance, shared mental model, change in the world of work
- Knowledge management in companies: Knowledge as a resource, knowledge management 3.0 with enterprise social software (ESS)
- Competence requirements in the digital world: Model of self-management skills
- Media competence: Media richness theory, 5-level model, use of collaboration tools by task
- Communication models: Encoder/decoder models, dialogue models, media compensation model
- Leadership skills for the digital space, including motivation and conflict management: VIST model, Harvard concept
- Agile methods: Kanban and Scrum frameworks
- Success factors of (virtual) teams: Characterisation of team members according to Belbin, success factors of teams, process model for the management of distributed teams
- Individual exploration of current collaboration tools: Creation of video tutorials in distributed teams
- Reflection on the teamwork experienced at a distance

**Intended learning outcomes**

Students...

- will be able to assess the importance of self-management skills in a digital working environment and know methods to strengthen them
- will be able to analyse and reflect on their role and the roles of the team members in a distributed team
- will learn the foundations of communication and media skills and the special features that result from this for working together at a distance. They will be able to assess the richness of a medium and select the right medium to carry out a task in a distributed team
- will be able to analyse the subject and relationship level in virtual teams and be aware of the special features of a shared mental model for collaboration, the special features of conflict management in the digital space as well as team-building measures at a distance
- will be familiar with agile working methods according to the Kanban and Scrum frameworks and be able to develop and apply the practical working method with digital collaboration tools themselves
- will work in a results-orientated manner in heterogeneous virtual teams

**Teaching and learning methods**

- Online courses with interactive lectures and exercises
- Online support (email, video conferencing, submitted assignments, etc.)
- In-person phase with active discussion of selected topics from the course material, working on practical examples, carrying out joint exercises (group work)

**Literature**


- Boos, Margarete; Hardwig, Thomas; Riethmüller, Martin (2017): Führung und Zusammenarbeit in verteilten Teams. 1st edition. Göttingen: Hogrefe (Praxis der Personalpsychologie, Volume 35).
- Hardwig, Thomas; Weißmann, Marliese (2021): Eine neue Qualität der Zusammenarbeit im Unternehmen: Die Arbeit mit Kollaborationsplattformen gestalten. DOI: https://doi.org/10.3249/ugoe-publ-9

# Application-Oriented Introduction to Artificial Intelligence

*Module coordinator: Prof. Dr Till Proeger*

| Module number | ECTS |
|---|---|
| 62 | 5 |

### Workload

| Self-study in hours | Contact time (synchronous) in hours | Contact time (asynchronous) in hours | Semester hours per week | Total workload in hours |
|---|---|---|---|---|
| 150 | 30 | 15 | 3 | 150 |

### Further information

| Module type | Recommended semester | Language of instruction | Frequency | Duration in semesters |
|---|---|---|---|---|
| Elective | > 3 | DE | As required | 1 |

### Participation requirements

*Mandatory according to examination regulations*

—

*Recommended prior knowledge*

—

### Course assessment

| Type of examination | Examination prerequisite |
|---|---|
| Written exam/project work/presentation, to be announced before the start of the semester | — |

### Other

—

## Course content, teaching methods and learning outcomes

### Contents

The module covers an application-oriented introduction to the topic of artificial intelligence. It is often expected that artificial intelligence will fundamentally change the economy and society over the coming decades. With this in mind, it is important to understand the basics of artificial intelligence and to look at possible applications in companies. In particular, the module deals with:

- fundamental concepts in the field of artificial intelligence and the basic functioning of neural networks
- data types that artificial intelligence can work with
- types of combinations of artificial intelligence based on a variety of data types
- possible applications of artificial intelligence in various areas
- legal and ethical aspects of artificial intelligence

### Intended learning outcomes

Students...

- will be able to explain which theoretical concepts are covered by the topic of artificial intelligence
- will be able to explain the basic components of a deep neural network
- will be able to categorise and discuss an artificial intelligence according to the type of data it uses
- will be familiar with a number of examples of artificial intelligence and be able to explain their fields of application
- will be able to analyse processes and products in companies and discuss what data is available and whether the use of artificial intelligence is possible in the given case
- will be familiar with artificial intelligence in internal company and overall social applications
- will be able to assess ethical and legal aspects of the use of artificial intelligence
- will be able to explain to outsiders in a corporate context what artificial intelligence is, what types of data it can work with and how artificial intelligence can be developed and applied in the future
- will explain their own possible application or use case of artificial intelligence in a simplified manner

### Teaching and learning methods

- Multimedia-based online study module for self-study with online support (e.g. email, video conferencing, submitted assignments)
- Discussion of selected topics from the course material, working on practical examples, carrying out joint exercises (group work)

### Literature


- Mockenhaupt, A. (2021). Digitalisierung und Künstliche Intelligenz in der Produktion.
- Schmitz, M., Schüssler, S., & Schneider, C. (2022). Controlling mit Hilfe von Robotics und künstliche Intelligenz. In *Handbuch Controlling* (pp. 953-979). Springer Gabler, Wiesbaden.
- Verhoeven, T. (2020). Digitalisierung im Recruiting: Wie sich Recruiting durch künstliche Intelligenz, Algorithmen und Bots verändert. Wiesbaden.

# Digital Collaboration in Practice

*Module coordinator: Prof. Dr Lars Weber*

| Module number | ECTS |
|---|---|
| 63 | 5 |

**Workload**

| Self-study in hours | Contact time (synchronous) in hours | Contact time (asynchronous) in hours | Semester hours per week | Total workload in hours |
|---|---|---|---|---|
| 105 | 30 | 15 | 3 | 150 |

**Further information**

| Module type | Recommended semester | Language of instruction | Frequency | Duration in semesters |
|---|---|---|---|---|
| Elective | — | DE | As required | 1 |

**Participation requirements**

*Mandatory according to examination regulations*

—

*Recommended prior knowledge*

Fundamentals of Digital Collaboration

**Course assessment**

| Type of examination | Examination prerequisite |
|---|---|
| Project work/presentation, to be announced before the start of the semester | — |

**Other**

Possibly combined with a compulsory excursion

## *Course content, teaching methods and learning outcomes*

**Contents**

In this module, the content from the elective module 'Fundamentals of digital collaboration' is continued and tested in practice. Students will work together in virtual teams using digital collaboration tools to solve a specific, current problem. In particular, the following topics are covered:

- Familiarisation with various digital collaboration tools (including tools for task/project management); practical application of the tool within a group task (virtual team)
- Practical application of agile working methods with the Kanban and Scrum frameworks
- Teaching content of the excursion is part of the graded work
- Management of a distributed team, management of a Scrum team, other forms of training and deployment scenarios
- Practical implementation of retrospectives

**Intended learning outcomes**

Students...

- will be made aware of how to better organise (cross-location), media-supported collaboration in teams
- will be able to implement measures for intelligent networking for virtual teams and agile methods in their companies
- will acquire in-depth media skills and be able to independently select and use suitable collaboration tools for the implementation of their task
- will learn skills for coaching distributed teams and analyse their approach using retrospectives

**Teaching and learning methods**

- Online courses with interactive lectures and exercises
- If an excursion is offered, this is generally a compulsory part of the module; there may be exceptions to this, for example, due to the professional activities of the module participants
- Online support (email, video conferencing, submitted assignments, etc.)
- In-person phase with active discussion of selected topics from the course material, working on practical examples, carrying out joint exercises (group work)

**Literature**


Böhm, Janko (2019): Erfolgsfaktor Agilität. Warum Scrum und Kanban zu zufriedenen Mitarbeitern und erfolgreichen Kunden führen. Wiesbaden: Springer Vieweg.

Boos, Margarete; Hardwig, Thomas; Riethmüller, Martin (2017): Führung und Zusammenarbeit in verteilten Teams. 1. Auflage. Göttingen: Hogrefe Verlag. Online verfügbar unter http://sub-hh.ciando.com/book/?bok_id=2245722.

Gaida, Ingo (2021): Agiles Arbeiten in der Praxis. Wie Unternehmen besser arbeiten und mehr Werte schaffen. Berlin, Germany, Heidelberg: Springer Gabler.

Mütze-Niewöhner, Susanne; Hacker, Winfried; Hardwig, Thomas; Kauffeld, Simone; Latniak, Erich; Nicklich, Manuel; Pietrzyk, Ulrike (Hg.) (2021): Projekt- und Teamarbeit in der digitalisierten Arbeitswelt. Herausforderungen, Strategien und Empfehlungen. Springer Vieweg. Berlin, Heidelberg: Springer.

# Digitalisation and Artificial Intelligence in **Business**

*Module coordinator: Prof. Dr Till Proeger*

| *Module number* | *ECTS* |
|---|---|
| **64** | **5** |

***Workload***

| *Self-study in hours* | *Contact time (synchronous) in hours* | *Contact time (asynchronous) in hours* | *Semester hours per week* | *Total workload in hours* |
|---|---|---|---|---|
| 150 | 30 | 15 | 3 | 150 |

***Further information***

| *Module type* | *Recommended semester* | *Language of instruction* | *Frequency* | *Duration in semesters* |
|---|---|---|---|---|
| Compulsory | > 3 | DE | Every winter semester | 1 |

***Participation requirements***

*Mandatory according to examination regulations*

—

*Recommended prior knowledge*

Business Informatics I

***Course assessment***

| *Type of examination* | *Examination prerequisite* |
|---|---|
| Project work/presentation/written exam<br>(to be announced before the start of the semester) | Presentation of preliminary work on the project |

***Other***

—

## *Course content, teaching methods and learning outcomes*

***Contents***

The module covers an application-oriented introduction to the topic of artificial intelligence (AI) and application examples for digitalisation in various areas of business. Against the backdrop of the growing importance of AI and the omnipresent role of digitalisation projects in companies, it is important to understand the basics of both areas and to develop fields of application in business. To achieve this goal, the module provides basic information in the following areas:

- Basic concepts in the field of artificial intelligence
- Basic requirements for digitalisation projects in business
- Data types that artificial intelligence can work with
- The relevance and categories of digitalisation for modern corporate management
- Application-orientated examples of how artificial intelligence can be used
- Application-oriented examples of digitalisation projects in various areas of business
- Possible applications of artificial intelligence in various economic and social sectors

***Intended learning outcomes***

Students...

- will be able to explain which theoretical concepts are covered by the topic of artificial intelligence
- will be able to categorise and discuss an AI according to the type of data it uses
- will be familiar with a number of examples of artificial intelligence and be able to explain their fields of application
- will be able to analyse processes and products in companies and discuss what data is available and whether the use of artificial intelligence is possible in the given case
- will be able to categorise different types of digitisation projects and outline simple application projects
- will be able to describe the requirements and fundamentals of digitalisation projects in order to derive challenges and opportunities in a specific area of business

***Teaching and learning methods***

- Multimedia-based online study module for self-study with online support (e.g. email, video conferencing, submitted assignments)
- Discussion of selected topics from the course material, working on practical examples, carrying out joint exercises (group work)

***Literature***


- Reinhardt, K. (2020). Digitale Transformation der Organisation–Grundlagen. *Praktiken und Praxisbeispiele der digitalen Unternehmensentwicklung, Wiesbaden*.
- Barton, T., Müller, C., & Seel, C. (2018). *Digitalisierung in Unternehmen*. Springer Fachmedien Wiesbaden.
- Buchkremer, R., Heupel, T., & Koch, O. (2020). *Künstliche Intelligenz in Wirtschaft & Gesellschaft*. Wiesbaden.
- Mockenhaupt, A. (2021). Digitalisierung und Künstliche Intelligenz in der Produktion.

## ChatGPT in Business

*Module coordinator: Prof. Dr Till Proeger*

| Module number | ECTS |
|---|---|
| 65 | 5 |

### Workload

| Self-study in hours | Contact time (synchronous) in hours | Contact time (asynchronous) in hours | Semester hours per week | Total workload in hours |
|---|---|---|---|---|
| 150 | 30 | 15 | 3 | 150 |

### Further information

| Module type | Recommended semester | Language of instruction | Frequency | Duration in semesters |
|---|---|---|---|---|
| Elective | > 3 | DEU | irregular | 1 |

### Participation requirements

*Mandatory according to examination regulations*

—

*Recommended prior knowledge*

Business Informatics I

### Course assessment

| Type of examination | Examination prerequisite |
|---|---|
| Project work/presentation/written exam<br>(to be announced before the start of the semester) | Presentation of preliminary work on the project |

### Other

—

## *Course content, teaching methods and learning outcomes*

### Contents

The module deals with the application-oriented use of the artificial intelligence ChatGPT in business. Students will learn how to use the various functions of ChatGPT in business through a variety of application examples. Against the backdrop of the growing importance of language models such as ChatGPT and the omnipresent role of digitalisation projects in companies, it is important to identify fields of application within the company. To achieve this goal, the module teaches skills in the following areas:

- Introduction to the functionality and basics of ChatGPT
- Overview of the data types that can be processed by ChatGPT and the resulting application possibilities
- Case studies in which ChatGPT is used for text creation, document and data analysis
- Possible uses of ChatGPT to create media content such as images and graphics
- Use of ChatGPT for application-orientated research and source work
- Holistic use of all learned application options in a final project

### Intended learning outcomes

Students...

- will be able to discuss and evaluate ChatGPT based on its functions and possible uses in the context of digitalisation projects
- will be familiar with a variety of use cases in which ChatGPT is used for text creation, data analysis and media creation and be able to explain their benefits for companies
- will be able to carry out a final project that demonstrates the creative and effective use of ChatGPT, applying the skills they have learnt in practice
- will be able to assess the use of ChatGPT to optimise business processes by analysing existing business processes and identifying opportunities for the integration of ChatGPT
- will be able to categorise different types of ChatGPT application in business contexts and develop their own proposals for the use of this technology in practical projects
- will be able to describe the requirements and challenges of implementing ChatGPT in companies and develop strategies to overcome these challenges and take full advantage of ChatGPT

### Teaching and learning methods

- Multimedia-based online study module for self-study with online support (e.g. email, video conferencing, submitted assignments)
- Discussion of selected topics from the course material, working on practical examples, carrying out joint exercises (group work)

### Literature

# Change Management

*Module coordinator: Prof. Dr Zulia Gubaydullina*

| Module number | ECTS |
|---|---|
| 66 | 5 |

**Workload**

| Self-study in hours | Contact time (synchronous) in hours | Contact time (asynchronous) in hours | Semester hours per week | Total workload in hours |
|---|---|---|---|---|
| 150 | 30 | 15 | 3 | 150 |

**Further information**

| Module type | Recommended semester of study | Language of instruction | Frequency | Duration in semesters |
|---|---|---|---|---|
| Elective | > 3 | DE | As required | 1 |

**Participation requirements**

*According to examination regulations*

—

*Recommended prior knowledge*

—

**Course assessment**

| Type of examination | Examination prerequisite |
|---|---|
| Written exam/project work, to be announced before the start of the semester | |

**Other**

—

## *Course content, teaching methods and learning outcomes*

**Contents**

The module provides an introduction to the essential aspects and methods for managing change processes in organisations. Students will acquire both theoretical knowledge and practical skills to successfully implement and support change in various organisational contexts:

- Phases and models of change management (Lewin's three-phase model, Kotter's 8-stage model, etc.)
- Methods and tools of change management
- Influence of organisational culture on change processes
- Responsibilities of managers in the change process
- Stakeholder management and communication
- Team development (goal clarity, role clarity, team relationships, psychological safety and group dynamics)
- Psychological and psychosocial foundations (Big Five, employee needs and motives, self-concept and Loevinger's ego development, biographical influences, imprints, conflict styles and communication styles)
- Evaluation and sustainability of changes

**Intended learning outcomes**

Students will be able to…

- describe and explain the basic concepts, phases and models of change management
- use change management tools and techniques to plan and implement change processes
- analyse challenges and develop creative solutions
- work in a team and coordinate collaboration with various stakeholders in change projects
- critically reflect on the theoretical principles and apply them to current challenges in practice
- identify and assess ethical implications and social responsibility in the context of change processes

**Teaching and learning methods**

- Multimedia-based online study module for self-study with online support (e.g. use of the Moodle learning platform, email, video conferences, submitted assignments, use of feedback and voting systems)
- Discussion of selected topics from the course material, working on practical examples, carrying out joint exercises (group work)

**Literature**


- Lauer, T. (2019). Change Management: Grundlagen und Erfolgsfaktoren. Springer Berlin Heidelberg.
- Stolzenberg, K., & Heberle, K. (2021). Change Management: Veränderungsprozesse erfolgreich gestalten - Mitarbeiter mobilisieren. Vision, Kommunikation, Beteiligung, Qualifizierung (4th ed.). Springer.
- Rosenstiel, L. von, & Nerdinger, F. W. (2011). Grundlagen der Organisationspsychologie Basiswissen und Anwendungshinweise. Schäffer-Poeschel Verlag.
- Bak, P. M. (2024). Arbeits-und Organisationspsychologie: Eine Einführung–kompakt, prägnant und anwendungsorientiert. Springer-Verlag.