

# COURSE HANDBOOK

Business Administration (BA) /

Business Administration with Finance  
(BSc (Hons))

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**1<sup>st</sup> semester**

# **Course Descriptors June 2022**

**Academic Integrity and Writing for Business**

## COURSE DESCRIPTOR

<b>Module name</b>	Academic Integrity and Writing for Business
<b>Course name</b>	Academic Integrity and Writing for Business
<b>Level</b>	4
<b>Course Code</b>	DLBBAIWB01_E
<b>Credit Value</b>	10 UK Credits
<b>Study-load</b>	Contact hours: 20 Student managed learning hours: 130
<b>Pre-requisites</b>	None
<b>Co-requisites</b>	None
<b>Dis-requisites</b>	None
<b>Course leader</b>	Name: Prof. Dr. Andreas Simon
<b>Module content outline</b>	This course facilitates key aspects of academic integrity and provides students with the skills of appropriate business writing. Therefore, this course is contributing to students' capacity to academic writing and research. Students will learn to handle academic sources developed by other authors. The issue of plagiarism will be prominently addressed. In addition, this course provides students with the skills to communicate with corporate stakeholders in writing. Students will learn how to adequately develop business communication in writing.
<b>Course aims</b>	This course facilitates key aspects of academic integrity and provides students with the skills of appropriate business writing.
<b>Learning Outcomes</b>	Having completed this module, students will be able to: <ul style="list-style-type: none"> <li>● understand the concept of academic integrity.</li> <li>● use sources from other authors in an academically acceptable way.</li> <li>● reference works of other authors correctly.</li> <li>● avoid plagiarism.</li> <li>● develop written communication in business appropriately.</li> <li>● adequately address different corporate stakeholders.</li> </ul>
<b>Careers/Graduate destinations</b>	Entry to mid-level positions with administrative tasks.
<b>Teaching and learning methods</b>	Contact hours includes the following: (please click on the checkboxes as appropriate) <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Lectures</li> <li><input type="checkbox"/> Seminars</li> <li><input type="checkbox"/> Laboratory</li> <li><input type="checkbox"/> Practical</li> <li><input type="checkbox"/> Group Work:</li> <li><input checked="" type="checkbox"/> Tutorial</li> <li><input type="checkbox"/> Workshops</li> <li><input checked="" type="checkbox"/> VLE Activities</li> </ul>

<b>Indicative content</b>	<ol style="list-style-type: none"> <li>1. Introduction to Academic Integrity <ol style="list-style-type: none"> <li>1.1 Key Elements of Academic Integrity</li> <li>1.2 Plagiarism</li> <li>1.3 How to avoid Plagiarism</li> </ol> </li> <li>2. Introduction to Academic Referencing <ol style="list-style-type: none"> <li>2.1 Using Sources from other Authors in Academic Writing</li> <li>2.2 Citation and the List of Literature</li> <li>2.3 Referencing Styles</li> </ol> </li> <li>3. Work with Academic Resources <ol style="list-style-type: none"> <li>3.1 How to employ Academic Data Bases</li> <li>3.2 Search in Data Bases</li> <li>3.3 Administration of Sources</li> </ol> </li> <li>4. Fundamentals of Business Writing <ol style="list-style-type: none"> <li>4.1 Definition and Explanation of Business Writing</li> <li>4.2 Purpose of Business Writing</li> <li>4.3 Best Practices – Useful Hints on Business Writing</li> </ol> </li> <li>5. Developing Convincing Business Writing <ol style="list-style-type: none"> <li>5.1 Considering the Recipient: What is the Target Group</li> <li>5.2 Considering the Objective: What do you want to achieve?</li> <li>5.3 Developing Your Written Communication</li> </ol> </li> <li>6. Examples for Compelling Business Writing <ol style="list-style-type: none"> <li>6.1 Internal Communication to all staff via email</li> <li>6.2 Warning Letter to an Employee</li> <li>6.3 Email to a Supplier in Delay</li> </ol> </li> </ol>
<b>Assessment method</b>	<p>Formative assessment: Written Assignment (7-10 pages for main body of the text*), Weighting: 100%</p> <p>Summative assessment: At IU formative assessment is also informal and done within class. This practice of the summative assessment does not impact on the final summative assessment grade. This practice opportunity familiarises students with the assessment type and provides formative feedback that students can use for their final assessment. Formative assessment is also used as part of the process of supporting students to reflect on their own learning.</p>
<b>Reading list</b>	<p>Required reading:</p> <p>See IU coursebook Academic Integrity and Writing for Business</p> <p>Additional reading (optional):</p> <ul style="list-style-type: none"> <li>● Atkinson, I. (2012). Financial times essential guide to business writing. Pearson Education.</li> <li>● Hatala, M. (2020). APA simplified: Your concise guide to the seventh edition. Greentop Academic Press.</li> <li>● Houghton, P. &amp; Houghton, T. (2019). APA: The easy way! XanEd Publishing.</li> <li>● International Center for Academic Integrity. (2014). The fundamental values of academic integrity (2nd ed.).</li> <li>● Whitmell, C. (2014). Business writing essentials: How to write letters, reports and emails. Claire Whitmell.</li> </ul>
<b>Other Learning Resources</b>	<p>See MyCampus platform.</p>

**Course Descriptors  
June 2022**

**Business 101**

## COURSE DESCRIPTOR

<b>Module name</b>	Business 101
<b>Course name</b>	Business 101
<b>Level</b>	4
<b>Course Code</b>	DLBBAB01_E
<b>Credit Value</b>	10 UK Credits
<b>Study-load</b>	Contact hours: 25 Student managed learning hours: 125
<b>Pre-requisites</b>	None
<b>Co-requisites</b>	None
<b>Dis-requisites</b>	None
<b>Course leader</b>	Name: Prof. Dr. Markus Prandini
<b>Module content outline</b>	Business 101 deals with the basics of general business administration. It provides students with an understanding of the fundamental questions of doing business. In addition, basic organizational approaches of companies are shown. With the successful completion of the course, the students have gained fundamental knowledge in general business administration. This course lays the foundation for the advanced courses in the further course of their studies.
<b>Course aims</b>	Business 101 provides students with an understanding of the fundamental questions of doing business. In addition, basic organizational approaches of companies are shown.
<b>Learning Outcomes</b>	Having completed this module, students will be able to: <ul style="list-style-type: none"> <li>● apply business and economic thinking and working methods.</li> <li>● explain economic subjects and questioning models of business administration</li> <li>● classify and formulate corporate goals.</li> <li>● describe and apply a general business decision-making process.</li> <li>● recognize and design the organizational structure and process organization in the company.</li> </ul>
<b>Careers/Graduate destinations</b>	Entry to mid level with administrative tasks.
<b>Teaching and learning methods</b>	Contact hours includes the following: (please click on the checkboxes as appropriate) <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Lectures</li> <li><input type="checkbox"/> Seminars</li> <li><input type="checkbox"/> Laboratory</li> <li><input type="checkbox"/> Practical</li> <li><input type="checkbox"/> Group Work:</li> <li><input checked="" type="checkbox"/> Tutorial</li> <li><input type="checkbox"/> Workshops</li> <li><input checked="" type="checkbox"/> VLE Activities</li> </ul>



<p><b>Indicative content</b></p>	<ol style="list-style-type: none"> <li>1. Businesses and their environment <ol style="list-style-type: none"> <li>1.1 Concepts of business</li> <li>1.2 A system of economic relationships</li> <li>1.3 Business environment</li> </ol> </li>   <li>2. Types of business organizations <ol style="list-style-type: none"> <li>2.1 Companies in production and service</li> <li>2.2 Divisions of companies</li> </ol> </li>   <li>3. Management and structure of business <ol style="list-style-type: none"> <li>3.1 Basics of Business Management</li> <li>3.2 Functions of organizations, managers and control</li> <li>3.3 The decision making process</li> <li>3.4 Organizational structure of business</li> </ol> </li>   <li>4. Production of goods and services <ol style="list-style-type: none"> <li>4.1 Origin and development of the production process</li> <li>4.2 Industrial strategy of business</li> </ol> </li>   <li>5. Marketing of goods and services <ol style="list-style-type: none"> <li>5.1 Goals and types of marketing</li> <li>5.2 Marketing mix</li> </ol> </li>   <li>6. Management of labor <ol style="list-style-type: none"> <li>6.1 Process of management of labor</li> <li>6.2 Demand in labor</li> <li>6.3 Human relations in organizations</li> </ol> </li>   <li>7. Accounting in business <ol style="list-style-type: none"> <li>7.1 Functions and goals of accounting</li> <li>7.2 Spheres of accounting</li> <li>7.3 Fundamental principles of accounting</li> </ol> </li> </ol>
<p><b>Assessment method</b></p>	<p>Formative assessment: Written Assessment: Written Assignment (7-10 pages for main body of the text*), Weighting 100%</p> <p>Summative assessment:</p> <p>At IU formative assessment is informal and done within class. This practice of the summative assessment does not impact on the final summative assessment grade. This practice opportunity familiarises students with the assessment type and provides formative feedback that students can use for their final assessment. Formative assessment is also used as part of the process of supporting students to reflect on their own learning.</p> <p>* The main body of the text includes the introduction, main text and conclusion The following components are therefore excluded:</p> <ul style="list-style-type: none"> <li>- Title page</li> <li>- Table of contents</li> <li>- List of images and/or tables</li> <li>- List of abbreviations</li> <li>- List of appendices</li> <li>- Appendices and further material</li> <li>- Bibliography</li> </ul>

<b>Reading list</b>	<p>Required reading: See IU coursebook on Business 101</p> <p>Additional reading (optional):</p> <ul style="list-style-type: none"> <li>● Collins, J. (2011). Good to great: Why some companies make the leap...and others don't. Harper Business.</li> <li>● Covey, S. (1989) The 7 habits of highly effective people: Powerful lessons in personalchange.Free Press.</li> <li>● Miller, J. (2004). QBQ! The question behind the question. Penguin.</li> </ul>
<b>Other Learning Resources</b>	See MyCampus platform.

**Course Descriptors  
June 2022**

**Managerial Economics**

## COURSE DESCRIPTOR

<b>Module name</b>	Managerial Economics
<b>Course name</b>	Managerial Economics
<b>Level</b>	4
<b>Course Code</b>	DLBBWME01_E
<b>Credit Value</b>	10 UK Credits
<b>Study-load</b>	Contact hours: 30 Student managed learning hours: 120
<b>Pre-requisites</b>	None
<b>Co-requisites</b>	None
<b>Dis-requisites</b>	None
<b>Course leader</b>	Name: Prof. Dr. Andreas Simon
<b>Module content outline</b>	The source for (almost) all economic questions is the issue of scarcity. Building on this insight, this course considers three central elements. First, an analysis of the interplay between supply and demand on markets is made. Secondly, the course will consider the development of insights into the behaviour of consumers in markets. In a third part, the course will focus on entrepreneurial decisions that depend, among other things, on production technology available and competitive conditions in markets. These three core elements are taught from an application-oriented standpoint, in which references to (current) challenges of the management of companies are established. The course includes both the examination of economic theories and their application in business practice.
<b>Course aims</b>	The course will consider the development of insights into the behaviour of consumers in markets and on entrepreneurial decisions that depend, among other things, on production technology available and competitive conditions in markets.
<b>Learning Outcomes</b>	Having completed this module, students will be able to: <ul style="list-style-type: none"> <li>● understand basic economic interrelationships and apply them to different markets.</li> <li>● explain the importance of supply, demand and market balance.</li> <li>● assess the determinants of consumers' willingness to pay.</li> <li>● discuss the determinants of production decisions and identify peak entrepreneurial strategies.</li> <li>● assess the influence of different types of markets on production and price decisions.</li> <li>● analyse strategic interactions between companies.</li> <li>● critically question traditional economic models on the basis of findings from information and behavioural economics.</li> </ul>
<b>Careers/Graduate destinations</b>	Entry to mid-level positions with administrative tasks
<b>Teaching and learning methods</b>	Contact hours includes the following: (please click on the checkboxes as appropriate)  <input checked="" type="checkbox"/> Lectures <input type="checkbox"/> Group Work:

	<input type="checkbox"/> Seminars <input checked="" type="checkbox"/> Tutorial <input type="checkbox"/> Laboratory <input type="checkbox"/> Workshops <input type="checkbox"/> Practical <input checked="" type="checkbox"/> VLE Activities
<b>Indicative content</b>	<ol style="list-style-type: none"> <li>1. Basics <ol style="list-style-type: none"> <li>1.1 Definitions &amp; Main Topics of Economics</li> <li>1.2 Thinking like an Economist</li> </ol> </li> <li>2. The Invisible Hand of the Market <ol style="list-style-type: none"> <li>2.1 Supply and Demand</li> <li>2.2 Market Balance</li> <li>2.3 Flexibility</li> <li>2.4 Applications</li> </ol> </li> <li>3. Consumer Decisions <ol style="list-style-type: none"> <li>3.1 Utility Theory</li> <li>3.2 Willingness to Pay</li> <li>3.3 Demand</li> <li>3.4 Applications</li> </ol> </li> <li>4. Business Decisions I: Full Competition <ol style="list-style-type: none"> <li>4.1 Production</li> <li>4.2 Costs</li> <li>4.3 Supply</li> <li>4.4 Applications</li> </ol> </li> <li>5. Business Decisions II: Partial Competition <ol style="list-style-type: none"> <li>5.1 Monopoly</li> <li>5.2 Monopolistic Competition</li> <li>5.3 Oligopoly</li> </ol> </li> <li>6. Business Decisions III: Game Theory <ol style="list-style-type: none"> <li>6.1 Methodology</li> <li>6.2 Simultaneous Games</li> <li>6.3 Sequential Games</li> </ol> </li> <li>7. Advanced Microeconomics <ol style="list-style-type: none"> <li>7.1 Information Economics</li> <li>7.2 Behavioural Economics</li> </ol> </li> </ol>
<b>Assessment method</b>	<p>Formative assessment:</p> <p>Summative assessment: Exam (90 minutes), Weighting: 100%</p> <p>At IU formative assessment is informal and done within class. This practice of the summative assessment does not impact on the final summative assessment grade. This practice opportunity familiarises students with the assessment type and provides formative feedback that students can use for their final assessment. Formative assessment is also used as part of the process of supporting students to reflect on their own learning.</p> <p>This course offers several practice exams.</p>
<b>Reading list</b>	<p>Required reading: See IU coursebook on Managerial Economics</p> <p>Additional reading (optional):</p>

	<ul style="list-style-type: none"> <li>● Acemoglu, D., Laibson, &amp; D., List, J. A. (2018). Microeconomics, Global edition (2nd ed.). Pearson.</li> <li>● Case, K. E., Oster, S. M., &amp; Fair, R. C. (2019). Principles of economics, Global edition (13th ed.). Harlow.</li> <li>● Keat, P. G., &amp; Young, P. K. Y. (2013). Managerial economics, Global Edition (7th ed.). Pearson Education Limited.</li> <li>● Leyton-Brown, K., &amp; Shoham, Y. (2008). Essentials of game theory: A concise multidisciplinary introduction.</li> <li>● Mankiw, N. G. (2017). Principles of economics (8th ed.). Cengage Learning.</li> <li>● Pindyck, R. S., &amp; Rubinfeld, D. L. (2017). Microeconomics (9th). Pearson.</li> <li>● Parkin, M. (2019). Economics (13th ed.). Harlow.</li> </ul>
<b>Other Learning Resources</b>	See MyCampus platform.

# **Course Descriptors June 2022**

**Introduction to Academic Work**

## COURSE DESCRIPTOR

<b>Module name</b>	Introduction to Academic Work
<b>Course name</b>	Introduction to Academic Work
<b>Level</b>	4
<b>Course Code</b>	DLBCSIAW
<b>Credit Value</b>	10 UK Credits
<b>Study-load</b>	Contact hours: 20 Student managed learning hours: 130
<b>Pre-requisites</b>	None
<b>Co-requisites</b>	None
<b>Dis-requisites</b>	None
<b>Course leader</b>	Name: Prof. Dr. Maya Stagge
<b>Module content outline</b>	The application of good scientific practice is one of the basic academic qualifications that should be acquired while studying. This course deals with the distinction between everyday knowledge and science. This requires a deeper understanding of the theory of science, as well as the knowledge of basic research methods and instruments for writing scientific texts. The students therefore gain initial insight into academic research and are introduced to the basic knowledge that will help them in the future to produce scientific papers. In addition, the students receive an overview of the different IU examination forms and insight into their requirements and implementation.
<b>Course aims</b>	The students therefore gain initial insight into academic research and are introduced to the basic knowledge that will help them in the future to produce scientific papers. In addition, the students receive an overview of the different IU examination forms and insight into their requirements and implementation.
<b>Learning Outcomes</b>	Having completed this module, students will be able to: <ul style="list-style-type: none"> <li>• understand and apply formal criteria of a scientific work.</li> <li>• distinguish basic research methods and identify criteria of good scientific practice.</li> <li>• describe central scientific theoretical basics and research paradigms and their effects on scientific research results.</li> <li>• use literature databases, literature administration programs, and other library structures properly; avoid plagiarism; and apply citation styles correctly.</li> <li>• apply the evidence criteria to scientific texts.</li> <li>• define a research topic and derive a structure for scientific texts.</li> <li>• compile a list of literature, illustrations, tables, and abbreviations for scientific texts.</li> <li>• understand and distinguish between the different forms of scientific work.</li> </ul>
<b>Careers/Graduate destinations</b>	Entry to mid-level positions with administrative tasks
<b>Teaching and learning methods</b>	Contact hours includes the following: (please click on the checkboxes as appropriate)



	<input checked="" type="checkbox"/> Lectures <input type="checkbox"/> Group Work: <input type="checkbox"/> Seminars <input checked="" type="checkbox"/> Tutorial <input type="checkbox"/> Laboratory <input type="checkbox"/> Workshops <input type="checkbox"/> Practical <input checked="" type="checkbox"/> VLE Activities
<b>Indicative content</b>	<ol style="list-style-type: none"> <li>1. Theory of Science <ol style="list-style-type: none"> <li>1.1 Introduction to Science and Research</li> <li>1.2 Research Paradigms</li> <li>1.3 Fundamental Research Decisions</li> <li>1.4 Effects of Scientific Paradigms on Research Design</li> </ol> </li> <li>2. Application of Good Scientific Practice <ol style="list-style-type: none"> <li>2.1 Research Ethics</li> <li>2.2 Evidence Teaching</li> <li>2.3 Data Protection and Affidavit</li> <li>2.4 Orthography and Shape</li> <li>2.5 Identification and Delimitation of Topics</li> <li>2.6 Research Questions and Structure</li> </ol> </li> <li>3. Research Methods <ol style="list-style-type: none"> <li>3.1 Empirical Research</li> <li>3.2 Literature and Reviews</li> <li>3.3 Quantitative Data Collection</li> <li>3.4 Qualitative Data Collection</li> <li>3.5 Mix of Methods</li> <li>3.6 Critique of Methods and Self-Reflection</li> </ol> </li> <li>4. Librarianship: Structure, Use, and Literature Management <ol style="list-style-type: none"> <li>4.1 Plagiarism Prevention</li> <li>4.2 Database Research</li> <li>4.3 Literature Administration</li> <li>4.4 Citation and Author Guidelines</li> <li>4.5 Bibliography</li> </ol> </li> <li>5. Scientific Work at the IU – Research Essay</li> <li>6. Scientific Work at the IU - Project Report</li> <li>7. Scientific Work at the IU - Case Study</li> <li>8. Scientific Work at the IU - Bachelor Thesis</li> <li>9. Scientific Work at the IU – Oral Assignment</li> <li>10. Scientific Work at the IU – Oral Project Report</li> <li>11. Scientific Work at the IU – Colloquium</li> <li>12. Scientific Work at the IU – Portfolio</li> <li>13. Scientific Work at the IU - Exam</li> </ol>
<b>Assessment method</b>	<p>Formative assessment: Workbook (passed/not passed, 1500-3000 characters per question (including spaces), Weighting: 100%</p> <p>Summative assessment:  At IU formative assessment is also informal and done within class. This practice of the summative assessment does not impact on the final summative assessment grade. This practice opportunity familiarises students with the assessment type and provides formative feedback that students can use for their final assessment. Formative assessment is also used as part of the process of supporting students to reflect on their own learning.</p>

<b>Reading list</b>	<p>Required reading: See IU coursebook on Academic Work</p> <p>Additional reading (optional):</p> <ul style="list-style-type: none"> <li>● Bell, J. (2014). Doing your research project. [electronic resource] : a guide for first-time researchers. Berkshire: Open University Press</li> <li>● Creswell, J. W., &amp; Guetterman, T. C. (2020). Educational research [electronic resource]: planning, conducting, and evaluating quantitative and qualitative research. Harlow, Essex, United Kingdom Pearson Education Limited</li> <li>● Neuman, W. L. (n.d.). Social Research Methods [electronic resource]: Pearson New International Edition: Qualitative and Quantitative Approaches. Pearson</li> <li>● Paul Oliver. (2012). Succeeding with Your Literature Review: A Handbook for Students. Open University Press</li> <li>● Schwaiger, M. [Ed., Taylor, C. R. [Ed., &amp; Sarstedt, M. [Ed. (2011). Measurement and research methods in international marketing. Emerald</li> <li>● Sonyel Oflazoglu. (2017). Qualitative versus Quantitative Research.</li> <li>● Taylor, S. J., Bogdan, R., &amp; DeVault, M. L. (2016). Introduction to qualitative research methods [electronic resource]: a guidebook and resource. Hoboken, New Jersey Wiley</li> <li>● Thornhill, A., Saunders, M., &amp; Lewis, P. (2019). Research methods for business students [electronic resource]. Harlow, England Pearson</li> </ul>
<b>Other Learning Resources</b>	See MyCampus platform.

# **Course Descriptors June 2022**

**Principles of Management**

## COURSE DESCRIPTOR

<b>Module name</b>	Principles of Management
<b>Course name</b>	Principles of Management
<b>Level</b>	4
<b>Course Code</b>	DLBBAPM_E
<b>Credit Value</b>	10 UK Credits
<b>Study-load</b>	Contact hours: 20 Student managed learning hours: 130
<b>Pre-requisites</b>	None
<b>Co-requisites</b>	None
<b>Dis-requisites</b>	None
<b>Course leader</b>	Name: Prof. Dr. Markus Prandini
<b>Module content outline</b>	In the fast-changing and complex environment of today's business world the economic survival and success of an organization depends highly on its management. For future managers it is indispensable to be familiar with the fundamental principles of management as the basis for the development of further managerial knowledge and skills. This course introduces necessary functions, roles and skills for managers and their decision-making process. Furthermore, it discusses the basic managerial functions of planning, organizing, leading and controlling in detail.
<b>Course aims</b>	This course introduces necessary functions, roles and skills for managers and their decision-making process. Furthermore, it discusses the basic managerial functions of planning, organizing, leading and controlling in detail.
<b>Learning Outcomes</b>	Having completed this module, students will be able to: <ul style="list-style-type: none"> <li>● understand the functions, roles and influencing-factors of management.</li> <li>● explain the decision-making process.</li> <li>● discuss basic corporate and competitive strategies.</li> <li>● analyze organizational structures and designs.</li> <li>● transfer knowledge about basic principles of management to real-world cases.</li> </ul>
<b>Careers/Graduate destinations</b>	Entry to mid-level with administrative tasks.
<b>Teaching and learning methods</b>	Contact hours includes the following: (please click on the checkboxes as appropriate) <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div style="width: 45%;"> <input checked="" type="checkbox"/> Lectures  <input type="checkbox"/> Seminars  <input type="checkbox"/> Laboratory  <input type="checkbox"/> Practical </div> <div style="width: 45%;"> <input type="checkbox"/> Group Work:  <input checked="" type="checkbox"/> Tutorial  <input type="checkbox"/> Workshops  <input checked="" type="checkbox"/> VLE Activities </div> </div>
<b>Indicative content</b>	1. Introduction to Management 1.1 Functions, Roles and Skills of Managers

	<ul style="list-style-type: none"> <li>1.2 Influencing Factors on Managers' Tasks</li> <li>1.3 History of Management</li>   <li>2. Managerial Decision-Making <ul style="list-style-type: none"> <li>2.1 Decision-Making Process</li> <li>2.2 Approaches to Decision Making</li> <li>2.3 Types of Decisions and Decision-Making Conditions</li> </ul> </li>   <li>3. Planning and Goal-Setting <ul style="list-style-type: none"> <li>3.1 The Role of Planning</li> <li>3.2 Goals and Plans</li> <li>3.3 Setting Goals and Developing Plans</li> </ul> </li>   <li>4. Strategic Planning <ul style="list-style-type: none"> <li>4.1 Strategic Management</li> <li>4.2 The Strategic Management Process</li> <li>4.3 Corporate Strategies</li> <li>4.4 Competitive Strategies</li> </ul> </li>   <li>5. Organizing <ul style="list-style-type: none"> <li>5.1 Organizational Structures and Design</li> <li>5.2 Organizational Change</li> <li>5.3 Managing Change</li> </ul> </li>   <li>6. Leading <ul style="list-style-type: none"> <li>6.1 Interpersonal and Organizational Communication</li> <li>6.2 Organizational Behavior</li> <li>6.3 Leadership</li> </ul> </li>   <li>7. Controlling <ul style="list-style-type: none"> <li>7.1 The Control Process</li> <li>7.2 Tools for Measuring Organizational Performance</li> </ul> </li> </ul>
<p><b>Assessment method</b></p>	<p>Formative assessment: Written Assessment: Case Study (7-10 pages for the main body of the text*), Weighting: 100%</p> <p>Summative assessment:</p> <p>At IU formative assessment is also informal and done within class. This practice of the summative assessment does not impact on the final summative assessment grade. This practice opportunity familiarises students with the assessment type and provides formative feedback that students can use for their final assessment. Formative assessment is also used as part of the process of supporting students reflect on their own learning.</p> <p>* The main body of the text includes the introduction, main text and conclusion The following components are therefore excluded:</p> <ul style="list-style-type: none"> <li>- Title page</li> <li>- Table of contents</li> <li>- List of images and/or tables</li> <li>- List of abbreviations</li> <li>- List of appendices</li> <li>- Appendices and further material</li> <li>- Bibliography</li> </ul>

<p><b>Reading list</b></p>	<p>Required reading:</p> <p>See IU coursebook on Principles of Management.</p> <p>Additional reading (optional):</p> <ul style="list-style-type: none"> <li>• Bright, D. S., Cortes, A. H., Hartmann, E., Parboteeah, K. P., Pierce, J. L., Reece, M., Shah, A., Terjesen, S., Weiss, J., White, M. A., Gardner, D. G., Lambert, J., Leduc, L. M., Leopold, J., Muldoon, J., &amp; O'Rourke, J. S. (2019). Principles of management. OpenStax.</li> <li>• Robbins, S. P., &amp; Coulter, M. (2018). Management (global ed., 14th ed.). Pearson.</li> </ul>
<p><b>Other Learning Resources</b></p>	<p>See MyCampus platform.</p>

**Course Descriptors  
June 2022**

**Global Corporations and Globalizations**

## COURSE DESCRIPTOR

<b>Module name</b>	Global Corporations and Globalization
<b>Course name</b>	Global Corporations and Globalization
<b>Level</b>	4
<b>Course Code</b>	DLBINTGUG_E
<b>Credit Value</b>	10 UK Credits
<b>Study-load</b>	Contact hours: 30 Student managed learning hours: 120
<b>Pre-requisites</b>	None
<b>Co-requisites</b>	None
<b>Dis-requisites</b>	None
<b>Course leader</b>	Name: Prof. Dr. Sebastian Stütz
<b>Module content outline</b>	Students grasp the mechanisms that led to globalization and can classify current trends both towards globalization and, conversely, towards localization. Building on the basic knowledge that students have acquired in general business studies about the basic functions in a company, this course analyses and discusses the special requirements that a global engagement places on a company and its functions.
<b>Course aims</b>	Students grasp the mechanisms that led to globalization and can classify current trends both towards globalization and, conversely, towards localization.
<b>Learning Outcomes</b>	Having completed this module, students will be able to: <ul style="list-style-type: none"> <li>● present the history of globalisation and identify and explain significant stages of development.</li> <li>● identify and classify current trends in globalization and localization.</li> <li>● recall basic knowledge in the fields of business administration, marketing and human resources management and extend it to meet the special requirements in internationally operating companies.</li> <li>● explain offshoring and outsourcing and outline the opportunities and risks of these placements.</li> <li>● explain the particularities of international procurement and distribution and develop resulting possibilities and limits.</li> <li>● identify cultural differences and assess their significance for operating in international business.</li> </ul>
<b>Careers/Graduate destinations</b>	Entry to mid-level positions with administrative tasks.
<b>Teaching and learning methods</b>	Contact hours includes the following: (please click on the checkboxes as appropriate) <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Lectures</li> <li><input type="checkbox"/> Seminars</li> <li><input type="checkbox"/> Laboratory</li> <li><input type="checkbox"/> Practical</li> <li><input type="checkbox"/> Group Work:</li> <li><input checked="" type="checkbox"/> Tutorial</li> <li><input type="checkbox"/> Workshops</li> <li><input checked="" type="checkbox"/> VLE Activities</li> </ul>



<p><b>Indicative content</b></p>	<ol style="list-style-type: none"> <li>1. History and Development of Globalisation <ol style="list-style-type: none"> <li>1.1 Globalization v1.0 according to Niall Ferguson</li> <li>1.2 History of Globalisation</li> <li>1.3 Influencing Factors of Economic and Cultural Globalization</li> <li>1.4 The Tension between Globalization and Localization</li> <li>1.5 Social Aspects of Globalisation and Corporate Responsibility</li> </ol> </li>   <li>2. International Marketing <ol style="list-style-type: none"> <li>2.1 International Consumer Behaviour</li> <li>2.2 Market Research</li> <li>2.3 Standardization and Adaptation</li> <li>2.4 International Branding</li> <li>2.5 Pricing Strategies</li> <li>2.6 International Marketing Communications</li> </ol> </li>   <li>3. International Operation <ol style="list-style-type: none"> <li>3.1 Offshoring and Outsourcing</li> <li>3.2 Global Production Networks</li> <li>3.3 Global Logistics</li> </ol> </li>   <li>4. International Personnel Management <ol style="list-style-type: none"> <li>4.1 Local and International Personnel Management</li> <li>4.2 Expatriate Management</li> <li>4.3 Localization of Personnel</li> <li>4.4 International Human Resources Development</li> </ol> </li>   <li>5. International Financing <ol style="list-style-type: none"> <li>5.1 Institutions in the International World of Finance</li> <li>5.2 International Financing and its Procedures</li> </ol> </li>   <li>6. International Procurement <ol style="list-style-type: none"> <li>6.1 Reasons and Strategies of Global Sourcing</li> <li>6.2 Risks of International Procurement</li> <li>6.3 International Distribution Policy</li> </ol> </li> </ol>
<p><b>Assessment method</b></p>	<p>Formative assessment:</p> <p>Summative assessment: Exam (90 minutes), Weighting 100%</p> <p>At IU formative assessment is informal and done within class. This practice of the summative assessment does not impact on the final summative assessment grade. This practice opportunity familiarises students with the assessment type and provides formative feedback that students can use for their final assessment. Formative assessment is also used as part of the process of supporting students to reflect on their own learning.</p> <p>This course offers several practice exams.</p>
<p><b>Reading list</b></p>	<p>Required reading:</p> <p>See IU coursebook on Global Corporations and Globalizations</p> <p>Additional reading (optional):</p> <ul style="list-style-type: none"> <li>• Ahlstrom, D./Bruton, G. D. (2009): International Management. Strategy and Culture in the Emerging World. Cengage, Mason (OH).</li> </ul>

	<ul style="list-style-type: none"> <li>● Bird, G. (2004): International finance and the developing economies. Palgrave Macmillan.</li> <li>● Lasserre, P. (2012) Global strategic management (3rd ed.). Palgrave Macmillan.</li> <li>● Peng, M. W. (2013): Global (2nd ed.). Cengage Learning.</li> <li>● Torrington, D., Hall, L., Taylor, S., &amp; Atkinson, C. (2011): Human resource management (8th ed.). Pearson Education.</li> <li>● Usunier, J.-C., &amp; Lee, J. A. (2009): Marketing across cultures (5th ed.). Prentice Hall, Financial Times.</li> </ul>
<b>Other Learning Resources</b>	See MyCampus platform.

## 2<sup>nd</sup> semester

# **Course Descriptors June 2022**

**Business Mathematics**

## COURSE DESCRIPTOR

<b>Module name</b>	Business Mathematics
<b>Course name</b>	Business Mathematics
<b>Level</b>	4
<b>Course Code</b>	BWMA_E
<b>Credit Value</b>	10 UK Credits
<b>Study-load</b>	Contact hours: 30 Student managed learning hours: 120
<b>Pre-requisites</b>	None
<b>Co-requisites</b>	None
<b>Dis-requisites</b>	None
<b>Course leader</b>	Name: Prof. Dr. Andreas Herrmann
<b>Module content outline</b>	Mathematics is one of the foundational courses in the field of Business Studies and provides access to quantitative methods across disciplines. These basics are required in a variety of other courses and courses, for example in the field of investment and finance theory, micro- and macroeconomics, logistics or marketing, to name some examples. Consequently, mastery in Business Mathematics is a prerequisite for business economists and political economists alike to gain access to more advanced content. Following this approach, this course in Business Mathematics focuses on the economic application of mathematical methods.
<b>Course aims</b>	Mathematics provides access to quantitative methods across disciplines.
<b>Learning Outcomes</b>	Having completed this module, students will be able to: <ul style="list-style-type: none"> <li>● identify basic economic mathematical tools and methods, recall them if necessary and apply them to other economic problems.</li> <li>● understand mathematical derivations in later courses.</li> <li>● access their own analytical conclusions.</li> <li>● recognize quantitative relationships independently.</li> </ul>
<b>Careers/Graduate destinations</b>	Entry to mid-level with administrative tasks.
<b>Teaching and learning methods</b>	Contact hours includes the following: (please click on the checkboxes as appropriate) <p> <input checked="" type="checkbox"/> Lectures                      <input type="checkbox"/> Group Work:  <input type="checkbox"/> Seminars                      <input checked="" type="checkbox"/> Tutorial  <input type="checkbox"/> Laboratory                      <input type="checkbox"/> Workshops  <input type="checkbox"/> Practical                      <input checked="" type="checkbox"/> VLE Activities </p>
<b>Indicative content</b>	1. Basics of Analysis 1.1 Arithmetic and Algebraic Basics

	<ul style="list-style-type: none"> <li>1.2 Sums and Products</li> <li>1.3 Equations</li> <li>1.4 Inequalities</li>   <li>2. Functions <ul style="list-style-type: none"> <li>2.1 Introduction</li> <li>2.2 Forms of Data Depiction</li> <li>2.3 Features of Functions</li> <li>2.4 Basic Function Types</li> <li>2.5 Selected Economic Applications</li> </ul> </li>   <li>3. Differential Calculus I <ul style="list-style-type: none"> <li>3.1 Difference and Differential Quotient</li> <li>3.2 Derivative Methods</li> <li>3.3 Higher Derivations</li> <li>3.4 Meaning of First and Second Derivation</li> </ul> </li>   <li>4. Differential Calculus II: Applications <ul style="list-style-type: none"> <li>4.1 Marginal Analysis</li> <li>4.2 Curve Sketching</li> <li>4.3 Cournot Point</li> </ul> </li>   <li>5. Multivariate functions <ul style="list-style-type: none"> <li>5.1 Linear and Non-Linear Multivariate Functions</li> <li>5.2 Partial Derivatives</li> <li>5.3 Determination of Extreme Values</li> <li>5.4 Determination of Extreme Values Subject to Constraint</li> </ul> </li>   <li>6. Sequences and Series <ul style="list-style-type: none"> <li>6.1 Arithmetic and Geometric Sequences</li> <li>6.2 Arithmetic and Geometric Sequences</li> <li>6.3 Financial Mathematical Applications</li> </ul> </li>   <li>7. Integral Calculus <ul style="list-style-type: none"> <li>7.1 Indefinite Integrals</li> <li>7.2 Definite Integrals</li> </ul> </li> </ul>
<b>Assessment method</b>	<p>Formative assessment:</p> <p>Summative assessment: Exam (90 minutes). Weighting: 100%</p> <p>At IU formative assessment is informal and done within class. This practice of the summative assessment does not impact on the final summative assessment grade. This practice opportunity familiarises students with the assessment type and provides formative feedback that students can use for their final assessment. Formative assessment is also used as part of the process of supporting students to reflect on their own learning.</p> <p>This course offers several practice exams.</p>
<b>Reading list</b>	<p>Required reading:</p> <p>See IU coursebook Business Mathematics</p> <p>Additional reading (optional):</p> <ul style="list-style-type: none"> <li>• Neill, H., &amp; Johnson, T. (2013). Teach yourself mathematics: A complete introduction. Teach Yourself.</li> </ul>

	<ul style="list-style-type: none"> <li>● Sydsæter, K., Hammond, P., Strom, A., &amp; Carvajal, A. (2016). Essential mathematics for economic analysis (5th ed.). Pearson.</li> <li>● Taylor, R., &amp; Hawkins, S. (2008). Mathematics for economics and business. McGraw-Hill.</li> </ul>
<b>Other Learning Resources</b>	See MyCampus platform.

**Course Descriptors  
June 2022**

**Organizational Behavior**



## COURSE DESCRIPTOR

<b>Module name</b>	Organizational Behavior
<b>Course name</b>	Organizational Behavior
<b>Level</b>	4
<b>Course Code</b>	DLBBWOB_E
<b>Credit Value</b>	10 UK Credits
<b>Study-load</b>	Contact hours: 20 Student managed learning hours: 130
<b>Pre-requisites</b>	None
<b>Co-requisites</b>	None
<b>Dis-requisites</b>	None
<b>Course leader</b>	Name: Prof. Dr. Katharina Rehfeld
<b>Module content outline</b>	<p>Many decisions are not made solely on the basis of financial or revenue-based considerations, but due to personal agendas, personal preferences or internal competition. This course consequently aims to provide an accessible, theory-driven comprehension of behaviour, interactions and conflicts in organisations. The course deals intensively with the psychological, sociological and anthropological foundations and dynamics in organizations. Starting from the two most critical behavioral variables in the work context, performance and commitment, units and settings that have a significant influence on them are discussed. In detail, organizational, group-related and individual mechanisms as well as individual characteristics are explored as explanatory objects. The course continues with a discussion on corporate culture and organisational structure within the framework of the organisational mechanisms. In the context of group-related mechanisms, the course aims to identify aspects of leadership styles, power structures, negotiation strategies, group dynamics and heterogeneity. Individual mechanisms include job satisfaction, stress, motivation, fairness, trust and decision-making. The individual characteristics (abilities and personality) in turn have an effect on these aforementioned elements.</p>
<b>Aims</b>	This course consequently aims to provide an accessible, theory-driven comprehension of behaviour, interactions and conflicts in organisations.
<b>Learning Outcomes</b>	<p>Having completed this module, students will be able to:</p> <ul style="list-style-type: none"> <li>● establish commitment and performance as the critical dependent variables.</li> <li>● explain organizational, group-related and individual mechanisms in Organizational Behavior and describe their relation to commitment and performance.</li> <li>● explain the influence of individual characteristics on individual mechanisms (such as satisfaction, stress, motivation, trust and decision-making)</li> </ul>
<b>Careers/Graduate destinations</b>	Entry to mid-level positions.
<b>Teaching and learning methods</b>	<p>Contact hours includes the following: (please click on the checkboxes as appropriate)</p> <p><input checked="" type="checkbox"/> Lectures      <input type="checkbox"/> Group Work:</p>

	<input type="checkbox"/> Seminars <input checked="" type="checkbox"/> Tutorial <input type="checkbox"/> Laboratory <input type="checkbox"/> Workshops <input type="checkbox"/> Practical <input checked="" type="checkbox"/> VLE Activities
<b>Indicative content</b>	<ol style="list-style-type: none"> <li>1. Introduction to Organizational Behavior <ol style="list-style-type: none"> <li>1.1 Attitudes and Behavior as Determinants of Performance and Commitment</li> <li>1.2 Organizational Mechanisms</li> <li>1.3 Group-related Mechanisms</li> <li>1.4 Individual Characteristics</li> <li>1.5 Individual Mechanisms</li> </ol> </li> <li>2. Target Figures: Performance and Commitment <ol style="list-style-type: none"> <li>2.1 Performance</li> <li>2.2 Commitment</li> </ol> </li> <li>3. Organizational Mechanisms <ol style="list-style-type: none"> <li>3.1 Corporate Structure</li> <li>3.2 Corporate Culture</li> </ol> </li> <li>4. Group-Related Mechanisms <ol style="list-style-type: none"> <li>4.1 Management Styles</li> <li>4.2 Power Structures</li> <li>4.3 Negotiation Strategies</li> <li>4.4 Team Dynamics</li> <li>4.5 Diversity</li> </ol> </li> <li>5. Individual Characteristics <ol style="list-style-type: none"> <li>5.1 Skill and Intellect</li> <li>5.2 Personality</li> </ol> </li> <li>6. Individual Mechanisms <ol style="list-style-type: none"> <li>6.1 Job Satisfaction</li> <li>6.2 Stress</li> <li>6.3 Motivation</li> <li>6.4 Trust</li> <li>6.5 Integrity</li> <li>6.6 Learning and Decision-Making</li> </ol> </li> </ol>
<b>Assessment method</b>	<p>Formative assessment: Written Assessment: Case Study (7-10 pages for the main body of the text*), Weighting: 100%</p> <p>Summative assessment:</p> <p>At IU formative assessment is also informal and done within class. This practice of the summative assessment does not impact on the final summative assessment grade. This practice opportunity familiarises students with the assessment type and provides formative feedback that students can use for their final assessment. Formative assessment is also used as part of the process of supporting students reflect on their own learning.</p> <p>* The main body of the text includes the introduction, main text and conclusion The following components are therefore excluded:</p> <ul style="list-style-type: none"> <li>- Title page</li> <li>- Table of contents</li> </ul>

	<ul style="list-style-type: none"> <li>- List of images and/or tables</li> <li>- List of abbreviations</li> <li>- List of appendices</li> <li>- Appendices and further material</li> <li>- Bibliography</li> </ul>
<b>Reading list</b>	<p>Required reading:</p> <p>See IU coursebook on Organizational Behaviour.</p> <p>Additional reading (optional):</p> <ul style="list-style-type: none"> <li>● Colquitt, J., Lepine, J. A., &amp; Wesson, M. J. (2018). Organizational behavior: Improving performance and commitment in the workplace (6th ed.). McGraw-Hill Irwin.</li> <li>● Cross, C., &amp; Carbery, R. (2016). Organizational behavior: An introduction. Macmillan Education.</li> <li>● Luthans, F., Luthans, B. C., &amp; Luthans, K. W. (2015). Organizational behavior: An evidence-based approach (13th ed.). Information Age Publishing.</li> <li>● Robins, S. P., &amp; Judge, T. A. (2016). Organizational behavior. Prentice Hall International.</li> </ul>
<b>Other Learning Resources</b>	See MyCampus platform.

**Course Descriptors  
June 2022**

**Management Accounting**

## COURSE DESCRIPTOR

<b>Module name</b>	Management Accounting
<b>Course name</b>	Management Accounting
<b>Level</b>	4
<b>Course Code</b>	DLBMAE01
<b>Credit Value</b>	10 UK Credits
<b>Study-load</b>	Contact hours: 25 Student managed learning hours: 125
<b>Pre-requisites</b>	None
<b>Co-requisites</b>	None
<b>Dis-requisites</b>	None
<b>Course leader</b>	Name: Prof. Dr. Muhammad Ashfaq
<b>Module content outline</b>	Management accounting is an important function to operate an organization. Managers need to understand this function in order to be able to run an organization efficiently. In most organizations, decisions, actions and human behavior are directly linked to the feature, use and focus of management accounting information. This course is about understanding the preparation and use of information provided by management accounting. Cost accounting as a central part of the management accounting informs the management about the profitability of its core business. The cost and performance measurement serves the internal decision, control and budgeting process.
<b>Course aims</b>	Understanding the preparation and use of information provided by management accounting.
<b>Learning Outcomes</b>	Having completed this module, students will be able to: <ul style="list-style-type: none"> <li>● differentiate the management accounting and control function from the financial accounting and the financial management function.</li> <li>● understand the cost structure and discuss the cost aspects of business operation.</li> <li>● analyze and apply the tools for viewing and differentiating costs and utilize them to ameliorate business decision-making.</li> <li>● discuss how the budgeting process and variance analysis works to implement the management control function.</li> </ul>
<b>Careers/Graduate destinations</b>	Entry to mid-level positions with administrative tasks
<b>Teaching and learning methods</b>	Contact hours includes the following: (please click on the checkboxes as appropriate) <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Lectures                      <input type="checkbox"/> Group Work:</li> <li><input type="checkbox"/> Seminars                        <input checked="" type="checkbox"/> Tutorial</li> <li><input type="checkbox"/> Laboratory                      <input type="checkbox"/> Workshops</li> </ul>

	<input type="checkbox"/> Practical <input checked="" type="checkbox"/> VLE Activities
<b>Indicative content</b>	<ol style="list-style-type: none"> <li>1. Introduction to Management Accounting           <ol style="list-style-type: none"> <li>1.1 Financial vs. Management/Cost Accounting</li> <li>1.2 Definition of Cost</li> <li>1.3 Considering the Contemporary Business World Context</li> <li>1.4 Cost Behavior: Fixed and Variable Costs</li> </ol> </li> <li>2. Cost-Volume-Profit Analysis           <ol style="list-style-type: none"> <li>2.1 Break-Even Analysis</li> <li>2.2 Cost Structure and Operating Leverage</li> <li>2.3 Cost Structure and Variabilization</li> </ol> </li> <li>3. Simplistic Methods of Cost Allocation           <ol style="list-style-type: none"> <li>3.1 Cost Behavior: Direct and Indirect Costs</li> <li>3.2 The Need for Cost Allocation</li> <li>3.3 Predetermined Overhead Rate</li> <li>3.4 Departmental Overhead Rate</li> <li>3.5 Over- and Under-Application of Overhead</li> </ol> </li> <li>4. Activity-Based Costing           <ol style="list-style-type: none"> <li>4.1 The Rationale of Activity-Based Costing</li> <li>4.2 Implementing Activity-Based Costing</li> </ol> </li> <li>5. Overhead Analysis Sheet           <ol style="list-style-type: none"> <li>5.1 Departmental Cost Allocation</li> <li>5.2 Reciprocal Method</li> <li>5.3 Step Method</li> </ol> </li> <li>6. Relevant Cost Concepts           <ol style="list-style-type: none"> <li>6.1 Foundational Cost Concepts</li> <li>6.2 Replacement of Equipment</li> <li>6.3 Make or Buy</li> <li>6.4 Special Order</li> <li>6.5 Drop Product Line</li> </ol> </li> <li>7. Operating Budgets           <ol style="list-style-type: none"> <li>7.1 The Budgeting Process</li> <li>7.2 Sales Budget</li> <li>7.3 Production Budgets</li> <li>7.4 Administrative Expense Budget</li> <li>7.5 Budgeted Income Statement</li> </ol> </li> <li>8. Financial Budgets           <ol style="list-style-type: none"> <li>8.1 Cash Budget</li> <li>8.2 Conflicts and Pitfalls in Budgeting</li> </ol> </li> </ol>
<b>Assessment method</b>	<p>Formative assessment: Written Assessment: Written Assignment (7-10 pages for main body of the text*), Weighting: 100%</p> <p>Summative assessment:</p> <p>At IU formative assessment is also informal and done within class. This practice of the summative assessment does not impact on the final summative assessment grade. This practice opportunity familiarises students with the assessment type and provides formative feedback that students can use for their final assessment.</p>

	<p>Formative assessment is also used as part of the process of supporting students reflect on their own learning.</p> <p>* The main body of the text includes the introduction, main text and conclusion. The following components are therefore excluded:</p> <ul style="list-style-type: none"> <li>- Title page</li> <li>- Table of contents</li> <li>- List of images and/or tables</li> <li>- List of abbreviations</li> <li>- List of appendices</li> <li>- Appendices and further material</li> <li>- Bibliography</li> </ul>
<p><b>Reading list</b></p>	<p>Required reading: See IU coursebook on Management Accounting</p> <p>Additional reading (optional):</p> <ul style="list-style-type: none"> <li>● Atkinson, A. A., Kaplan, R., Matsumura, E. M., &amp; Young, S. M. (2012). Management accounting: Information for decision-making and strategy execution (6th ed.). Pearson.</li> <li>● Drury, C. (2019). Management accounting for business (7th ed.). Cengage.</li> </ul>
<p><b>Other Learning Resources</b></p>	<p>See MyCampus platform.</p>

**Course Descriptors  
June 2022**

**Supply Chain Management I**



## COURSE DESCRIPTOR

<b>Module name</b>	Supply Chain Management I
<b>Course name</b>	Supply Chain Management I
<b>Level</b>	5
<b>Course Code</b>	DLBDSESCM1
<b>Credit Value</b>	10 UK Credits
<b>Study-load</b>	Contact hours: 30 Student managed learning hours: 120
<b>Pre-requisites</b>	None
<b>Co-requisites</b>	None
<b>Dis-requisites</b>	None
<b>Course leader</b>	Name: Prof. Dr. Hubert Vogl
<b>Module content outline</b>	SCM proves to be an extremely multi-faceted construct from both a theoretical and a practical point of view. An adequate understanding of the problem dimensions and modes of action of (global) cross-company value creation networks requires a multidimensional approach. It starts by considering logistical processes, with modern process, flow, and network standards forming an important basis for SCM. On the basis of such an approach, students should gain a fundamental understanding of SCM. From the point of view of a holistic approach, it also makes sense to also examine a number of other typical problem areas in addition to the logistical challenges of this concept. This includes IT aspects of SCM (e.g., APS systems), and questions to do with the collaboration and coordination of network partners. This course also considers selected industry specific SCM solutions (ECR or VMI).
<b>Course aims</b>	SCM considers logistical processes and selected industry specific SCM solutions (ECR or VMI).
<b>Learning Outcomes</b>	Having completed this module, students will be able to: <ul style="list-style-type: none"> <li>● explain the importance of cross-company value creation processes.</li> <li>● understand common concepts for modelling cross-company value creation processes.</li> <li>● understand dynamic effects in supply chains and can systematize their causes and effects.</li> <li>● explain important theoretical concepts for describing the characteristics and challenges of cross-company value creation processes.</li> <li>● explain the approaches and problem categories commonly used in the context of supply chain management.</li> <li>● understand important reference and/or management models for the concretization of supply chain systems.</li> <li>● name and detail important roles and tasks in the SCM network.</li> </ul>

	<ul style="list-style-type: none"> <li>deal with the coordination problem of SCM and describe the common solution approaches.</li> </ul>
<b>Careers/Graduate destinations</b>	Entry to mid-level positions with administrative tasks.
<b>Teaching and learning methods</b>	<p>Contact hours includes the following: (please click on the checkboxes as appropriate)</p> <p> <input checked="" type="checkbox"/> Lectures            <input type="checkbox"/> Group Work:  <input type="checkbox"/> Seminars            <input checked="" type="checkbox"/> Tutorial  <input type="checkbox"/> Laboratory        <input type="checkbox"/> Workshops  <input type="checkbox"/> Practical            <input checked="" type="checkbox"/> VLE Activities </p>
<b>Indicative content</b>	<ol style="list-style-type: none"> <li>Fundamentals of the Supply Chain Concept <ol style="list-style-type: none"> <li>Terminological and Conceptual Fundamentals</li> <li>Supply Chain Typology According to Otto</li> <li>Supply Chain Typology According to Bechtel/Jayaram</li> <li>Dynamic Aspects of Supply Chains</li> </ol> </li> <li>Selected Theoretical Concepts for the Supply Chain Concept <ol style="list-style-type: none"> <li>New Institutional Economics</li> <li>Game Theory</li> <li>Network Approach</li> <li>Other Theoretical Additions</li> </ol> </li> <li>Supply Chain Management <ol style="list-style-type: none"> <li>Basic Information on the Goals and Scope of SCM</li> <li>Popular Problem Areas of the SCM</li> <li>Supply Chain Management as an Evolutionary Step in Logistics</li> <li>Supply Chain Management as Cooperation Management</li> </ol> </li> <li>SCM Model <ol style="list-style-type: none"> <li>Basic Information on the Term SCM Models</li> <li>SCOR Model</li> <li>SCM Task Model</li> </ol> </li> <li>SCM as a Coordination Problem <ol style="list-style-type: none"> <li>Basic Information on the Concept of Coordination</li> <li>Coordination Concepts, Context, and Perspectives of SCM</li> <li>Coordination Instruments</li> </ol> </li> </ol>
<b>Assessment method</b>	<p>Formative assessment:</p> <p>Summative assessment: Exam (90 minutes), Weighting: 100%</p> <p>At IU formative assessment is also informal and done within class. This practice of the summative assessment does not impact on the final summative assessment grade. This practice opportunity familiarises students with the assessment type and provides formative feedback that students can use for their final assessment. Formative assessment is also used as part of the process of supporting students to reflect on their own learning.</p> <p>This course offers several practice exams.</p>
<b>Reading list</b>	<p>Required reading:</p> <p>See IU coursebook on Supply Chain Management I.</p>

	<p>Additional reading (optional):</p> <ul style="list-style-type: none"> <li>● Bolstorff, P., &amp; Rosenbaum, R. (2011). Supply chain excellence: A handbook for dramatic improvement using the SCOR model. AMACOM.</li> <li>● Bowersox, J., Closs, D., &amp; Cooper, M. B. (2020). Supply chain logistics management (5th ed.). McGraw Hill Education.</li> <li>● Chopra, S., &amp; Meindl, P. (2019). Supply chain management: Strategy, planning, and operation (7th ed., Global ed.). Pearson Education.</li> <li>● Kurbel, K. E. (2013). Enterprise resource planning and supply chain management: Functions, business processes and software for manufacturing companies. Springer.</li> </ul>
<b>Other Learning Resources</b>	See MyCampus platform.

# **Course Descriptors**

## **June 2022**

**Introduction to Financial Services Sector**

## COURSE DESCRIPTOR

<b>Module name</b>	Fundamentals of Finance and Banking
<b>Course name</b>	Introduction to Financial Services Sector
<b>Level</b>	4
<b>Module Code</b>	LIBFBBAEFFB
<b>Course Code</b>	LIBFBBAEFFB01
<b>Credit Value</b>	15 UK Credits
<b>Programmes</b>	<ul style="list-style-type: none"> <li>• BSc Business Administration with Finance</li> <li>• BSc Data Science with Finance</li> <li>• BSc International Management with Finance</li> </ul>
<b>Study-load</b>	Contact hours: 25 Student managed learning hours: 125
<b>Pre-requisites</b>	None
<b>Co-requisites</b>	None
<b>Dis-requisites</b>	None
<b>Course leader</b>	Name: TBD Email: TBD
<b>Module content outline</b>	<p>This is an introductory module that exposes you to key forces driving change in the financial services industry. The module is designed to provide an introduction to the environment within which the financial services industry operates and to explore the main components of the financial system.</p> <p>Traditionally, banks have been acting as intermediaries between borrowers and lenders, but changes to this model have generated expansion of the industry as well as increased risks. Several main players are considered, namely the central bank, commercial banks, retail banks, global investment banks, asset managers, hedge funds, insurance companies, private wealth managers, brokers, stock exchanges, and regulators.</p>
<b>Learning Outcomes</b>	<p>Having completed this module, students will be able to:</p> <ul style="list-style-type: none"> <li>• LO1: Demonstrate knowledge and understanding of financial institutions and identify the different types of services that they provide to meet the needs of their customers</li> <li>• LO2: Explain the issues that arise in the intermediation and disintermediation of banks</li> <li>• LO3: Discuss the types of risk that affect financial institutions and how to mitigate them</li> <li>• LO4: Discuss current issues in the financial services sector</li> </ul>
<b>Teaching and learning methods</b>	<p>Contact hours includes the following: (please click on the checkboxes as appropriate)</p> <p><input checked="" type="checkbox"/> Lectures      <input type="checkbox"/> Group Work:  <input type="checkbox"/> Seminars      <input checked="" type="checkbox"/> Tutorial  <input type="checkbox"/> Laboratory      <input type="checkbox"/> Workshops  <input type="checkbox"/> Practical      <input checked="" type="checkbox"/> VLE Activities</p>
<b>Indicative content</b>	<p>1) History of banking  a) Money  b) Development of banking system</p>

	<p>2) Deposit-taking and non-deposit taking financial institutions</p> <p>a) Depository (eg banks, building societies)</p> <p>b) non-depository (eg pension funds, unit trusts, insurance companies)</p> <p>c) financial intermediaries and the products they deal in</p> <p>d) non-marketable securities</p> <p>3) Central banks</p> <p>a) Structure</p> <p>b) Functions</p> <p>c) Comparison of world central banks</p> <p>4) Capital markets</p> <p>a) Financial markets – and the products they deal in</p> <p>b) marketable securities</p> <p>5) Interest rates and derivatives</p> <p>a) The important relationship between risk, term and return</p> <p>b) Market participants</p> <p>6) Current developments</p> <p>a) Wider societal implications are considered e.g. financial inclusion, fossil fuels/extractive industries finance</p> <p>b) Socially Responsible Investments and Environmental, Societal and Governance issues</p>
<b>Assessment method</b>	<p>Assessment Type Code: Exam</p> <p>Weighting %: 40%</p> <p>Submission week: n/a</p> <p>Length: 90min</p> <p>The Pass mark for the course and each component is 40%.</p> <p>Formative: individual and group throughout the course</p> <p>Summative: weighted components above</p> <p>NB Assignments should be research based and assessed based on the quality of that research and strength of understanding of the current dynamic of the market</p>
<b>Reading list</b>	<p>Introduction to Banking: Barbara Casu, Claudia Girardone, Philip Molyneux. Pearson Higher Ed, 17 Apr 2015</p> <p>Industry reports and industry conference proceedings (online) as directed (updated in each iteration). Other general reading as directed by the module lead.</p>
<b>Other Learning Resources</b>	<p>See MyCampus platform.</p>

# **Course Descriptors June 2022**

**Introduction to Banking Law, Regulation and Ethics**

## COURSE DESCRIPTOR

<b>Module name</b>	Fundamentals of Finance and Banking								
<b>Course name</b>	Introduction to Banking Law, Regulation and Ethics								
<b>Level</b>	4								
<b>Module Code</b>	LIBFBBAEFFB								
<b>Course Code</b>	LIBFBBAEFFB02								
<b>Credit Value</b>	15 UK Credits								
<b>Programmes</b>	<ul style="list-style-type: none"> <li>• BSc Business Administration with Finance</li> <li>• BSc Data Science with Finance</li> <li>• BSc International Management with Finance</li> </ul>								
<b>Study-load</b>	Contact hours: 25 Student managed learning hours: 125								
<b>Pre-requisites</b>	None								
<b>Co-requisites</b>	None								
<b>Dis-requisites</b>	None								
<b>Course leader</b>	TBD								
<b>Module content outline</b>	This is an introductory module that provides an overview of banking law and regulation. This covers private commercial law developed through banking custom, standards of good practice, and the common law. Consumer protection is at the centre of many banking law and regulatory requirements. This module also considers the how firms operate according to ethical values, and demonstrates how governance, strategy and decision making has been informed by ethical principles.								
<b>Learning Outcomes</b>	<p>Having completed this module, students will be able to:</p> <ul style="list-style-type: none"> <li>• LO1: Demonstrate an understanding of the key elements of law relating to banking.</li> <li>• LO2: Explain the reasons for regulation of the financial services industry and the key principles of that regulation, including both statutory and self-regulation.</li> <li>• LO3: Demonstrate awareness and understanding of current issues in the banking environment including those relating to ethics and Codes of Conduct.</li> <li>• LO4: Discuss current regulatory issues in the financial services sector</li> </ul>								
<b>Teaching and learning methods</b>	<p>Contact hours includes the following: (please click on the checkboxes as appropriate)</p> <table style="width: 100%; border: none;"> <tr> <td><input checked="" type="checkbox"/> Lectures</td> <td><input type="checkbox"/> Group Work:</td> </tr> <tr> <td><input type="checkbox"/> Seminars</td> <td><input checked="" type="checkbox"/> Tutorial</td> </tr> <tr> <td><input type="checkbox"/> Laboratory</td> <td><input type="checkbox"/> Workshops</td> </tr> <tr> <td><input type="checkbox"/> Practical</td> <td><input checked="" type="checkbox"/> VLE Activities</td> </tr> </table>	<input checked="" type="checkbox"/> Lectures	<input type="checkbox"/> Group Work:	<input type="checkbox"/> Seminars	<input checked="" type="checkbox"/> Tutorial	<input type="checkbox"/> Laboratory	<input type="checkbox"/> Workshops	<input type="checkbox"/> Practical	<input checked="" type="checkbox"/> VLE Activities
<input checked="" type="checkbox"/> Lectures	<input type="checkbox"/> Group Work:								
<input type="checkbox"/> Seminars	<input checked="" type="checkbox"/> Tutorial								
<input type="checkbox"/> Laboratory	<input type="checkbox"/> Workshops								
<input type="checkbox"/> Practical	<input checked="" type="checkbox"/> VLE Activities								
<b>Indicative content</b>	<ol style="list-style-type: none"> <li>1)     1)     Legal basis of banking             <ol style="list-style-type: none"> <li>a)     Legal issues</li> <li>b)     Contract Law</li> </ol> </li> <li>2)     The banking universe             <ol style="list-style-type: none"> <li>a)     The world's largest banks</li> <li>b)     Types of banks</li> <li>c)     The payments system</li> </ol> </li> <li>3)     The global financial crisis</li> </ol>								



	<ul style="list-style-type: none"> <li>a) Causes</li> <li>b) Aftermath</li> <li>c) Response</li> </ul> <p>4) Ethics in banking</p> <ul style="list-style-type: none"> <li>a) What is ethics?</li> <li>b) Business ethics</li> <li>c) Ethical banking</li> </ul> <p>5) Regulation and professional code of conduct</p> <ul style="list-style-type: none"> <li>a) Regulators</li> <li>b) Professional bodies</li> <li>c) Supervision accords</li> </ul> <p>6) Risk</p> <ul style="list-style-type: none"> <li>a) Credit risk</li> <li>b) Market risk</li> <li>c) Operational risk</li> <li>d) Liquidity risk</li> <li>e) Reputational risk</li> </ul> <p>7) Current developments</p> <ul style="list-style-type: none"> <li>a) Challengers</li> <li>b) Fintech</li> </ul>
<b>Assessment method</b>	<p>Assessment Type Code: Exam  Weighting %: 40%  Submission week: n/a  Length: 90min</p> <p>The Pass mark for the course and each component is 40%.</p> <p>Formative: individual and group throughout the course  Summative: weighted components above</p> <p>NB Assignments should be research based and assessed based on the quality of that research and strength of understanding of the current dynamic of the market</p>
<b>Reading list</b>	<p>Introduction to Banking: Barbara Casu, Claudia Girardone, Philip Molyneux. Pearson Higher Ed, 17 Apr 2015</p> <p>Industry reports and industry conference proceedings (online) as directed (updated in each iteration). Other general reading as directed by the module lead.</p>
<b>Other Learning Resources</b>	<p>See MyCampus platform.</p>

# 3<sup>rd</sup> semester

# **Course Descriptors June 2022**

**International Marketing**

## COURSE DESCRIPTOR

<b>Module name</b>	International Marketing
<b>Course name</b>	International Marketing
<b>Level</b>	5
<b>Course Code</b>	DLBDSEIMB1
<b>Credit Value</b>	10 UK Credits
<b>Study-load</b>	Contact hours: 30 Student managed learning hours: 120
<b>Pre-requisites</b>	None
<b>Co-requisites</b>	None
<b>Dis-requisites</b>	None
<b>Course leader</b>	Name: Caterina Fox
<b>Module content outline</b>	Students are taught the necessity for strategic marketing in an international context. They will learn about essential cultural differences and their influences on international marketing management. The basic decisions, standardizations, and adaptations in international marketing are experienced by the students on the basis of different concepts in the international marketing mix. The necessity of international market research, strategic planning, and control are taught to the students, along with the ethical aspects in international marketing. The students analyze current topics in international marketing management and reflect on them in connection with the concepts they have learned in this course.
<b>Course aims</b>	Students are taught the necessity for strategic marketing in an international context. They will learn about essential cultural differences and their influences on international marketing management.
<b>Learning Outcomes</b>	Having completed this module, students will be able to: <ul style="list-style-type: none"> <li>● understand basic aspects of international strategic marketing.</li> <li>● analyze cultural differences and their impact on international marketing.</li> <li>● apply selected concepts of the international marketing mix.</li> <li>● describe the possibilities of international market research and its influence on consumer behavior.</li> <li>● recognize the necessity of international brand controlling and quality management.</li> <li>● reproduce theoretical knowledge using case studies.</li> </ul>
<b>Careers/Graduate destinations</b>	Entry to mid-level positions with administrative tasks
<b>Teaching and learning methods</b>	Contact hours includes the following: (please click on the checkboxes as appropriate) <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Lectures</li> <li><input type="checkbox"/> Group Work:</li> <li><input type="checkbox"/> Seminars</li> <li><input type="checkbox"/> Tutorial</li> </ul>

	<input type="checkbox"/> Laboratory <input type="checkbox"/> Workshops <input type="checkbox"/> Practical <input checked="" type="checkbox"/> VLE Activities
<b>Indicative content</b>	<ol style="list-style-type: none"> <li>1. Strategic International Marketing <ol style="list-style-type: none"> <li>1.1 Internationalization</li> <li>1.2 Theoretical Foundations of International Market Entry Strategies</li> <li>1.3 Forms of International Market Entry</li> </ol> </li> <li>2. Cultural Differences as an Aspect of International Marketing <ol style="list-style-type: none"> <li>2.1 Overview of Culture</li> <li>2.2 Cultural Model Based on Hofstede</li> <li>2.3 Cultural Model Based on Trompenaars</li> </ol> </li> <li>3. Case Studies in International Market Entry and Marketing Strategies 3.1 <ol style="list-style-type: none"> <li>Case Study: Nivea in South Korea</li> <li>3.2 Case Study: Bosch and Siemens Hausgeräte GmbH in China</li> <li>3.3 Case Study: Siemens Mobile in China</li> <li>3.4 Case Study: Siemens in China</li> </ol> </li> <li>4. International Product Management and Product Development <ol style="list-style-type: none"> <li>4.1 Goals of International Product Management</li> <li>4.2 Framework Conditions for International Product Management</li> <li>4.3 International Product Decisions</li> <li>4.4 International Product Development</li> </ol> </li> <li>5. Exchange Rate Fluctuations and International Price Calculation <ol style="list-style-type: none"> <li>5.1 Tasks and Objectives of International Price Management</li> <li>5.2 Factors Influencing International Price Management</li> <li>5.3 Instruments of International Price Management</li> </ol> </li> <li>6. International Communication and International Sales Policy <ol style="list-style-type: none"> <li>6.1 International Communication Management</li> <li>6.2 International Sales Management</li> </ol> </li> <li>7. International Marketing and Ethics <ol style="list-style-type: none"> <li>7.1 Overview of International Marketing and Ethics</li> <li>7.2 Business Ethics in International Companies</li> <li>7.3 Case Study: Nestlé</li> </ol> </li> <li>8. Applied Market Research and Its Influence on Consumer Behavior <ol style="list-style-type: none"> <li>8.1 Scope of International Market Research</li> <li>8.2 Requirements for International Market Research Information</li> <li>8.3 International Secondary Research</li> <li>8.4 International Primary Research</li> </ol> </li> <li>9. Monitoring and Control in International Marketing <ol style="list-style-type: none"> <li>9.1 Controlling in International Management</li> </ol> </li> <li>10. Six Sigma, Brand Management, and Rebranding <ol style="list-style-type: none"> <li>10.1 Six Sigma: Basics, Definitions, and Processes</li> <li>10.2 Brand Management</li> <li>10.3 Rebranding</li> </ol> </li> </ol>
<b>Assessment method</b>	<p>Formative assessment:</p> <p>Summative assessment: Exam (90 minutes), 100%</p> <p>At IU formative assessment is informal and done within class. This practice of the summative assessment does not impact on the final summative assessment grade. This practice opportunity familiarises students with the assessment type and provides formative feedback that students can use for their final assessment. Formative assessment is also used as part of the process of supporting students to reflect on their own learning.</p> <p>This course offers several practice exams.</p>

<p><b>Reading list</b></p>	<p>Required reading:</p> <p>See IU coursebook on International Marketing</p> <p>Additional reading (optional):</p> <ul style="list-style-type: none"> <li>● Armstrong, G., Kotler, P., &amp; Opresnik, M. O. (2019). Marketing: An introduction (14th ed.). Pearson.</li> <li>● Green, M. C., &amp; Keegan, W. J. (2020). Global marketing (10th). Pearson.</li> <li>● Hofstede, G., Hofstede, G. J., &amp; Minkov, M. (2010). Cultures and organizations—Software of the mind: Intercultural cooperation and its importance for survival. McGraw-Hill.</li> <li>● Hollensen, S. (2020). Global marketing (8th ed.). Pearson.</li> <li>● Mooij, M. (2018). Global marketing and advertising: Understanding cultural paradoxes (5th ed.). Sage Publications.</li> </ul>
<p><b>Other Learning Resources</b></p>	<p>See MyCampus platform.</p>

# **Course Descriptors June 2022**

**Statistics: Probability and Descriptive Statistics**

## COURSE DESCRIPTOR

<b>Module name</b>	Statistics: Probability and Descriptive Statistics
<b>Course name</b>	Statistics: Probability and Descriptive Statistics
<b>Level</b>	4
<b>Course Code</b>	DLBDSSPDS
<b>Credit Value</b>	10 UK Credits
<b>Study-load</b>	Contact hours: 30 Student managed learning hours: 120
<b>Pre-requisites</b>	None
<b>Co-requisites</b>	None
<b>Dis-requisites</b>	None
<b>Course leader</b>	Name: Dr. Stefan Stöckl
<b>Module content outline</b>	Statistical description and analysis are the foundations for data-driven analysis and prediction methods. This course introduces the fundamentals, beginning with a formal definition of probabilities and introduction to the concepts underlying Bayesian statistics. Random variables and probability density distributions are then discussed, as well as the concept of joint and marginal distributions. The importance of various discrete and continuous distributions and their applications is stressed. Characterizing distributions is an important aspect of describing the behavior of probability distributions. Students are familiarized with expectation values, variance, and covariance. The concepts of algebraic and central moments and moment-generating functions complement the characterization of probability distributions. Finally, this course focuses on important inequalities and limit theorems such as the law of large numbers or the central limit theorem.
<b>Course aims</b>	This course familiarizes students with expectation values, variance, and covariance.
<b>Learning Outcomes</b>	Having completed this module, students will be able to: <ul style="list-style-type: none"> <li>● define probability, random variable, and probability distribution.</li> <li>● understand the concept of Bayesian statistics.</li> <li>● grasp the definition of joint and marginal distributions.</li> <li>● calculate expectation values and higher moments.</li> <li>● comprehend important inequality equations and limit theorems.</li> </ul>
<b>Careers/Graduate destinations</b>	Entry to mid-level positions with administrative tasks.
<b>Teaching and learning methods</b>	Contact hours includes the following: (please click on the checkboxes as appropriate) <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Lectures</li> <li><input type="checkbox"/> Seminars</li> <li><input type="checkbox"/> Laboratory</li> <li><input type="checkbox"/> Practical</li> <li><input type="checkbox"/> Group Work:</li> <li><input checked="" type="checkbox"/> Tutorial</li> <li><input type="checkbox"/> Workshops</li> <li><input checked="" type="checkbox"/> VLE Activities</li> </ul>
<b>Indicative content</b>	1. Probability



	<ol style="list-style-type: none"> <li>1.1 Definitions</li> <li>1.2 Independent events</li> <li>1.3 Conditional probability</li> <li>1.4 Bayesian statistics</li> </ol> <ol style="list-style-type: none"> <li>2. Random Variables <ol style="list-style-type: none"> <li>2.1 Random Variables</li> <li>2.2 Distribution functions and probability mass functions</li> <li>2.3 Important discrete probability distributions</li> <li>2.4 Important continuous probability distributions</li> </ol> </li> </ol> <ol style="list-style-type: none"> <li>3. Joint Distributions <ol style="list-style-type: none"> <li>3.1 Joint distributions</li> <li>3.2 Marginal distributions</li> <li>3.3 Independent random variables</li> <li>3.4 Conditional distributions</li> </ol> </li> </ol> <ol style="list-style-type: none"> <li>4. Expectation and Variance <ol style="list-style-type: none"> <li>4.1 Expectation of a random variable, conditional expectations</li> <li>4.2 Variance and covariance</li> <li>4.3 Expectations and variances of important probability distributions</li> <li>4.4 Algebraic and central moments</li> <li>4.5 Moment-generating functions</li> </ol> </li> </ol> <ol style="list-style-type: none"> <li>5. Inequalities and Limit Theorems <ol style="list-style-type: none"> <li>5.1 Probability inequalities</li> <li>5.2 Inequalities for expectations</li> <li>5.3 The law of large numbers</li> <li>5.4 Central limit theorem</li> </ol> </li> </ol>
<b>Assessment method</b>	<p>Formative assessment:</p> <p>Summative assessment: Exam (90 minutes), Weighting: 100%</p> <p>At IU formative assessment is also informal and done within class. This practice of the summative assessment does not impact on the final summative assessment grade. This practice opportunity familiarises students with the assessment type and provides formative feedback that students can use for their final assessment. Formative assessment is also used as part of the process of supporting students to reflect on their own learning.</p> <p>This course offers several practice exams.</p>
<b>Reading list</b>	<p>Required reading:</p> <p>See IU coursebook on Statistics: Probability and Descriptive Statistics.</p> <p>Additional reading (optional):</p> <ul style="list-style-type: none"> <li>● Downey, A.B. (2011). Think stats (2nd ed.). Sebastopol, CA: O`Reilly.</li> <li>● Kim, A. (2019). Exponential Distribution—Intuition, Derivation, and Applications. Available online.</li> <li>● Wasserman, L. (2004). All of Statistics: A concise course in statistical inference. New York, NY: Springer.</li> </ul>
<b>Other Learning Resources</b>	See MyCampus platform.

**Course Descriptors  
June 2022**

**Corporate Finance and Investment**

## COURSE DESCRIPTOR

<b>Module name</b>	Corporate Finance and Investment
<b>Course name</b>	Corporate Finance and Investment
<b>Level</b>	6
<b>Course Code</b>	DLBCFIE
<b>Credit Value</b>	10 UK Credits
<b>Study-load</b>	Contact hours: 20 Student managed learning hours: 130
<b>Pre-requisites</b>	None
<b>Co-requisites</b>	None
<b>Dis-requisites</b>	None
<b>Course leader</b>	Name: Prof. Dr. Muhammad Ashfaq
<b>Module content outline</b>	<p>This course introduces students to the targets and scope of corporate finance and the role of financial markets. The separation of ownership and control is a constituent feature of corporations; students explore the resulting agency problems and the mechanisms available to mitigate the costs of agency relationships. Students will be introduced to fundamentals of theory and practice regarding principles of modern corporate finance. They will learn to read and analyse financial statements from a financing point of view and develop a detailed understanding of concepts such as the time value of money, interest rates, and cost of capital. After introducing basic concepts, equity and debt financing will be discussed at length. The financial leverage effect on rates of return will be explored and leasing and hybrid financial instruments as an alternative to pure equity and debt financing are presented. Students will study how corporations apply short-term measures of financing and how effective cash and working capital management is used to reduce short-term financing needs and costs. This course will conclude with a discussion on the investment processes of corporations with a particular focus on the challenge of estimating expected cash flows. Students will learn how to include risk as a factor in the decision process and be able to analyse applied investment rules and methodologies.</p>
<b>Course aims</b>	Students will learn how to include risk as a factor in the decision process and be able to analyse applied investment rules and methodologies.
<b>Learning Outcomes</b>	<p>Having completed this module, students will be able to:</p> <ul style="list-style-type: none"> <li>• recognize the targets and scope of corporate finance and the role of financial markets</li> <li>• understand agency-problems in corporations and how incentives and institutional and market mechanisms are used to mitigate agency costs.</li> <li>• interpret financial statements and key performance indicators and draw conclusions about</li> <li>• financing alternatives and potentials of a corporation.</li> <li>• consider the time value of money and calculate the cost of capital used to optimize future project cash flow streams.</li> </ul>

	<ul style="list-style-type: none"> <li>• implement a long-term financing strategy and structure for corporations based on an</li> <li>• appropriate mix of equity, debt, leasing, and hybrid financial instruments.</li> <li>• effectively utilize cash management and working capital management to reduce short-term financing needs and costs.</li> <li>• prepare investment decisions, estimate expected project cash flows and incorporate cash</li> <li>• flow related risks into the decision process.</li> <li>• apply investment decision methodologies to evaluate and select favorable corporate investment projects.</li> </ul>
<b>Careers/Graduate destinations</b>	Entry to mid-level positions with administrative tasks.
<b>Teaching and learning methods</b>	<p>Contact hours includes the following: (please click on the checkboxes as appropriate)</p> <p> <input checked="" type="checkbox"/> Lectures            <input type="checkbox"/> Group Work:  <input type="checkbox"/> Seminars            <input checked="" type="checkbox"/> Tutorial  <input type="checkbox"/> Laboratory        <input type="checkbox"/> Workshops  <input type="checkbox"/> Practical            <input checked="" type="checkbox"/> VLE Activities </p>
<b>Indicative content</b>	<ol style="list-style-type: none"> <li>1. Introduction to Corporate Finance <ol style="list-style-type: none"> <li>1.1 The Targets and Scope of Corporate Finance</li> <li>1.2 The Role of a Financial Manager</li> <li>1.3 The Financial Market Environment</li> </ol> </li> <li>2. Ownership and Corporate Governance <ol style="list-style-type: none"> <li>2.1 Legal Types of Firms</li> <li>2.2 Agency Relations and Agency Problems in Corporations</li> <li>2.3 Institutional Investors, Incentives, and Market Control Mechanisms</li> </ol> </li> <li>3. Understanding Financial Statements and Key Performance Indicators <ol style="list-style-type: none"> <li>3.1 Balance Sheets</li> <li>3.2 Income Statements</li> <li>3.3 Cash Flow Statements</li> <li>3.4 Measuring Performance: Key Performance Indicators</li> </ol> </li> <li>4. Basic Concepts of Financial Theory <ol style="list-style-type: none"> <li>4.1 Time Value of Money and Cash Flow Streams</li> <li>4.2 Interest Rates: Determinants and Quotes</li> <li>4.3 Estimating the Cost of Capital</li> </ol> </li> <li>5. Types of Capital and Financing <ol style="list-style-type: none"> <li>5.1 Equity Capital</li> <li>5.2 Debt Financing</li> <li>5.3 Leasing</li> <li>5.4 Financial Leverage and Capital Structure</li> </ol> </li> <li>6. Short-Term Financing Decisions <ol style="list-style-type: none"> <li>6.1 Cash Budgets and Short-Term Financial Plans</li> <li>6.2 Treasury and Cash Management</li> <li>6.3 Working Capital Management</li> </ol> </li> <li>7. Capital Budgeting and Decision-Making Methods in Investment <ol style="list-style-type: none"> <li>7.1 Capital Budgeting and Investments</li> <li>7.2 Incorporating Risk in Capital Budgeting Decisions</li> <li>7.3 Investment Rules and Decision-Making Methods</li> </ol> </li> </ol>
<b>Assessment method</b>	<p>Formative assessment:  Written Assessment: Written Assignment (7-10 pages for main body of the text*)  Weighting: 100%</p>

	<p>Summative assessment:</p> <p>At IU formative assessment is also informal and done within class. This practice of the summative assessment does not impact on the final summative assessment grade. This practice opportunity familiarises students with the assessment type and provides formative feedback that students can use for their final assessment. Formative assessment is also used as part of the process of supporting students reflect on their own learning.</p> <p>This course offers several practice exams.</p> <p>*The main body of the text includes the introduction, main text and conclusion The following components are therefore excluded:</p> <ul style="list-style-type: none"> <li>- Title page</li> <li>- Table of contents</li> <li>- List of images and/or tables</li> <li>- List of abbreviations</li> <li>- List of appendices</li> <li>- Appendices and further material</li> <li>- Bibliography</li> </ul>
<b>Reading list</b>	<p>Additional reading (optional):</p> <ul style="list-style-type: none"> <li>• Brigham, E. F., &amp; Houston, J. F. (2019). Fundamentals of financial management (15th ed.). Southwestern-Cengage.</li> <li>• Zutter, C. J., &amp; Smart, S. B. (2019). Principles of managerial finance (15th ed.). Pearson .</li> </ul>
<b>Other Learning Resources</b>	See MyCampus platform.

# **Course Descriptors June 2022**

**Crypto & Blockchain**

## COURSE DESCRIPTOR

<b>Module name</b>	Fintech
<b>Course name</b>	Crypto & Blockchain
<b>Level</b>	5
<b>Module Code</b>	LIBFBBAEFT
<b>Course Code</b>	LIBFBBAEFT01
<b>Credit Value</b>	15 UK Credits
<b>Programmes</b>	<ul style="list-style-type: none"> <li>• BSc Business Administration with Finance</li> <li>• BSc Data Science with Finance</li> <li>• BSc International Management with Finance</li> <li>• </li> </ul>
<b>Study-load</b>	Contact hours: 30 Student managed learning hours: 120
<b>Pre-requisites</b>	None
<b>Co-requisites</b>	None
<b>Dis-requisites</b>	None
<b>Course leader</b>	Name: TBD Email: TBD
<b>Module content outline</b>	Recent years have seen a proliferation in the number of crypto assets available in the market. This course considers the evolution of money from gold coins through to fiat currencies and into plastic and crypto assets considering the current state of the market and the various principal components thereof.
<b>Learning Outcomes</b>	Having completed this module, students will be able to: <ul style="list-style-type: none"> <li>• LO1. Define money and the role of electronic money in society</li> <li>• LO2. Discuss the merits of crypto assets and the risks involved in holding them</li> <li>• LO3. Analyse and comment on the merits of various crypto assets.</li> <li>• LO4. Discuss the role of CBDCs in society now and into the future</li> </ul>
<b>Teaching and learning methods</b>	Contact hours includes the following: (please click on the checkboxes as appropriate) <input checked="" type="checkbox"/> Lectures <input type="checkbox"/> Group Work: <input type="checkbox"/> Seminars <input checked="" type="checkbox"/> Tutorial <input type="checkbox"/> Laboratory <input type="checkbox"/> Workshops <input type="checkbox"/> Practical <input checked="" type="checkbox"/> VLE Activities
<b>Indicative content</b>	1) The history of Money a) Gold to coin to paper to plastic & contactless b) The three features money has to possess c) Fiat currency, floating and fixed exchange rates d) The history and developing roles of central banks  2) Cryptography & Cryptocurrencies a) Encryption b) Bitcoin c) The double spend problem d) The 4 foundations of Bitcoin e) Mining as a business

	<p>3) The Blockchain</p> <ul style="list-style-type: none"> <li>a) How a Bitcoin transaction works</li> <li>b) Blockchain types</li> <li>c) What is a block chain?</li> <li>d) Possible applications of Blockchain</li> <li>e) Proof of work and proof of stake</li> </ul> <p>4) Crypto Assets</p> <ul style="list-style-type: none"> <li>a) What is a crypto asset?</li> <li>b) Distribution of crypto assets</li> <li>c) Initial Coin Offerings</li> <li>d) ICO versus IPO</li> <li>e) Taxonomy of Crypto assets</li> </ul> <p>5) Non-Fungible Tokens</p> <ul style="list-style-type: none"> <li>a) Fungible, non-fungible and examples</li> <li>b) Issuing an NFT</li> <li>c) Protocols</li> <li>d) Markets and wallets</li> <li>e) Recent developments in the NFT marketplace</li> <li>f) Other applications of NFT technology</li> </ul>
<b>Assessment method</b>	<p>Assessment Type Code: Exam  Weighting %: 50%  Submission week: n/a  Length: 90 min</p> <p>The Pass mark for the course and each component is 40%.</p> <p>Formative: individual and group throughout the course  Summative: weighted components above</p> <p>NB Assignments should be research based and assessed based on the quality of that research and strength of understanding of the current dynamic of the market</p>
<b>Reading list</b>	<p>Essential reading for this course is:</p> <p>Arslanian, H. and Fischer, F. (2019) The Future of Finance : the impact of finTech, AI, and crypto on financial services, Palgrave Macmillan US. ProQuest Ebook Central [online]. Available through KnowledgeBank website at:  <a href="https://study.libf.ac.uk/refer.php?resource=ebookcentral&amp;id=5829325">https://study.libf.ac.uk/refer.php?resource=ebookcentral&amp;id=5829325</a> [Accessed: 16 June 2022]</p> <p>Industry reports and industry conference proceedings (online) as directed (updated in each iteration). Other general reading as directed by the course lead.</p> <p>The above-mentioned Essential Reading will be supplemented by a range of other learning resources including e-books, e-journals, online activities, web-based articles, videos, forums and blogs, either freely available or available via KnowledgeBank, as recommended by your course lecturer.</p>
<b>Other Learning Resources</b>	<p>See MyCampus platform.</p>



# **Course Descriptors June 2022**

**Fintech**

## COURSE DESCRIPTOR

<b>Module name</b>	Fintech
<b>Course name</b>	Fintech
<b>Level</b>	5
<b>Module Code</b>	LIBFBBAEFT
<b>Course Code</b>	LIBFBBAEFT02
<b>Credit Value</b>	15 UK Credits
<b>Programmes</b>	<ul style="list-style-type: none"> <li>• BSc Business Administration with Finance</li> <li>• BSc Data Science with Finance</li> <li>• BSc International Management with Finance</li> </ul>
<b>Study-load</b>	Contact hours: 25 Student managed learning hours: 125
<b>Pre-requisites</b>	None
<b>Co-requisites</b>	None
<b>Dis-requisites</b>	None
<b>Course leader</b>	Name: TBD Email: TBD
<b>Module content outline</b>	Recent years have seen huge increase in the number of technological solutions on offer to individuals and business in finance. From the challenger banks to insurance, asset management, payments and in almost every area of finance there are new offerings appearing frequently. This course covers the main sectors of financial services that are the target of Fintech companies (excluding Crypto assets). We will review the current state of the market and discuss its future direction.
<b>Learning Outcomes</b>	Having completed this module, students will be able to: <ul style="list-style-type: none"> <li>• LO1. Define Fintech and its place in the financial services sector</li> <li>• LO2. Discuss the merits of Fintech and incumbents and how the market is changing</li> <li>• LO3. Analyse and comment on the merits of various fintech offerings.</li> <li>• LO4. Discuss the role of AI in financial services</li> </ul>
<b>Teaching and learning methods</b>	Contact hours includes the following: (please click on the checkboxes as appropriate) <input checked="" type="checkbox"/> Lectures <input type="checkbox"/> Group Work: <input type="checkbox"/> Seminars <input checked="" type="checkbox"/> Tutorial <input type="checkbox"/> Laboratory <input type="checkbox"/> Workshops <input type="checkbox"/> Practical <input checked="" type="checkbox"/> VLE Activities
<b>Indicative content</b>	1) Fintech in context <ul style="list-style-type: none"> <li>a) Data speed, processing and memory – the history</li> <li>b) The perfect storm – G4, smartphones and the global financial crisis</li> <li>c) The first online banks</li> <li>d) The new online banks</li> <li>e) Fintech and the 7 Ps of Marketing</li> </ul> 2) Fintech disruptions <ul style="list-style-type: none"> <li>a) Regulators and their sand boxes</li> <li>b) Payments – faster payments and international payments</li> <li>c) Open banking</li> </ul>

	<p>3) Challenger banks</p> <ul style="list-style-type: none"> <li>a) Data on challengers</li> <li>b) What is on offer?</li> <li>c) Incumbent responses</li> </ul> <p>4) Artificial Intelligence</p> <ul style="list-style-type: none"> <li>a) What is intelligence?</li> <li>b) Narrow and board network intelligence</li> <li>c) Machine learning</li> <li>d) Neural networks and foundation AI</li> <li>e) AI &amp; automation in Fintech</li> </ul> <p>5) Lending</p> <ul style="list-style-type: none"> <li>a) Personal loans at challenger banks</li> <li>b) SME funding via challenger banks</li> <li>c) Peer to peer lending (curated and direct)</li> <li>d) Online mortgage brokers</li> <li>e) Online mortgages/ equity loans</li> </ul> <p>6) Insurtech &amp; Asset Management</p> <ul style="list-style-type: none"> <li>a) Insurtech vs Incumbents</li> <li>b) Products on offer – new developments</li> <li>c) Asset management</li> <li>d) Bots vs people</li> <li>e) Developments in risk profiling</li> </ul> <p>7) Regtech and the futures of Fintech</p> <ul style="list-style-type: none"> <li>a) Regulatory compliance</li> <li>b) Risk management</li> <li>c) Financial Crime</li> <li>d) Identity management</li> <li>e) New developments in Fintech</li> <li>f) Product or platform?</li> </ul>
<b>Assessment method</b>	<p>Assessment Type Code: Case Study  Weighting %: 50%  Submission week: n/a  Length: n/a</p> <p>The Pass mark for the course and each component is 40%.</p> <p>Formative: individual and group throughout the course  Summative: weighted components above</p> <p>NB Assignments should be research based and assessed based on the quality of that research and strength of understanding of the current dynamic of the market</p>
<b>Reading list</b>	<p>Essential reading for this course is:  Arslanian, H. and Fischer, F. (2019) The Future of Finance : the impact of finTech, AI, and crypto on financial services, Palgrave Macmillan US. ProQuest Ebook Central [online]. Available through KnowledgeBank website at:  <a href="https://study.libf.ac.uk/refer.php?resource=ebookcentral&amp;id=5829325">https://study.libf.ac.uk/refer.php?resource=ebookcentral&amp;id=5829325</a> [Accessed: 16 June 2022]</p> <p>Industry reports and industry conference proceedings (online) as directed (updated in each iteration). Other general reading as directed by the course lead.</p>

	The above-mentioned Essential Reading will be supplemented by a range of other learning resources including e-books, e-journals, online activities, web-based articles, videos, forums and blogs, either freely available or available via KnowledgeBank, as recommended by your course lecturer..
<b>Other Learning Resources</b>	See MyCampus platform.

**Course Descriptors  
June 2022**

**Entrepreneurship and Innovation**

## COURSE DESCRIPTOR

<b>Module name</b>	Entrepreneurship and Innovation
<b>Course name</b>	Entrepreneurship and Innovation
<b>Level</b>	5
<b>Course Code</b>	DLBBAEI_E
<b>Credit Value</b>	10 UK Credits
<b>Study-load</b>	Contact hours: 20 Student managed learning hours: 130
<b>Pre-requisites</b>	None
<b>Co-requisites</b>	None
<b>Dis-requisites</b>	None
<b>Course leader</b>	Name: Prof. Dr. Mirko Bendig
<b>Module content outline</b>	Entrepreneurship and innovation are the basis and one of the driving forces of every economy. Entrepreneurship and innovation are of great importance in every phase of the economic development cycle. They are important drivers for competition, competitiveness and survival in globalized markets. In this course, students are familiarized with the ideas, motives and concepts of entrepreneurship. They also get an overview of the identification, evaluation and further development of innovations.
<b>Course aims</b>	In this course, students are familiarized with the ideas, motives and concepts of entrepreneurship. They also get an overview of the identification, evaluation and further development of innovations.
<b>Learning Outcomes</b>	Having completed this module, students will be able to: <ul style="list-style-type: none"> <li>• understand the core principles of entrepreneurship.</li> <li>• define the main characteristics of entrepreneurs as well as their motivations and their behavior.</li> <li>• describe the entrepreneurial process with its different stages.</li> <li>• recognize problems and negative side effects of entrepreneurship.</li> <li>• define innovation and explain the innovation lifecycle.</li> <li>• understand a business plan and what defines a business model.</li> </ul>
<b>Careers/Graduate destinations</b>	Entry to mid level with administrative tasks.
<b>Teaching and learning methods</b>	Contact hours includes the following: (please click on the checkboxes as appropriate) <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Lectures                      <input type="checkbox"/> Group Work:</li> <li><input type="checkbox"/> Seminars                        <input checked="" type="checkbox"/> Tutorial</li> <li><input type="checkbox"/> Laboratory                      <input type="checkbox"/> Workshops</li> <li><input type="checkbox"/> Practical                         <input checked="" type="checkbox"/> VLE Activities</li> </ul>
<b>Indicative content</b>	1. Entrepreneurship 1.1 Defining Entrepreneurship

	<ul style="list-style-type: none"> <li>1.2 Benefits of Entrepreneurial Activity</li> <li>1.3 Types of Entrepreneurs</li> <li>1.4 Global Trends in Entrepreneurship</li>   <li>2. The Entrepreneur <ul style="list-style-type: none"> <li>2.1 Defining Entrepreneur</li> <li>2.2 Characteristics of Entrepreneurs</li> <li>2.3 Entrepreneurial Motivation and Behavior</li> </ul> </li>   <li>3. The Entrepreneurial Process <ul style="list-style-type: none"> <li>3.1 Stages of the Entrepreneurial Process</li> <li>3.2 Venture Creation</li> <li>3.3 Creativity Management and Time Pressure</li> </ul> </li>   <li>4. Innovation <ul style="list-style-type: none"> <li>4.1 Defining Innovation</li> <li>4.2 Innovation Lifecycle</li> <li>4.3 Sources of Innovation</li> <li>4.4 Encouraging Entrepreneurship and Innovation</li> </ul> </li>   <li>5. Planning, Business Models and Strategy <ul style="list-style-type: none"> <li>5.1 Business Plan</li> <li>5.2 Designing a Business Model</li> <li>5.3 Developing a Business Strategy</li> </ul> </li> </ul>
<b>Assessment method</b>	<p>Formative assessment: Written Assessment: Written Assignment (7-10 pages for main body of the text*) Weighting: 100%</p> <p>Summative assessment:</p> <p>At IU formative assessment is also informal and done within class. This practice of the summative assessment does not impact on the final summative assessment grade. This practice opportunity familiarises students with the assessment type and provides formative feedback that students can use for their final assessment. Formative assessment is also used as part of the process of supporting students reflect on their own learning.</p> <p>This course offers several practice exams.</p> <p>*The main body of the text includes the introduction, main text and conclusion The following components are therefore excluded:</p> <ul style="list-style-type: none"> <li>- Title page</li> <li>- Table of contents</li> <li>- List of images and/or tables</li> <li>- List of abbreviations</li> <li>- List of appendices</li> <li>- Appendices and further material</li> <li>- Bibliography</li> </ul>
<b>Reading list</b>	<p>Required reading:</p> <p>See IU course book on Entrepreneurship and Innovation.</p> <p>Additional reading (optional):</p> <ul style="list-style-type: none"> <li>• Bessant, J., &amp; Tidd, J. (2015). Innovation and entrepreneurship. Wiley.</li> </ul>

	<ul style="list-style-type: none"> <li>• Parker, S. C. (2018). The economics of entrepreneurship (2nd ed.). Cambridge University Press.</li> <li>• Scarborough, N., &amp; Cornwall, J. (2018). Essentials of entrepreneurship and small business management (Global ed.). Pearson Education.</li> </ul>
<b>Other Learning Resources</b>	See MyCampus platform.



4<sup>th</sup> semester

**Course Descriptors  
June 2022**

**International HR Management**

## COURSE DESCRIPTOR

<b>Module name</b>	International HR Management
<b>Course name</b>	International HR Management
<b>Level</b>	5
<b>Course Code</b>	DLBINTIHR_E
<b>Credit Value</b>	10 UK Credits
<b>Study-load</b>	Contact hours: 20 Student managed learning hours: 130
<b>Pre-requisites</b>	None
<b>Co-requisites</b>	None
<b>Dis-requisites</b>	None
<b>Course leader</b>	Prof. Dr. Katharina Rehfeld (International HR Management)
<b>Module content outline</b>	The aim is to provide a bird's eye view of special features, opportunities, risks and challenges in both country-specific and cross-national human resources management. To this end, the concept of culture will be discussed and different ways of looking at culture will be debated. On this basis, the course tackles country-specific personnel management with its respective peculiarities. This is followed by a discussion on the transnational personnel management of Multinational Corporations (MNCs). Building on this, the topics of international staff deployment, secondments and the influence of host countries on the management process of MNCs and their foreign subsidiaries will be addressed. A discussion on special features of human resources management in cross-border mergers and acquisitions rounds up this part of the course. In a second thematic approach, the course looks at the requirements for the development of transnational managers in MNCs and discusses measures such as secondment and ongoing training. Finally, the introduced models and concepts will be applied to two example regions in Asia (Japan/Taiwan and China/Vietnam) and the USA.
<b>Course aims</b>	The aim is to provide a bird's eye view of special features, opportunities, risks and challenges in both country-specific and cross-national human resources management.
<b>Learning Outcomes</b>	Having completed this module, students will be able to: <ul style="list-style-type: none"> <li>• understand and identify the challenges of human resource management in multinational companies.</li> <li>• take into account cultural particularities in personnel management in different countries and</li> <li>• to apply these to transnational mergers and acquisitions.</li> <li>• name opportunities and risks as well as factors for success in the assignment of expatriates and to identify optimization factors.</li> <li>• identify elements for developing transnationally qualified managers.</li> <li>• identify specific risks and opportunities in international personnel deployment with regard to selected regions.</li> </ul>
<b>Careers/Graduate</b>	Entry to mid-level with administrative tasks.

<b>destinations</b>	
<b>Teaching and learning methods</b>	<p>Contact hours includes the following: (please click on the checkboxes as appropriate)</p> <p> <input checked="" type="checkbox"/> Lectures                      <input type="checkbox"/> Group Work:  <input type="checkbox"/> Seminars                        <input checked="" type="checkbox"/> Tutorial  <input type="checkbox"/> Laboratory                      <input type="checkbox"/> Workshops  <input type="checkbox"/> Practical                         <input checked="" type="checkbox"/> VLE Activities </p>
<b>Indicative content</b>	<ol style="list-style-type: none"> <li>1. Culture and Intercultural Perspectives <ol style="list-style-type: none"> <li>1.1 Positivist View</li> <li>1.2 Interpretative View</li> <li>1.3 Critical View</li> </ol> </li> <li>2. Comparative Human Resources <ol style="list-style-type: none"> <li>2.1 Globalisation and its Effects on Human Resources Management</li> <li>2.2 Contextual Effects</li> <li>2.3 Requirements</li> </ol> </li> <li>3. Multinational Companies and International HR Models <ol style="list-style-type: none"> <li>3.1 Challenges in Multinational Corporations</li> <li>3.2 Resolution Methods</li> <li>3.3 International HR Models</li> </ol> </li> <li>4. International Personnel Deployment <ol style="list-style-type: none"> <li>4.1 International Personnel Planning</li> <li>4.2 Reasons for Deployments and Job Rotation</li> <li>4.3 Selection of Expatriates</li> <li>4.4 Success Determinants</li> </ol> </li> <li>5. International Missions and Host Countries <ol style="list-style-type: none"> <li>5.1 Variance in Environmental Variables</li> <li>5.2 Host Country Effects for Multinational Corporations</li> <li>5.3 HRM in Cross-Border Mergers and Acquisitions</li> <li>5.4 Integration</li> </ol> </li> <li>6. Development of International Managers <ol style="list-style-type: none"> <li>6.1 Personnel Development in an International Context</li> <li>6.2 Preparation, Support and Reintegration of Expatriates</li> </ol> </li> <li>7. Application in Sample Markets <ol style="list-style-type: none"> <li>7.1 Asia: Japan and Taiwan</li> <li>7.2 Asia: China and Vietnam</li> <li>7.3 USA</li> <li>7.4 European Countries</li> </ol> </li> </ol>
<b>Assessment method</b>	<p>Formative assessment: Written Assessment: Case Study (7-10 pages for the main body of the text*) Weighting: 100%</p> <p>Summative assessment:</p> <p>At IU formative assessment is also informal and done within class. This practice of the summative assessment does not impact on the final summative assessment grade. This practice opportunity familiarises students with the assessment type and provides formative feedback that students can use for their final assessment. Formative assessment is also used as part of the process of supporting students reflect on their own learning.</p>

<p><b>Reading list</b></p>	<p>Required reading:</p> <p>See IU coursebook on International HR Management.</p> <p>Additional reading (optional):</p> <ul style="list-style-type: none"> <li>• Al Ariss, A. K./Cerdin, J. L./Brewster, C. (2016): International migration and international human resource management. In: Dickmann, M./Brewster, C./Sparrow, P. (Hrsg.): International Human Resource Management. 3. Auflage, Routledge, London, S. 271-290.</li> <li>• Björkman, I./Lervik, J. E. (2007): Transferring HR practices within multinational corporations. In: Human Resource Management Journal, 17. Jg., Heft 4, S. 320-335.</li> <li>• Cascio, W. F./Boudreau, J. W. (2016): The search for global competence: From international HR to talent management. In: Journal of World Business 51 (2016) 103-114.</li> </ul>
<p><b>Other Learning Resources</b></p>	<p>See MyCampus platform.</p>

# **Course Descriptors June 2022**

**Service Operations Management**

## COURSE DESCRIPTOR

<b>Module name</b>	Service Operations Management
<b>Course name</b>	Service Operations Management
<b>Level</b>	5
<b>Course Code</b>	DLMSM
<b>Credit Value</b>	10 UK Credits
<b>Study-load</b>	Contact hours: 20 Student managed learning hours: 130
<b>Pre-requisites</b>	None
<b>Co-requisites</b>	None
<b>Dis-requisites</b>	None
<b>Course leader</b>	Name: Adrienne Steffen
<b>Module content outline</b>	The goal of service operations management is to create and improve service processes to achieve increases in productivity and quality. These strategies are applicable across a wide variety of industries and departments. Managers must understand how service companies create efficient service production and delivery systems while adhering to customer expectations. Proper operations management uses various interdependent tools and subsystems to increase efficiency, effectiveness, and productivity at the lowest possible cost. Forecasting, capacity management, resource management, supply chain management, process management, quality management, and project management strategies are used interchangeably by effective managers to design and implement a service to optimum customer satisfaction levels.
<b>Course aims</b>	The goal of service operations management is to create and improve service processes to achieve increases in productivity and quality.
<b>Learning Outcomes</b>	Having completed this module, students will be able to: <ul style="list-style-type: none"> <li>• create efficient service production delivery systems.</li> <li>• forecast and use capacity, resource, and supply chain management strategies.</li> <li>• transform service inputs into service outputs effectively.</li> <li>• understand various service operations subsystems and tools.</li> <li>• use process, quality, and project management concepts.</li> <li>• develop an operations strategy.</li> <li>• design a service to optimum customer satisfaction level.</li> </ul>
<b>Careers/Graduate destinations</b>	Entry to mid-level positions with administrative tasks.
<b>Teaching and learning methods</b>	Contact hours includes the following: (please click on the checkboxes as appropriate)  <input checked="" type="checkbox"/> Lectures <input type="checkbox"/> Group Work:

	<input type="checkbox"/> Seminars <input checked="" type="checkbox"/> Tutorial <input type="checkbox"/> Laboratory <input type="checkbox"/> Workshops <input type="checkbox"/> Practical <input checked="" type="checkbox"/> VLE Activities
<b>Indicative content</b>	<ol style="list-style-type: none"> <li>1. The Characteristics of Service Operations Management <ol style="list-style-type: none"> <li>1.1 The Values of Operations Management</li> <li>1.2 Operations Strategy</li> <li>1.3 Strategic Fit</li> <li>1.4 Operational Views</li> <li>1.5 Competitive Priorities</li> </ol> </li>   <li>2. Process Strategy <ol style="list-style-type: none"> <li>2.1 Process Structure</li> <li>2.2 Process Decisions</li> <li>2.3 Process Analysis</li> <li>2.4 Theory of Constraint</li> <li>2.5 Process Documentation and Improvement</li> </ol> </li>   <li>3. Service Design Decisions <ol style="list-style-type: none"> <li>3.1 Customer Expectation Extraction</li> <li>3.2 Designing and Delivering Services</li> <li>3.3 Job Design and Work Organization</li> <li>3.4 Organizational Integration</li> </ol> </li>   <li>4. Forecasting <ol style="list-style-type: none"> <li>4.1 Demand Management</li> <li>4.2 Forecasting Decisions</li> <li>4.3 Forecasting Methodologies</li> <li>4.4 The Forecasting Process</li> <li>4.5 Forecasting Error</li> </ol> </li>   <li>5. Capacity Management <ol style="list-style-type: none"> <li>5.1 Capacity Planning</li> <li>5.2 Resource Planning and Scheduling</li> <li>5.3 Customer Management</li> <li>5.4 Revenue Management</li> </ol> </li>   <li>6. Facilities Management <ol style="list-style-type: none"> <li>6.1 Front and Back Office Facilities Management</li> <li>6.2 Facility Location Models</li> <li>6.3 Designing the Servicescape</li> <li>6.4 Ergonomics and Productivity</li> <li>6.5 Information Systems and Networks</li> </ol> </li>   <li>7. Improvement <ol style="list-style-type: none"> <li>7.1 Total Quality Management</li> <li>7.2 Operational Improvement</li> <li>7.3 Continuous Improvement</li> <li>7.4 System Failure, Prevention, and Recovery</li> <li>7.5 Complaint Management</li> </ol> </li>   <li>8. Supply Chains in Services <ol style="list-style-type: none"> <li>8.1 Supply Chain Design</li> <li>8.2 Performance Metrics</li> <li>8.3 Integration</li> <li>8.4 Supply Chain Risks</li> </ol> </li> </ol>



	<p>8.5 Sustainability</p> <p>9. Customer Experience</p> <p>9.1 Competitive Advantage</p> <p>9.2 Delivery Metrics</p> <p>9.3 Communication</p> <p>9.4 Success Parameters</p>
<b>Assessment method</b>	<p>Formative assessment: Written Assessment: Written Assignment (7-10 pages for main body of the text*)</p> <p>Weighting: 100%</p> <p>Summative assessment:</p> <p>At IU formative assessment is also informal and done within class. This practice of the summative assessment does not impact on the final summative assessment grade. This practice opportunity familiarises students with the assessment type and provides formative feedback that students can use for their final assessment. Formative assessment is also used as part of the process of supporting students reflect on their own learning.</p> <p>*The main body of the text includes the introduction, main text and conclusion The following components are therefore excluded:</p> <ul style="list-style-type: none"> <li>- Title page</li> <li>- Table of contents</li> <li>- List of images and/or tables</li> <li>- List of abbreviations</li> <li>- List of appendices</li> <li>- Appendices and further material</li> <li>- Bibliography</li> </ul>
<b>Reading list</b>	<p>Required reading:</p> <p>See IU coursebook on Service Operations Management.</p> <p>Additional reading (optional):</p> <ul style="list-style-type: none"> <li>• Crandall, R. E., &amp; Markland, R. E. (1996). Demand management– Today’s challenge for service industries. <i>Production and Operations Management</i>, 5(2), 106–120.</li> <li>• Davis, M., &amp; Heinekeg, J. (2005). <i>Operations management: Integrating manufacturing and services</i> (5th ed.). New York, NY: McGraw-Hill.</li> <li>• van Looy, B., Gemmel, P., &amp; Van Dierdonck, R. (2013). <i>Services management: An integrated approach</i> (3rd ed.). Harlow: Pearson Education. (Database: ProQuest).</li> </ul>
<b>Other Learning Resources</b>	See MyCampus platform.

# **Course Descriptors June 2022**

## **Collaborative Work**

## COURSE DESCRIPTOR

<b>Module name</b>	Collaborative Work
<b>Course name</b>	Collaborative Work
<b>Level</b>	5
<b>Course Code</b>	DLBCSCW
<b>Credit Value</b>	10 UK Credits
<b>Study-load</b>	Contact hours: 20 Student managed learning hours: 130
<b>Pre-requisites</b>	None
<b>Co-requisites</b>	None
<b>Dis-requisites</b>	None
<b>Course leader</b>	Name: Prof. Dr. Karin Halbritter
<b>Module content outline</b>	The course supports the students in building up and expanding important interdisciplinary competences for our networked world, and in doing so, students can take advantage of the opportunities for constructive cooperation with others. It presents essential forms and design possibilities of collaborative learning and working, imparts basic knowledge and tools for self-managed, flexible, and creative thinking, learning and acting and familiarizes students with the topics of empathy and emotional intelligence. Students are also encouraged to use the course contents. In this way, they promote their autonomous competence to act and their competence in the interactive application of tools and in interacting in heterogeneous groups.
<b>Course aims</b>	The course supports the students in building up and expanding important interdisciplinary competences for our networked world, and in doing so, students can take advantage of the opportunities for constructive cooperation with others. Students are also encouraged to use the course contents. In this way, they promote their autonomous competence to act and their competence in the interactive application of tools and in interacting in heterogeneous groups.
<b>Learning Outcomes</b>	Having completed this module, students will be able to: <ul style="list-style-type: none"> <li>• design their own learning processes both self-directed and collaborative with analog and digital media.</li> <li>• initiate face-to-face and virtual cooperation and select suitable methods for shaping collaboration even in an intercultural context and across disciplinary boundaries.</li> <li>• assess different forms of communication in relation to the goals and requirements of different situations and to reflect on their own communication and argumentation behavior in order to be able to shape conducive collaboration also in an interdisciplinary context.</li> <li>• recognize social diversity including cultural and professional differences as a value, and to name and apply tools to deal with them constructively.</li> </ul>

	<ul style="list-style-type: none"> <li>• explain conflict potentials and the role of emotions in conflicts and to describe the use of systemic methods in the target- and solution-oriented handling of conflicts.</li> <li>• analyze one’s own resources, present methods of self-leadership and self-motivation, and derive appropriate strategies.</li> </ul>
<b>Careers/Graduate destinations</b>	Entry to mid-level.
<b>Teaching and learning methods</b>	<p>Contact hours includes the following: (please click on the checkboxes as appropriate)</p> <p> <input checked="" type="checkbox"/> Lectures            <input type="checkbox"/> Group Work:  <input type="checkbox"/> Seminars            <input type="checkbox"/> Tutorial  <input type="checkbox"/> Laboratory           <input type="checkbox"/> Workshops  <input type="checkbox"/> Practical            <input checked="" type="checkbox"/> VLE Activities </p>
<b>Indicative content</b>	<ol style="list-style-type: none"> <li>1. Learning for a Networked World in a Networked World <ol style="list-style-type: none"> <li>1.1 Requirements and Opportunities of the VUCA World</li> <li>1.2 Learning, Information, and Dealing with Knowledge and Ignorance</li> <li>1.3 C-Model: Collective – Collaborative – Continuous – Connected</li> <li>1.4 Checking Your Own Learning Behaviour</li> </ol> </li> <li>2. Networking and Cooperation <ol style="list-style-type: none"> <li>2.1 Finding and Winning Suitable Cooperation Partners</li> <li>2.2 Sustainable Relationships: Digital Interaction and Building Trust</li> <li>2.3 Collaboration: Organizing Locally and Virtually and Using Media</li> <li>2.4 Social Learning: Agile, Collaborative, and Mobile Planning of Learning Processes</li> </ol> </li> <li>3. Performance in (Virtual) Teams <ol style="list-style-type: none"> <li>3.1 Goals, Roles, Organization and Performance Measurement</li> <li>3.2 Team Building and Team Flow</li> <li>3.3 Scrum as a Framework for Agile Project Management</li> <li>3.4 Design Thinking, Kanban, Planning Poker, Working-in-Progress-Limits &amp; Co</li> </ol> </li> <li>4. Communicate and Convince <ol style="list-style-type: none"> <li>4.1 Communication as Social Interaction</li> <li>4.2 Language, Images, Metaphors, and Stories</li> <li>4.3 It's the Attitude that Counts: Open, Empathetic, and Appreciative Communication</li> <li>4.4 Listen Actively - Argue - Convince – Motivate</li> <li>4.5 Analyze Your Own Conversational and Argumentational Skills</li> </ol> </li> <li>5. Recognize Conflict Potentials - Handle Conflicts - Negotiate Effectively <ol style="list-style-type: none"> <li>5.1 Respecting Diversity - Seizing Opportunities</li> <li>5.2 Developing Empathy for Yourself and Others</li> <li>5.3 Systemic Work Solutions and Reframing</li> <li>5.4 Negotiate Constructively: Finding Clear Words - Interests Instead of Positions</li> </ol> </li> <li>6. Realize Your Own Projects <ol style="list-style-type: none"> <li>6.1 Set Goals Effectively - Focus – Reflect</li> <li>6.2 The Agile Use of One's Own Time</li> <li>6.3 (Self-)Coaching and Inner Team</li> </ol> </li> </ol>

	<p>6.4 Strategies and Methods for Self-Management and Self-Motivation</p> <p>7. Mobilize Your Resources</p> <p>7.1 Recognizing Resources - Regulating Emotions</p> <p>7.2 Reflection and Innovation - Lateral Thinking and Creativity</p> <p>7.3 Transfer Strength and Willpower: Analyzing and Controlling Condition Factors</p>
<b>Assessment method</b>	<p>Formative assessment: Oral Assignment (15 minutes)</p> <p>Weighting: 100%</p> <p>Summative assessment:</p> <p>At IU formative assessment is also informal and done within class. This practice of the summative assessment does not impact on the final summative assessment grade. This practice opportunity familiarises students with the assessment type and provides formative feedback that students can use for their final assessment. Formative assessment is also used as part of the process of supporting students reflect on their own learning.</p>
<b>Reading list</b>	<p>Required reading:</p> <p>See IU coursebook on Collaborative Work.</p> <p>Additional reading (optional):</p> <ul style="list-style-type: none"> <li>• Baber, A., Waymon, L., Alphonso, A., &amp; Wylde, J. (2015): Strategic connections. The new face of networking in a collaborative world. New York: AMACOM.</li> <li>• Boulton, J. G., Allen, P. M., &amp; Bowman, C. (2015): Embracing complexity. Strategic perspectives for an age of turbulence. 1. ed. Oxford: Oxford Univ. Press.</li> <li>• Chang, B., &amp; Kang, H. (2016): Challenges facing group work online. In: Distance Education 37 (1), S. 73–88. DOI: 10.1080/01587919.2016.1154781.</li> <li>• Duhigg, C. (2013): The power of habit. Why we do what we do and how to change. London: Random House Books.</li> <li>• Fisher, R., &amp; Ury, W. (2012): Getting to yes. Negotiating an agreement without giving in. Updated and rev., 3. ed. London: Random House Business Books.</li> <li>• Kaats, E., &amp; Opheij, W. (2014): Creating conditions for promising collaboration.</li> <li>• Alliances, networks, chains, strategic partnerships. Berlin, Heidelberg, s.l.: Springer Berlin Heidelberg (SpringerBriefs in Business).</li> <li>• Martin, S. J., Goldstein, N. J., &amp; Cialdini, R. B. (2015). The small BIG: Small changes that spark BIG influence. London, England: Profile Books.</li> <li>• Oettingen, G. (2014). Rethinking positive thinking: Inside the new science of motivation. New York, NY: Current.</li> </ul>
<b>Other Learning Resources</b>	See MyCampus platform.

**Course Descriptors  
June 2022**

**Intercultural and Ethical Decision-Making**

## COURSE DESCRIPTOR

<b>Module name</b>	Intercultural and Ethical Decision-Making
<b>Course name</b>	Intercultural and Ethical Decision-Making
<b>Level</b>	5
<b>Course Code</b>	DLBCSIDM
<b>Credit Value</b>	10 UK Credits
<b>Study-load</b>	Contact hours: 20 Student managed learning hours: 130
<b>Pre-requisites</b>	None
<b>Co-requisites</b>	None
<b>Dis-requisites</b>	None
<b>Course leader</b>	Name: Prof. Dr. Jürgen Matthias Seeler
<b>Module content outline</b>	In this course, students acquire the necessary knowledge to understand intercultural competencies and current developments in the fields of diversity and ethics. Students will understand how to systematically plan and implement learning processes for the development of competences important in these areas. First, important terms are clarified and differentiated from each other, and cultural aspects are explained from different perspectives. In addition, students learn that cultural issues are relevant at different levels, for example, within a state, company, or other group. In this context, students also recognize the connection between ethics and culture with different interdependencies. On the basis of this knowledge, students are then familiarized with the different possibilities and potentials of intercultural and ethical learning and working. Practical cases are used to illustrate the importance of the relationships learned for today's work context in many companies. The students then work on a case study in which the acquired knowledge is systematically applied.
<b>Course aims</b>	In this course, students acquire the necessary knowledge to understand intercultural competencies and current developments in the fields of diversity and ethics. Students will understand how to systematically plan and implement learning processes for the development of competences important in these areas.
<b>Learning Outcomes</b>	Having completed this module, students will be able to: <ul style="list-style-type: none"> <li>• explain the most important terms in the areas of interculturality, diversity, and ethics.</li> <li>• distinguish different explanatory patterns of culture.</li> <li>• understand culture at different levels.</li> <li>• plan processes of intercultural learning and working.</li> <li>• understand the interdependencies of culture and ethics.</li> <li>• independently work on a case study on intercultural competence.</li> </ul>
<b>Careers/Graduate destinations</b>	Entry to mid-level positions with administrative tasks.
<b>Teaching and learning methods</b>	Contact hours includes the following: (please click on the checkboxes as appropriate)

	<input checked="" type="checkbox"/> Lectures <input type="checkbox"/> Group Work: <input type="checkbox"/> Seminars <input checked="" type="checkbox"/> Tutorial <input type="checkbox"/> Laboratory <input type="checkbox"/> Workshops <input type="checkbox"/> Practical <input checked="" type="checkbox"/> VLE Activities
<b>Indicative content</b>	<ol style="list-style-type: none"> <li>1. Basics of Intercultural and Ethical Competence to Act <ol style="list-style-type: none"> <li>1.1. Subject Areas, Terms, and Definitions</li> <li>1.2. Relevance of Intercultural and Ethical Action</li> <li>1.3. Intercultural Action - Diversity, Globalization, Ethics</li> </ol> </li> <li>2. Cultural Concepts <ol style="list-style-type: none"> <li>2.1. Hofstede's Cultural Dimensions</li> <li>2.2. Culture Differentiation According to Hall</li> <li>2.3. Locus of Control Concept to Rotter</li> </ol> </li> <li>3. Culture and Ethics <ol style="list-style-type: none"> <li>3.1. Ethics - Basic Terms and Concepts</li> <li>3.2. Interdependence of Culture and Ethics</li> <li>3.3. Ethical Concepts in Different Regions of the World</li> </ol> </li> <li>4. Current Topics in the Area of Interculturality, Ethics, and Diversity <ol style="list-style-type: none"> <li>4.1. Digital Ethics</li> <li>4.2. Equality and Equal Opportunities</li> <li>4.3. Social Diversity</li> </ol> </li> <li>5. Intercultural Learning and Working <ol style="list-style-type: none"> <li>5.1. Acculturation</li> <li>5.2. Learning and Working in Intercultural Groups</li> <li>5.3. Strategies for Dealing with Cultural Conflicts</li> </ol> </li> <li>6. Case Studies for Cultural and Ethical Conflicts <ol style="list-style-type: none"> <li>6.1. Case Study: Interculturality</li> <li>6.2. Case Study: Diversity</li> <li>6.3. Case Study: Interculturality and Ethics</li> </ol> </li> </ol>
<b>Assessment method</b>	<p>Formative assessment: Case study (7-10 pages for the main body of the text*)  Weighting: 100%</p> <p>Summative assessment:</p> <p>At IU formative assessment is informal and done within class. This practice of the summative assessment does not impact on the final summative assessment grade. This practice opportunity familiarises students with the assessment type and provides formative feedback that students can use for their final assessment. Formative assessment is also used as part of the process of supporting students reflect on their own learning.</p> <p>*The main body of the text includes the introduction, main text and conclusion  The following components are therefore excluded:</p> <ul style="list-style-type: none"> <li>- Title page</li> <li>- Table of contents</li> <li>- List of images and/or tables</li> <li>- List of abbreviations</li> </ul>



	<ul style="list-style-type: none"> <li>- List of appendices</li> <li>- Appendices and further material</li> <li>- Bibliography</li> </ul>
<b>Reading list</b>	<p>Required reading:</p> <p>See IU coursebook on Intercultural and Ethical Decision-Making.</p> <p>Additional reading (optional):</p> <ul style="list-style-type: none"> <li>• Boylan, M. (Eds.). (2014). Business ethics. (2nd ed.). Wiley-Blackwell.</li> <li>• Thomas, A., Kinast, E. U., Schroll-Machl, S. (Eds.). (2010). Handbook of intercultural communication and cooperation. Basics and areas of application. Vandenhoeck &amp; Ruprecht.</li> </ul>
<b>Other Learning Resources</b>	See MyCampus platform.

# **Course Descriptors June 2022**

**Digital Business Models**

## COURSE DESCRIPTOR

<b>Module name</b>	Digital Business Models
<b>Course name</b>	Digital Business Models
<b>Level</b>	5
<b>Course Code</b>	DLBLODB_E
<b>Credit Value</b>	10 UK Credits
<b>Study-load</b>	Contact hours: 30 Student managed learning hours: 120
<b>Pre-requisites</b>	None
<b>Co-requisites</b>	None
<b>Dis-requisites</b>	None
<b>Course leader</b>	Name: Prof. Dr. Mario Boßlau
<b>Module content outline</b>	A business model contains the depiction of the logic of how a company generates, delivers and secures value. The progressing digitalization of many processes, products and services has made possible a large number of innovations in the area of business models in recent years. The subject of this course rounds up the presentation, the underlying patterns and the main factors that influence these digital business models. Starting from a general definition of the concept of a business model, a system is developed to describe the essential factors of a business model. An overview of the historical development of important business models and in particular the influence of digitization on newer business models allows a classification of the concept and an understanding of the framework. Then the most important alternative digital business models of recent years are systematically presented, analyzed and evaluated with regard to their respective strengths and weaknesses. Finally, the role of business models in the creation process of a business plan is described. Students learn the central approaches to developing an independent corporate positioning and are enabled to examine and evaluate the central factors influencing corporate success in digital business.
<b>Course aims</b>	The subject of this course rounds up the presentation, the underlying patterns and the main factors that influence digital business models.
<b>Learning Outcomes</b>	Having completed this module, students will be able to: <ul style="list-style-type: none"> <li>• understand what a business model is and how to describe it systematically.</li> <li>• outline the basic features of the historical development of business models.</li> <li>• describe key digital business models and evaluate their advantages and disadvantages.</li> <li>• establish the relationship between a business model and a business plan to independently derive and analyse the positioning of a company.</li> </ul>
<b>Careers/Graduate destinations</b>	Entry to mid-level positions with administrative tasks.
<b>Teaching and learning methods</b>	Contact hours includes the following: (please click on the checkboxes as appropriate) <input checked="" type="checkbox"/> Lectures <input type="checkbox"/> Group Work: <input type="checkbox"/> Seminars <input checked="" type="checkbox"/> Tutorial

	<input type="checkbox"/> Laboratory <input type="checkbox"/> Workshops <input type="checkbox"/> Practical <input checked="" type="checkbox"/> VLE Activities
<b>Indicative content</b>	<ol style="list-style-type: none"> <li>1. Meaning, Origin and Definition of the Term "Digital Business Model" <ol style="list-style-type: none"> <li>1.1 Goals and Functions of Digital Business Models</li> <li>1.2 Business Model - Origin of the Term and its Meaning in the Digital Economy</li> <li>1.3 Definition of the terms Business Model and Digital Business Model</li> <li>1.4 Differentiation from Other Terminologies of the Digital Economy</li> </ol> </li> <li>2. Basic Concepts for the Description of Business Models <ol style="list-style-type: none"> <li>2.1 Value Chain</li> <li>2.2 Value Chains</li> <li>2.3 Dominant Logic</li> <li>2.4 Revenue Model</li> <li>2.5 Unique Selling Proposition</li> <li>2.6 Transaction</li> <li>2.7 Product or Service Range</li> </ol> </li> <li>3. Tools for the Description of Business Models <ol style="list-style-type: none"> <li>3.1 Business Model Canvas</li> <li>3.2 St. Gallen Business Model Navigator</li> <li>3.3 DVC Framework</li> </ol> </li> <li>4. Patterns of Digital Business Models <ol style="list-style-type: none"> <li>4.1 Long Tail</li> <li>4.2 Multi-Sided Pattern</li> <li>4.3 Free and Freemium</li> <li>4.4 OPEN API Pattern</li> </ol> </li> <li>5. Digital Business Models and Business Plans <ol style="list-style-type: none"> <li>5.1 Integration of the Business Model into the Business Plan</li> <li>5.2 Company Positioning and the Digital Business Model</li> <li>5.3 Digital Business Models as Innovation Drivers for the Development of New Businesses</li> </ol> </li> </ol>
<b>Assessment method</b>	<p>Formative assessment:</p> <p>Summative assessment: Exam (90 minutes) Weighting: 100%</p> <p>At IU formative assessment is informal and done within class. This practice of the summative assessment does not impact on the final summative assessment grade. This practice opportunity familiarises students with the assessment type and provides formative feedback that students can use for their final assessment. Formative assessment is also used as part of the process of supporting students reflect on their own learning.</p> <p>This course offers several practice exams.</p>
<b>Reading list</b>	<p>Required reading:</p> <p>See IU coursebook on Digital Business Models.</p> <p>Additional reading (optional):</p> <ul style="list-style-type: none"> <li>• Brynjolfsson, E./Hu, Yu J./Smith, M. D. (2006): From Niches to Riches. Anatomy of the Long Tail. In: MIT Sloan Management Review, volume 47, Magazine 4, p. 67–71.</li> <li>• Osterwalder, A./Pigneur, Y. (2010): Business Modell Generation. Wiley, Hoboken (NJ).</li> </ul>
<b>Other Learning Resources</b>	See MyCampus platform.



# **Course Descriptors June 2022**

**Sustainability**

## COURSE DESCRIPTOR

<b>Module name</b>	Sustainability
<b>Course name</b>	Sustainability
<b>Level</b>	5
<b>Course Code</b>	DLBBAS_E
<b>Credit Value</b>	10 UK Credits
<b>Study-load</b>	Contact hours: 25 Student managed learning hours: 125
<b>Pre-requisites</b>	None
<b>Co-requisites</b>	None
<b>Dis-requisites</b>	None
<b>Course leader</b>	Name: To be assigned
<b>Module content outline</b>	This course gives students insights into sustainability. It presents fundamentals and definitions and explains the ethical and economic context of sustainability, the various levels of its occurrence and relevant international frameworks. Furthermore, students will familiarize themselves with product development, product life cycle planning and triple bottom line reporting from a sustainability viewpoint. Real life cases of corporate sustainability programs provide insights into different examples from professional practice, thus linking theory and practice.
<b>Course aims</b>	In this course, students will familiarize themselves with product development, product life cycle planning and triple bottom line reporting from a sustainability viewpoint.
<b>Learning Outcomes</b>	Having completed this module, students will be able to: <ul style="list-style-type: none"> <li>• understand the concept sustainability.</li> <li>• contextualize sustainability in ethical and economical terms.</li> <li>• explain international frameworks of sustainability.</li> <li>• understand the technical implications of sustainability.</li> <li>• develop corporate reporting along the triple bottom line.</li> <li>• critically analyze sustainability management examples from professional practice.</li> </ul>
<b>Careers/Graduate destinations</b>	Entry to mid-level with administrative tasks.
<b>Teaching and learning methods</b>	Contact hours includes the following: (please click on the checkboxes as appropriate) <input checked="" type="checkbox"/> Lectures <input type="checkbox"/> Group Work: <input type="checkbox"/> Seminars <input checked="" type="checkbox"/> Tutorial <input type="checkbox"/> Laboratory <input type="checkbox"/> Workshops <input type="checkbox"/> Practical <input checked="" type="checkbox"/> VLE Activities
<b>Indicative content</b>	1. Fundamentals of Sustainability 1.1 Introduction and Definition 1.2 Sustainability in the Context of Ethics 1.3 Sustainability in the Context of Business: Corporate Social Responsibility

	<p>2. Levels of Sustainability</p> <p>2.1 Societal Level</p> <p>2.2 Corporate Level</p> <p>2.3 Individual Level</p> <p>3. Frameworks for Sustainability</p> <p>3.1 Sustainable Development Goals</p> <p>3.2 ISO 14001 and ISO 26000</p> <p>3.3 Industry Standards on Sustainability</p> <p>4. Technical Aspects of Sustainability</p> <p>4.1 Research and Product Development</p> <p>4.2 Product Life Cycle</p> <p>4.3 Life Cycle Assessment</p> <p>5. Sustainability Reporting</p> <p>5.1 Global Reporting Initiative</p> <p>5.2 Key Aspects of Triple Bottom Line Reporting</p> <p>5.3 Challenges of Triple Bottom Line Reporting</p> <p>6. Examples of Corporate Sustainability Management Programs</p> <p>6.1 Case 1</p> <p>6.2 Case 2</p> <p>6.3 Case 3</p>
<p><b>Assessment method</b></p>	<p>Exam <b>or</b> Written Assessment: Case Study</p> <p>Formative assessment: Written Assessment: Case Study (7-10 pages for the main body of the text*)</p> <p>Weighting: 100%</p> <p>Summative assessment: Exam (90 minutes)</p> <p>Weighting: 100%</p> <p>At IU formative assessment is also informal and done within class. This practice of the summative assessment does not impact on the final summative assessment grade. This practice opportunity familiarises students with the assessment type and provides formative feedback that students can use for their final assessment. Formative assessment is also used as part of the process of supporting students reflect on their own learning.</p> <p>This course offers several practice exams.</p> <p>*The main body of the text includes the introduction, main text and conclusion The following components are therefore excluded:</p> <ul style="list-style-type: none"> <li>- Title page</li> <li>- Table of contents</li> <li>- List of images and/or tables</li> <li>- List of abbreviations</li> <li>- List of appendices</li> <li>- Appendices and further material</li> <li>- Bibliography</li> </ul>
<p><b>Reading list</b></p>	<p>Required reading:</p> <p>See IU course book on Sustainability.</p> <p>Additional reading (optional):</p> <ul style="list-style-type: none"> <li>• Jarmai, K. (2020): Learning from Sustainability-Oriented Innovation. In: Jarmai, K. (ed.): Responsible Innovation: Business Opportunities and</li> </ul>



	<p>Strategies for Implementation. SpringerBriefs in Research and Innovation Governance, Dordrecht, p. 19-35.</p> <ul style="list-style-type: none"> <li>• Lehman, C. R. (2015): Sustainability and Governance. Advances in Public Interest Accounting. Vol. 18, 1st ed. Emerald Group Publishing Limited, Bingley, UK.</li> <li>• Mazijn B./Revéret J.P. (2015): Life Cycle Sustainability Assessment: A Tool for Exercising Due Diligence in Life Cycle Management. In: Sonnemann, G./Margni, M. (Eds.): Life Cycle Management. Springer, Dordrecht. p. 51-63.</li> <li>• Shmeleva, I. A./Shmelev, S. (2012): Sustainability Analysis: An Interdisciplinary Approach. Palgrave Macmillan, Houndmills, UK.</li> <li>• Walker D. H.T./Lloyd-Walker B. M. (2015): Triple Bottom Line Implications. In: Collaborative Project Procurement Arrangements. Project Management Institute, Pennsylvania, USA.</li> </ul>
<b>Other Learning Resources</b>	See MyCampus platform.

5<sup>th</sup> semester

# **Course Descriptors**

## **June 2022**

**Foreign Exchange Exposure and Management**

## COURSE DESCRIPTOR

<b>Module name</b>	International Finance
<b>Course name</b>	Foreign Exchange Exposure and Management
<b>Level</b>	6
<b>Module Code</b>	LIBFBBAEIF
<b>Course Code</b>	LIBFBBAEIF01
<b>Credit Value</b>	15 UK Credits
<b>Programmes</b>	<ul style="list-style-type: none"> <li>• BSc Business Administration with Finance</li> <li>• BSc Data Science with Finance</li> <li>• BSc International Management with Finance</li> </ul>
<b>Study-load</b>	Contact hours: 30 Student managed learning hours: 120
<b>Pre-requisites</b>	None
<b>Co-requisites</b>	None
<b>Dis-requisites</b>	None
<b>Course leader</b>	Name: TBD Email: TBD
<b>Module content outline</b>	The financial management of multinational enterprises (MNEs), i.e., corporations with operations in more than one country whose business is conducted via branches, subsidiaries, or joint-ventures, is quite challenging, particularly in terms of currency risk. This course examines international corporate finance within the context of understanding foreign exchange markets and the management of foreign exchange exposures.
<b>Learning Outcomes</b>	Having completed this module, students will be able to: <ul style="list-style-type: none"> <li>• LO1. Appreciate the challenges of managing MNEs in the context of currency exposure and hedging techniques.</li> <li>• LO2. Understand the foreign exchange market and exchange rate determination.</li> <li>• LO3. Be able to critically analyse methods to manage foreign exchange exposures of MNEs.</li> </ul>
<b>Teaching and learning methods</b>	Contact hours includes the following: (please click on the checkboxes as appropriate) <input checked="" type="checkbox"/> Lectures <input type="checkbox"/> Group Work: <input type="checkbox"/> Seminars <input checked="" type="checkbox"/> Tutorial <input type="checkbox"/> Laboratory <input type="checkbox"/> Workshops <input type="checkbox"/> Practical <input checked="" type="checkbox"/> VLE Activities
<b>Indicative content</b>	<ul style="list-style-type: none"> <li>• Foreign exchange (FX) markets and exchange rate determination to help understand the key players and their roles and influences on exchange rates as well as the key theories around the determination of exchange rates.</li> <li>• International parity conditions looking at impact of inflation on FX rates and the implications from the theory of One Price to relative Purchasing Power Parity for international companies.</li> <li>• Identification of corporate foreign exchange risks to help understand the types of exposure (transaction, translation and operating exposures) and to explore strategies MNEs use to manage FX risks. <ul style="list-style-type: none"> <li>• Understand hedging techniques from internal through to external hedging methods and to appreciate why corporations take differing hedging</li> </ul> </li> </ul>

	strategies for their exposures.
<b>Assessment method</b>	<p>Assessment Type Code: Exam  Weighting %: 50%  Submission week: n/a  Length: 90 min</p> <p>The Pass mark for the course and each component is 40%.</p> <p>Formative: individual and group throughout the course  Summative: weighted components above</p> <p>NB Assignments should be research based and assessed based on the quality of that research and strength of understanding of the current dynamic of the market</p>
<b>Reading list</b>	<p>Essential reading for this course is:</p> <p>Eiteman, D.K., Stonehill, A.I. and Moffett, M.H. (2015), <i>Multinational Business Finance</i>. 14th edn. Harlow : Pearson Education Limited</p> <p>The above-mentioned Essential Reading will be supplemented by a range of other learning resources including e-books, e-journals, online activities, web-based articles, videos, forums and blogs, either freely available or available via KnowledgeBank, as recommended by your course lecturer.</p>
<b>Other Learning Resources</b>	See MyCampus platform.

**Course Descriptors  
June 2022**

**International Investment Appraisal**

## COURSE DESCRIPTOR

<b>Module name</b>	International Finance
<b>Course name</b>	International Investment Appraisal
<b>Level</b>	6
<b>Module Code</b>	LIBFBBAEIF
<b>Course Code</b>	LIBFBBAEIF02
<b>Credit Value</b>	15 UK Credits
<b>Programmes</b>	<ul style="list-style-type: none"> <li>• BSc Business Administration with Finance</li> <li>• BSc Data Science with Finance</li> <li>• BSc International Management with Finance</li> </ul>
<b>Study-load</b>	Contact hours: 25 Student managed learning hours: 125
<b>Pre-requisites</b>	None
<b>Co-requisites</b>	None
<b>Dis-requisites</b>	None
<b>Course leader</b>	Name: TBD Email: TBD
<b>Module content outline</b>	This course examines international corporate finance within the context of managing multinational enterprises (MNEs) and controlling international operations, focusing on the global financial environment, financing and investments.
<b>Learning Outcomes</b>	Having completed this module, students will be able to: <ul style="list-style-type: none"> <li>• LO1. Assess the challenges of managing MNEs.</li> <li>• LO2. Assess the opportunities and implications for MNEs debt and equity capital structures</li> <li>• LO3. Appraise the different types of foreign investment undertaken by MNEs.</li> <li>• LO4. Select relevant capital budgeting techniques in the context of MNEs</li> </ul>
<b>Teaching and learning methods</b>	Contact hours includes the following: (please click on the checkboxes as appropriate) <input checked="" type="checkbox"/> Lectures <input type="checkbox"/> Group Work: <input type="checkbox"/> Seminars <input checked="" type="checkbox"/> Tutorial <input type="checkbox"/> Laboratory <input type="checkbox"/> Workshops <input type="checkbox"/> Practical <input checked="" type="checkbox"/> VLE Activities
<b>Indicative content</b>	<ul style="list-style-type: none"> <li>• Management and control of international operations looking at constraints on management and understanding shareholder v stakeholder wealth maximisation models</li> <li>• Sources of debt and equity raising for MNEs in an international context</li> <li>• Transfer pricing and tax legislation to understand differences in tax regimes around the world and the implications for multinational companies as well as the ethical implications surrounding transfer pricing and tax minimisation methods</li> <li>• Foreign Direct Investment (FDI) and international capital budgeting, taking account of the greater complexity of the need to understand wider political risk and tax implications when undertaking financial analysis</li> </ul>
<b>Assessment method</b>	Assessment Type Code: Case Study Weighting %: 50% Submission week: n/a Length: n/a

	<p>The Pass mark for the course and each component is 40%.</p> <p>Formative: individual and group throughout the course Summative: weighted components above</p> <p>NB Assignments should be research based and assessed based on the quality of that research and strength of understanding of the current dynamic of the market</p>
<b>Reading list</b>	<p>Essential reading for this course is:</p> <p>Eiteman, D.K., Stonehill, A.I. and Moffett, M.H. (2015), <i>Multinational Business Finance</i>. 14th edn. Harlow : Pearson Education Limited</p> <p>The above-mentioned Essential Reading will be supplemented by a range of other learning resources including e-books, e-journals, online activities, web-based articles, videos, forums and blogs, either freely available or available via KnowledgeBank, as recommended by your course lecturer.</p>
<b>Other Learning Resources</b>	<p>See MyCampus platform.</p>



**Course Descriptors  
June 2022**

**International Accounting**

## COURSE DESCRIPTOR

<b>Module name</b>	International Accounting
<b>Course name</b>	International Accounting
<b>Level</b>	5
<b>Course Code</b>	DLFIAC_E
<b>Credit Value</b>	10 UK Credits
<b>Study-load</b>	Contact hours: 30 Student managed learning hours: 120
<b>Pre-requisites</b>	None
<b>Co-requisites</b>	None
<b>Dis-requisites</b>	None
<b>Course leader</b>	Name: To be assigned
<b>Module content outline</b>	The course "International Accounting" covers financial reporting in accordance with International Financial Reporting Standards (IFRS). The objective is to provide students with a working knowledge of general purpose financial reporting under IFRS, especially in comparison to accounting consistent with the German Commercial Code (HGB). The focus is on IFRS and not US- GAAP as global reporting language as the former is becoming increasingly important for German companies (i.e. obligation of listed parent companies to prepare consolidated financial statements in accordance with IFRS from the years 2005 or 2007 onwards).
<b>Course aims</b>	The course provides students with a working knowledge of general purpose financial reporting under IFRS, especially in comparison to accounting consistent with the German Commercial Code (HGB).
<b>Learning Outcomes</b>	Having completed this module, students will be able to: <ul style="list-style-type: none"> <li>• understand the objectives, characteristics and principles of IFRS reporting in an international context and compare them to national accounting principles (HGB)</li> <li>• apply recognition and measurement rules of IFRS</li> <li>• describe IFRS standards as they relate to the recognition, measurement, presentation and disclosure requirements in general purpose financial statements</li> <li>• classify and prepare elements of IFRS financial statements</li> <li>• explain principles of business combinations and consolidated financial statements</li> <li>• understand the requirements for a first-time adoption of IFRS and transition to IFRS</li> <li>• prepare and analyze IFRS financial reports.</li> </ul>
<b>Careers/Graduate destinations</b>	Entry to mid-level positions with administrative tasks.
<b>Teaching and learning methods</b>	Contact hours includes the following: (please click on the checkboxes as appropriate) <input checked="" type="checkbox"/> Lectures <input type="checkbox"/> Group Work: <input type="checkbox"/> Seminars <input checked="" type="checkbox"/> Tutorial

	<input type="checkbox"/> Laboratory <input type="checkbox"/> Workshops <input type="checkbox"/> Practical <input checked="" type="checkbox"/> VLE Activities
<b>Indicative content</b>	<p>1. Development and Significance of International Accounting</p> <p>1.1 The Importance of International Accounting Rules</p> <p>1.2 The Evolution of IFRS</p> <p>1.3 Application of IFRS in the G-20</p> <p>2. General Principles of IFRS</p> <p>2.1 Structure of International Financial Reporting Standards</p> <p>2.2 Purpose of the Conceptual Framework</p> <p>2.3 Basic Principles of the Conceptual Framework</p> <p>2.4 Overview of Individual Standards and Interpretations</p> <p>3. Recognition and Measurement Rules for IFRS Financial Reports</p> <p>3.1 Definition of the elements of Financial Statements</p> <p>3.2 Recognition and Measurement of Intangible Assets and Property, Plant and Equipment</p> <p>3.3 Recognition and Measurement of Inventories and Financial Instruments</p> <p>3.4 Provisions and Deferred Taxes</p> <p>3.5 Revenue Recognition</p> <p>4. Preparation of the Balance Sheet and Income Statement under IFRS</p> <p>4.1 Structure and Elements of the Income Statement</p> <p>4.2 Components of Profit and Loss Account</p> <p>4.3 Accounting Policies</p> <p>5. Cash Flow Statement and Other Disclosures in Financial Statements for IFRS</p> <p>5.1 Cash Flow Statement in IFRS financial reports</p> <p>5.2 Statement of Changes in Equity According in IFRS Financial Reports</p> <p>5.3 Notes According to IFRS</p> <p>6. Business Combinations and Consolidated Financial Statements under IFRS</p> <p>6.1 Principles of Business Combinations and Consolidated Financial Statements</p> <p>6.2 Identifying and Accounting for a Business Combination</p> <p>6.3 Consolidation of Individual Financial Statements</p> <p>7. Other IFRS Application Areas from Practice</p> <p>7.1 IFRS for Small and Medium-Sized Companies</p> <p>7.2 Main differences between IFRS and HGB</p> <p>7.3 Conversion from HGB to IFRS</p>
<b>Assessment method</b>	<p>Formative assessment:</p> <p>Summative assessment: Exam (90 minutes)</p> <p>Weighting: 100%</p> <p>At IU formative assessment is informal and done within class. This practice of the summative assessment does not impact on the final summative assessment grade. This practice opportunity familiarises students with the assessment type and provides formative feedback that students can use for their final assessment. Formative assessment is also used as part of the process of supporting students reflect on their own learning.</p> <p>This course offers several practice exams.</p>

<p><b>Reading list</b></p>	<p>Required reading:</p> <p>See IU course book on International Accounting.</p> <p>Additional reading (optional):</p> <ul style="list-style-type: none"> <li>• Cotter, D. (2012): Advanced Financial Reporting. A Complete Guide to IFRS. Prentice Hall, Upper Saddle River (NJ).</li> <li>• Douppnik, T., Finn, M., Gotti, G. and Perera, H. (2020) International Accounting, 5th Edition, McGraw Hill Education</li> <li>• Harrison, W. T. et al. (2014): Financial Accounting. International Financial Reporting Standards. 9. Auflage, Pearson, London.</li> <li>• Stolowy, H, Ding, Y. and Paugam, L. (2020). Financial Accounting and Reporting: A Global Perspective (6th ed.). Cengage.</li> <li>• Weygandt, J.J., Kimmel,,P.D. and Kieso, D.E. (2018). Financial Accounting with International Financial Reporting Standards (4th ed.). Wiley.</li> </ul>
<p><b>Other Learning Resources</b></p>	<p>See MyCampus platform.</p>

# **Course Descriptors**

## **June 2022**

**Research Methods**

## COURSE DESCRIPTOR

<b>Module name</b>	Research Methods
<b>Course name</b>	Research Methods
<b>Level</b>	5
<b>Course Code</b>	DLBBARM01_E
<b>Credit Value</b>	10 UK Credits
<b>Study-load</b>	Contact hours: 20 Student managed learning hours: 130
<b>Pre-requisites</b>	None
<b>Co-requisites</b>	None
<b>Dis-requisites</b>	None
<b>Course leader</b>	Name: To be assigned
<b>Module content outline</b>	Students will be knowledgeable in fundamental techniques of academic writing and working. The course addresses all relevant aspects of academic research in general and the techniques to develop an academic paper in particular. It explains the nature of science and research and differentiates qualitative from quantitative research methods. The procedures of data generation and data analysis will be described. Furthermore, students learn to critically analyze research methodology along certain quality criteria. The course also familiarizes students with the use of online library services and the identification of relevant literature. Academic integrity and, more specifically, the avoidance of plagiarism is prominently addressed as well.
<b>Course aims</b>	Students will be knowledgeable in fundamental techniques of academic writing and working. Furthermore, students learn to critically analyze research methodology along certain quality criteria.
<b>Learning Outcomes</b>	Having completed this module, students will be able to: <ul style="list-style-type: none"> <li>• understand the concept sustainability.</li> <li>• contextualize sustainability in ethical and economic terms.</li> <li>• explain international frameworks of sustainability.</li> <li>• understand the technical implications of sustainability.</li> <li>• develop corporate reporting along the triple bottom line.</li> <li>• critically analyze sustainability management examples from professional practice.</li> <li>•</li> </ul>
<b>Careers/Graduate destinations</b>	Entry to mid-level positions with administrative tasks
<b>Teaching and learning methods</b>	Contact hours includes the following: (please click on the checkboxes as appropriate) <input checked="" type="checkbox"/> Lectures <input type="checkbox"/> Group Work: <input type="checkbox"/> Seminars <input checked="" type="checkbox"/> Tutorial <input type="checkbox"/> Laboratory <input type="checkbox"/> Workshops <input type="checkbox"/> Practical <input checked="" type="checkbox"/> VLE Activities
<b>Indicative content</b>	1. Introduction to Research 1.1 The Nature of Science 1.2 What is reality?

	<p>1.3 Research Paradigms</p> <p>2. General Research Strategies  2.1 Quantitative Research  2.2 Qualitative Research  2.3 Mixed Methods</p> <p>3. Data Generation  3.1 Quantitative Data Generation  3.2 Qualitative Data Generation  3.3 Data Generation in Mixed Methods</p> <p>4. Data Analysis  4.1 Quantitative Data Analysis  4.2 Qualitative Data Analysis  4.3 Data Analysis in Mixed Methods</p> <p>5. Quality Criteria of Research  5.1 Representativeness and Saturation  5.2 Validity, Reliability and Objectivity in Quantitative Research  5.3 Documentation, Traceability and Confirmability in Qualitative Research</p> <p>6. Writing Techniques  6.1 Structure, Research Topic and Research Question  6.2 Literature Search  6.3 Referencing and Plagiarism</p>
<b>Assessment method</b>	<p>Formative assessment: Written Assessment: Written Assignment (7-10 pages for main body of the text*)  Weighting: 100%</p> <p>Summative assessment:</p> <p>At IU formative assessment is also informal and done within class. This practice of the summative assessment does not impact on the final summative assessment grade. This practice opportunity familiarises students with the assessment type and provides formative feedback that students can use for their final assessment. Formative assessment is also used as part of the process of supporting students reflect on their own learning.</p> <p>*The main body of the text includes the introduction, main text and conclusion  The following components are therefore excluded:</p> <ul style="list-style-type: none"> <li>- Title page</li> <li>- Table of contents</li> <li>- List of images and/or tables</li> <li>- List of abbreviations</li> <li>- List of appendices</li> <li>- Appendices and further material</li> <li>- Bibliography</li> </ul>
<b>Reading list</b>	<p>Required reading:</p> <p>See IU coursebook on Research Methods</p> <p>Additional reading (optional):</p> <ul style="list-style-type: none"> <li>• Adams, J./Khan, H./Raeside, R. (2014): Research methods for business and social science students. 2nd edition. Sage, London.</li> </ul>

	<ul style="list-style-type: none"> <li>• Martelli, J./Greener, S. (2018): An introduction to Business Research Methods. Bookboon, South Africa.</li> <li>• Rea, L. M./Parker, R. A. (2014): Designing and Conducting Survey Research: A Comprehensive Guide. 4th edition, Jossey-Bass, San Francisco, CA.</li> <li>• Sharma, J. K. (2016): Operations Research: Theory and Applications. 6th edition, Laxmi Publications Pvt Ltd, New Delhi.</li> </ul>
<b>Other Learning Resources</b>	See MyCampus platform.



# **Course Descriptors June 2022**

**Corporate Governance and Strategy**

## COURSE DESCRIPTOR

<b>Module name</b>	Corporate Governance and Strategy
<b>Course name</b>	Corporate Governance and Strategy
<b>Level</b>	6
<b>Course Code</b>	DLBBACGS_E
<b>Credit Value</b>	10 UK Credits
<b>Study-load</b>	Contact hours: 25 Student managed learning hours: 125
<b>Pre-requisites</b>	None
<b>Co-requisites</b>	None
<b>Dis-requisites</b>	None
<b>Course leader</b>	Name: To be assigned
<b>Module content outline</b>	This course addresses major frameworks under which companies are established and operated. It explains key elements of Corporate Governance and outlines different patterns of governance. In particular, it refers to different approaches to management and control. Furthermore, it links the concept of management and control to corporate strategy. Students are familiarized with different understandings of strategy and how they relate to corporate governance. This course facilitates tools of strategic market analysis and subsequent strategies to enter markets successfully. This course also explains the implications of corporate governance frameworks on strategy development of a firm.
<b>Course aims</b>	Students are familiarized with different understandings of strategy and how they relate to corporate governance. This course facilitates tools of strategic market analysis and subsequent strategies to enter markets successfully.
<b>Learning Outcomes</b>	Having completed this module, students will be able to: <ul style="list-style-type: none"> <li>• define and explain fundamentals of Corporate Governance.</li> <li>• explain different understandings of Corporate Governance.</li> <li>• understand the possible compositions of governance mechanisms and governance systems.</li> <li>• define and explain strategy.</li> <li>• distinguish different approaches to strategy.</li> <li>• describe various strategy instruments.</li> <li>• comprehend the link between strategy and governance.</li> <li>•</li> </ul>
<b>Careers/Graduate destinations</b>	Entry to mid-level with administrative tasks.
<b>Teaching and learning methods</b>	Contact hours includes the following: (please click on the checkboxes as appropriate) <input checked="" type="checkbox"/> Lectures <input type="checkbox"/> Group Work: <input type="checkbox"/> Seminars <input checked="" type="checkbox"/> Tutorial <input type="checkbox"/> Laboratory <input type="checkbox"/> Workshops <input type="checkbox"/> Practical <input checked="" type="checkbox"/> VLE Activities
<b>Indicative content</b>	1. Introduction to Corporate Governance and Strategy 1.1 Fundamentals of Corporate Governance

	<p>1.2 Fundamentals of Strategy 1.3 The link between Strategy and Corporate Governance</p> <p>2. Perspectives of Corporate Governance 2.1 The Corporate Governance Debate 2.2 Underlying Approaches to Corporate Governance 2.3 The Concept of Control and its Interpretation</p> <p>3. Monitoring Concepts for Corporate Governance 3.1 Governance Mechanisms 3.2 Governance Systems 3.3 Corporate Governance Codes</p> <p>4. Perspectives of Strategy 4.1 Market-based View on Strategy 4.2 Resources-based and Network-based View on Strategy 4.3 Market-Analysis Tools</p> <p>5. Tools for Strategy Development 5.1 Product-Market Strategies 5.2 Market-Entry Strategies 5.3 Managing Corporate Strategy</p> <p>6. Aligning Corporate Governance and Strategy 6.1 Implications of National Governance Codes on Strategy 6.2 Corporate Governance and Vision, Mission and Values of the Firm 6.3 Real Life Case of Strategy and Governance Alignment</p>
<p><b>Assessment method</b></p>	<p>Exam <b>or</b> Written Assessment: Case Study</p> <p>Formative assessment: Written Assessment: Case Study (7-10 pages for the main body of the text*) Weighting: 100%</p> <p>Summative assessment: Exam (90 minutes) Weighting: 100%</p> <p>At IU formative assessment is also informal and done within class. This practice of the summative assessment does not impact on the final summative assessment grade. This practice opportunity familiarises students with the assessment type and provides formative feedback that students can use for their final assessment. Formative assessment is also used as part of the process of supporting students reflect on their own learning.</p> <p>This course offers several practice exams.</p> <p>*The main body of the text includes the introduction, main text and conclusion The following components are therefore excluded:</p> <ul style="list-style-type: none"> <li>- Title page</li> <li>- Table of contents</li> <li>- List of images and/or tables</li> <li>- List of abbreviations</li> <li>- List of appendices</li> <li>- Appendices and further material</li> <li>- Bibliography</li> </ul>

<p><b>Reading list</b></p>	<p>Required reading:</p> <p>See IU coursebook on Corporate Governance and Strategy.</p> <p>Additional reading (optional):</p> <ul style="list-style-type: none"> <li>• Ferris, S. P./John, K./Makhija, A. K. (2019): International Corporate Governance and Regulation: Emerald Publishing Ltd., Bingley, UK.</li> <li>• Iansiti, M./Lakhani, K. R. (2020): Competing in the age of AI: strategy and leadership when algorithms and networks run the world. Harvard Business Review Press, Boston, MA, USA.</li> <li>• John, K./Makhija, A. K./Ferris, S. P. (2017): Global Corporate Governance. Emerald Publishing Ltd., Bingley, UK.</li> <li>• Johnson, G. et al (2017): Exploring strategy: text and cases. 11th edition, Harlow, UK.</li> <li>• Gillan, S. L./Starks, L. T. (2015): Institutional Investors, Corporate Ownership and Corporate Governance: Global Perspectives. In: Sun, L. (Ed.): Ownership and Governance of Enterprises : Recent Innovative Developments. Palgrave Macmillan, London, UK, p. 36-68.</li> </ul>
<p><b>Other Learning Resources</b></p>	<p>See MyCampus platform.</p>

# **Course Descriptors June 2022**

**Leadership 4.0**

## COURSE DESCRIPTOR

<b>Module name</b>	Leadership 4.0
<b>Course name</b>	Leadership 4.0
<b>Level</b>	6
<b>Course Code</b>	DLBWPLS_E
<b>Credit Value</b>	10 UK Credits
<b>Study-load</b>	Contact hours: 30 Student managed learning hours: 120
<b>Pre-requisites</b>	None
<b>Co-requisites</b>	None
<b>Dis-requisites</b>	None
<b>Course leader</b>	Name: To be assigned
<b>Module content outline</b>	Today, competitiveness depends more than ever on continuous innovation. This puts new demands on the management of companies. The task of successful leaders in innovation and business is no longer to offer direction and solutions, but to create a framework in which others develop innovations. This change, which is currently taking place with full force in companies, requires further developments on classic leadership concepts and its principles. Against the background of digital change and the advance of artificial intelligence, established business models are constantly being put to the test. On the one hand, it is important to work on several projects simultaneously and to adapt flexibly to changing conditions at any time; on the other hand, employees want to be integrated into the work process in a different way. Consideration and flexibility for their personal and family situation play an increasing role. Innovation and business leaders can only meet all these diverse challenges with Leadership by inspiring others to think ahead and act inter-divisionally, in other words, to be visionary. This course tries to convey knowledge, understanding and tools for this challenging field of work.
<b>Course aims</b>	This course tries to convey knowledge, understanding and tools for this challenging field of work.
<b>Learning Outcomes</b>	Having completed this module, students will be able to: <ul style="list-style-type: none"> <li>• understand the classical theories of leadership and new leadership models.</li> <li>• distinguish between the terms leadership and management.</li> <li>• reflect on the understanding of successful leadership models against the background of economic changes.</li> <li>• develop an understanding of the need for alternative forms of organizational directing.</li> <li>• implement appropriate leadership methods according to a company's level of complexity.</li> <li>• draw upon a sound theoretical understanding that they can practice in applied research.</li> </ul>

<b>Careers/Graduate destinations</b>	Entry to mid-level positions with administrative tasks.
<b>Teaching and learning methods</b>	<p>Contact hours includes the following: (please click on the checkboxes as appropriate)</p> <p> <input checked="" type="checkbox"/> Lectures                      <input type="checkbox"/> Group Work:  <input type="checkbox"/> Seminars                      <input checked="" type="checkbox"/> Tutorial  <input type="checkbox"/> Laboratory                      <input type="checkbox"/> Workshops  <input type="checkbox"/> Practical                      <input checked="" type="checkbox"/> VLE Activities </p>
<b>Indicative content</b>	<ol style="list-style-type: none"> <li>1. Basics of the Leadership Concept <ol style="list-style-type: none"> <li>1.1. Definition of the Leadership Concept and Leadership Actions</li> <li>1.2. Development of the Understanding of Leadership</li> <li>1.3. The Role of Communication in Leadership</li> <li>1.4. New Challenges for Leadership</li> </ol> </li> <li>2. Leadership Versus Management <ol style="list-style-type: none"> <li>2.1. Distinctions between these Concepts</li> <li>2.2. Relevance of Leadership in the Context of Technological Change</li> <li>2.3. New Forms of Work as a Challenge for Leadership 4.0</li> </ol> </li> <li>3. Organizational Prerequisites for Successful Leadership <ol style="list-style-type: none"> <li>3.1. Launching Corporate Governance Initiatives</li> <li>3.2. From Process to Project Management</li> <li>3.3. Managing Limited Resources</li> </ol> </li> <li>4. Personal Factors for Successful Leadership <ol style="list-style-type: none"> <li>4.1. Personal Characteristics</li> <li>4.2. Technological Know-how</li> <li>4.3. Policy and Compliance</li> </ol> </li> <li>5. Management Tools <ol style="list-style-type: none"> <li>5.1. Definition, Differentiation and Challenges</li> <li>5.2. Use of Direct Management Tools</li> <li>5.3. Use of Indirect Management Tools</li> </ol> </li> <li>6. Leadership 4.0 Models <ol style="list-style-type: none"> <li>6.1. Transformational Leadership</li> <li>6.2. Leadership as an Agile Role</li> <li>6.3. Authentic Leadership</li> </ol> </li> <li>7. Leadership 4.0 Case Studies <ol style="list-style-type: none"> <li>7.1. Allsafe Jungfalk</li> <li>7.2. Automattic</li> </ol> </li> </ol>
<b>Assessment method</b>	<p>Formative assessment:</p> <p>Summative assessment: Exam (90 minutes) Weighting: 100%</p> <p>At IU formative assessment is informal and done within class. This practice of the summative assessment does not impact on the final summative assessment grade. This practice opportunity familiarises students with the assessment type and provides formative feedback that students can use for their final assessment. Formative assessment is also used as part of the process of supporting students reflect on their own learning.</p>

	This course offers several practice exams.
<b>Reading list</b>	<p>Required reading:</p> <p>See IU coursebook on Leadership 4.0.</p> <p>Additional reading (optional):</p> <ul style="list-style-type: none"> <li>• Au, C. v. (eds.) (2017): Characteristics and competencies of leaders. Mindfulness, self- reflection, soft skills and competence systems. Springer, Wiesbaden.</li> <li>• Creusen, U./Eschemann, N. -R./Joahnn, T. (2010): Positive leadership. Psychology of successful leadership. Advanced strategies for the application of the grid model. Gabler, Wiesbaden.</li> <li>• Evans, M. (1995): Leadership Theories - Way-Destination Theory. In: Kieser, A./Reber, G./ Wunderer, R. (eds.): Handwörterbuch der Führung. 2nd edition, Schäffer-Poeschel, Stuttgart, pp. 1075 -1091.</li> <li>• Furtner, M. R. (2017): Empowering Leadership. With self-responsible employees to innovation and top performance. Springer Gabler, Wiesbaden.</li> <li>• Furtner, M. R./Baldegger, U. (2016): Self-Leadership and Leadership. Theories, models and practical implementation. Second edition, Springer Gabler, Wiesbaden.</li> <li>• Manager Magazine Publishing Company (ed.) (2015): Harvard Business Manager Special: Leadership. How does leadership work in the age of digital transformation? A booklet about management in change. 37th year</li> <li>• Hofer, S. (2016): More agile leadership. Simple measures for better teamwork, better performance and higher creativity. Springer Gabler, Wiesbaden.</li> <li>• Kauffeld, S. (Hrsg.) (2014): Work, Organizational and Personnel Psychology for Bachelor. 2nd edition, Springer, Berlin.</li> <li>• Maxwell, J. C. (2016): Leadership. The 21 most important management principles. 8th edition, fountain, pouring.</li> <li>• Wilber, K. (2012): Integral Psychology. Mind, consciousness, psychology, therapy. Arbor, Freiburg.</li> </ul>
<b>Other Learning Resources</b>	See MyCampus platform.



6<sup>th</sup> semester

**Course Descriptors  
June 2022**

**International Brand Management**

## COURSE DESCRIPTOR

<b>Module name</b>	International Brand Management
<b>Course name</b>	International Brand Management
<b>Level</b>	6
<b>Course Code</b>	DLBDSEIMB02
<b>Credit Value</b>	10 UK Credits
<b>Study-load</b>	Contact hours: 30 Student managed learning hours: 120
<b>Pre-requisites</b>	None
<b>Co-requisites</b>	None
<b>Dis-requisites</b>	None
<b>Course leader</b>	Name: Caterina Fox
<b>Module content outline</b>	The aim of this course is to deepen and expand the knowledge acquired in the introductory elective course International Marketing. The value of a brand is a decisive competitive advantage for companies in international business. Brands create long-term and profitable customer relationships. Brands are therefore valuable assets for companies and organizations. Students learn the basics of brand management before moving on to the concepts and success factors of international brand management. Students also become familiar with the structure of brand architectures and the possibilities of brand extensions. The fact that different stakeholder groups must be taken into account in brand management is communicated to the students on the basis of the stakeholder concept. In addition, the students get to know the various methods for measuring brand value and brand controlling. The aspects of trademark protection that are particularly important in an international environment will be dealt with conclusively.
<b>Course aims</b>	The aim of this course is to deepen and expand the knowledge acquired in the introductory elective course International Marketing. Students learn the basics of brand management before moving on to the concepts and success factors of international brand management. Students also become familiar with the structure of brand architectures and the possibilities of brand extensions. In addition, the students get to know the various methods for measuring brand value and brand controlling. The aspects of trademark protection that are particularly important in an international environment will be dealt with conclusively.
<b>Learning Outcomes</b>	Having completed this module, students will be able to: <ul style="list-style-type: none"> <li>• recognize the significance of a brand and the general conditions under which brands operate, as well as the associated tasks of brand management.</li> <li>• describe the components of a brand and its management.</li> <li>• explain the positioning of brands on regional, national and international markets.</li> <li>• understand the role of brand evaluation and compare the most common measurement techniques.</li> </ul>

	<ul style="list-style-type: none"> <li>• give an overview of the importance of trademark protection and suggest strategies for preventing counterfeiting.</li> <li>• conceive of brand strategies and measures for the avoidance or occurrence of brand crises.</li> </ul>
<b>Careers/Graduate destinations</b>	Entry to mid level positions with administrative tasks
<b>Teaching and learning methods</b>	<p>Contact hours includes the following: (please click on the checkboxes as appropriate)</p> <p> <input checked="" type="checkbox"/> Lectures            <input type="checkbox"/> Group Work:  <input type="checkbox"/> Seminars            <input checked="" type="checkbox"/> Tutorial  <input type="checkbox"/> Laboratory          <input type="checkbox"/> Workshops  <input type="checkbox"/> Practical            <input checked="" type="checkbox"/> VLE Activities </p>
<b>Indicative content</b>	<ol style="list-style-type: none"> <li>1. Basics of Brand Management <ol style="list-style-type: none"> <li>1.1 Brand Significance and Brand Understanding</li> <li>1.2 Market Conditions</li> <li>1.3 Tasks and Goals of Brand Management</li> </ol> </li> <li>2. Brand Identity, Brand Positioning, and Brand Personality <ol style="list-style-type: none"> <li>1.1 Brand Identity as the Basis of Brand Management</li> <li>1.2 Brand Positioning</li> <li>1.3 Brand Image</li> <li>1.4 Brand Personality</li> </ol> </li> <li>2. Brand Strategies <ol style="list-style-type: none"> <li>2.1 The Challenges for Brand Strategies</li> <li>2.2 Brand Strategies for New Products</li> <li>2.3 Trademark Licensing</li> </ol> </li> <li>3. International Branding <ol style="list-style-type: none"> <li>3.1 Importance of Branding for International Companies</li> <li>3.2 Brand Concepts for International Brands</li> <li>3.3 Factors for Successful International Brands</li> </ol> </li> <li>4. Brand Architectures and Types of Branding <ol style="list-style-type: none"> <li>4.1 Brand Hierarchies</li> <li>4.2 Co-branding and Ingredient Branding</li> </ol> </li> <li>5. Brand Management and Communication <ol style="list-style-type: none"> <li>5.1 Classic Brand Communication</li> <li>5.2 Brand Communication on the Internet</li> </ol> </li> <li>6. Brand Expansion <ol style="list-style-type: none"> <li>6.1 Basics of Brand Extension</li> <li>6.2 Opportunities and Risks of Brand Extension</li> <li>6.3 Ideal Typical Sequence of the Brand Extension Process</li> </ol> </li> <li>7. Brand Management According to the Stakeholder Concept <ol style="list-style-type: none"> <li>7.1 Basics of Brand Management According to the Stakeholder Principle</li> <li>7.2 Stakeholder Groups: Consumer Stakeholder Groups</li> <li>7.3 Stakeholder Groups: Shareholders and Financial Investors</li> <li>7.4 Stakeholder Groups: Employees</li> <li>7.5 Stakeholder Groups: Suppliers and the Public</li> </ol> </li> <li>8. Brand Control <ol style="list-style-type: none"> <li>8.1 Basics of Brand Controlling</li> <li>8.2 Importance and Measurement of Brand Value</li> <li>8.3 Practical Methods for Measuring Brand Value</li> </ol> </li> <li>9. Trademark Protection <ol style="list-style-type: none"> <li>9.1 Object of Trademark Protection</li> <li>9.2 Origin of Trademark Protection</li> </ol> </li> </ol>

	9.3 Trademark Infringements
<b>Assessment method</b>	<p>Formative assessment:</p> <p>Summative assessment: Exam (100%)</p> <p>At IU formative assessment is informal and done within class. This practice of the summative assessment does not impact on the final summative assessment grade. This practice opportunity familiarises students with the assessment type and provides formative feedback that students can use for their final assessment. Formative assessment is also used as part of the process of supporting students reflect on their own learning.</p> <p>This course offers several practice exams.</p>
<b>Reading list</b>	<ul style="list-style-type: none"> <li>• Beverland, M. (2021). Brand management: Co-creating meaningful brands (2nd ed.). SagePublications Ltd.</li> <li>• Burmann, C., Riley, N. M., Halaszovich, T., &amp; Schade, M. (2017). Identity-based brand management: Fundamentals—strategy—implementation—controlling. Springer Gabler.</li> <li>• Kapferer, J. N. (2012). The new strategic brand management: Advanced insights and strategic thinking (5th ed.). Kogan Page.</li> <li>• Keller, K. L., &amp; Swaminathan, V. (2019). Strategic brand management: Building, measuring, and managing brand equity (5th ed., Global ed.). Pearson.</li> </ul>
<b>Other Learning Resources</b>	See MyCampus platform.

# **Course Descriptors June 2022**

**Seminar: Current Issues in International Management**

## COURSE DESCRIPTOR

<b>Module name</b>	Seminar: Current Issues in International Management
<b>Course name</b>	Seminar: Current Issues in International Management
<b>Level</b>	6
<b>Course Code</b>	DLBINTSATIM01_E
<b>Credit Value</b>	10 UK Credits
<b>Study-load</b>	Contact hours: 30 Student managed learning hours: 120
<b>Pre-requisites</b>	None
<b>Co-requisites</b>	None
<b>Dis-requisites</b>	None
<b>Course leader</b>	To be assigned
<b>Module content outline</b>	In the seminar "Current Issues in International Management" students write a research essay on a specific topic and present their results. The students demonstrate that they are able to autonomously familiarize themselves with a topic of international management and to document and present the knowledge gained in an organized manner.
<b>Course aims</b>	The seminar "Current Issues in International Management" promotes the development of students' competencies to understand the cultural, social, economic and political context of other countries in all its diversity and complexity as the basis for successful international business activities and to incorporate this knowledge into business management decisions.
<b>Learning Outcomes</b>	Having completed this module, students will be able to: <ul style="list-style-type: none"> <li>• familiarize themselves autonomously with a given topic from the field of "International Management".</li> <li>• independently research subject-specific literature and evaluate it in a targeted manner.</li> <li>• elaborate important characteristics, interrelationships and findings in a written assignment.</li> </ul>
<b>Careers/Graduate destinations</b>	Entry to mid to senior level positions with managerial responsibilities.
<b>Teaching and learning methods</b>	Contact hours includes the following: (please click on the checkboxes as appropriate) <input type="checkbox"/> Lectures <input type="checkbox"/> Group Work: <input checked="" type="checkbox"/> Seminars <input type="checkbox"/> Tutorial <input type="checkbox"/> Laboratory <input type="checkbox"/> Workshops <input type="checkbox"/> Practical <input checked="" type="checkbox"/> VLE Activities
<b>Indicative content</b>	The seminar deals with current issues in international management. Each participant is expected to write a research paper on a topic assigned to them and present the contents of the written assignment.
<b>Assessment method</b>	Formative assessment: Written Assessment: Research Essay (12-15 pages for the main body of the text*) Weighting: 100%

	<p>Summative assessment:</p> <p>At IU formative assessment is also informal and done within class. This practice of the summative assessment does not impact on the final summative assessment grade. This practice opportunity familiarises students with the assessment type and provides formative feedback that students can use for their final assessment. Formative assessment is also used as part of the process of supporting students reflect on their own learning.</p> <p>*The main body of the text includes the introduction, main text and conclusion</p> <p>The following components are therefore excluded:</p> <ul style="list-style-type: none"> <li>- Title page</li> <li>- Table of contents</li> <li>- List of images and/or tables</li> <li>- List of abbreviations</li> <li>- List of appendices</li> <li>- Appendices and further material</li> <li>- Bibliography</li> </ul>
<b>Reading list</b>	<p>Required reading:</p> <p>See IU coursebook on Seminar: Current Issues in International Management</p> <p>Additional reading (optional):</p>
<b>Other Learning Resources</b>	<p>See MyCampus platform.</p>



# **Course Descriptors June 2022**

## **Supply Chain Management II**

## COURSE DESCRIPTOR

<b>Module name</b>	Supply Chain Management II
<b>Course name</b>	Supply Chain Management II
<b>Level</b>	6
<b>Course Code</b>	DLBDSESCM02
<b>Credit Value</b>	10 UK Credits
<b>Study-load</b>	Contact hours: 30 Student managed learning hours: 120
<b>Pre-requisites</b>	None
<b>Co-requisites</b>	None
<b>Dis-requisites</b>	None
<b>Course leader</b>	Sebastian Stütz
<b>Module content outline</b>	From the perspective of strategic management research and practice, the activities covered by the term SCM are closely related to efforts to build and/or maintain a stable operational competitive advantage. A fundamental discussion of this relationship forms the starting point for the course. On this basis, a differentiated analysis of strategy-relevant activities and instruments in the Plan, Source, Make, Deliver, and Return process categories is then carried out using the SCOR model. Special attention is given to the practice-relevant areas of SCM, e.g., order-promising (plan), supplier-relation-management (source), postponement (make), and the ECR-concept (deliver).
<b>Course aims</b>	From the perspective of strategic management research and practice, the activities covered by the term SCM are closely related to efforts to build and/or maintain a stable operational competitive advantage.
<b>Learning Outcomes</b>	Having completed this module, students will be able to: <ul style="list-style-type: none"> <li>▪ systematically explain the strategic relevance of enterprise-wide value creation processes.</li> <li>▪ understand the most important tasks and problems in the SCM core process planning.</li> <li>▪ systematize the elements and interrelationships in the CPFR model in a differentiated way.</li> <li>▪ be familiar with the characteristics and peculiarities of contract logistics.</li> <li>▪ understand the most important tasks and problems in the SCM core process procurement.</li> <li>▪ explain central elements and characteristics of a procurement strategy.</li> <li>▪ understand the most important tasks and problems in the SCM core process production.</li> <li>▪ explain central elements and characteristics of a modern production strategy.</li> <li>▪ understand the most important tasks and problems in the SCM core process distribution.</li> <li>▪ explain central elements and characteristics of the so-called ECR concept.</li> </ul>

<b>Careers/Graduate destinations</b>	Entry to mid-level positions with administrative tasks.
<b>Teaching and learning methods</b>	Contact hours includes the following: (please click on the checkboxes as appropriate) <input checked="" type="checkbox"/> Lectures <input type="checkbox"/> Group Work: <input type="checkbox"/> Seminars <input checked="" type="checkbox"/> Tutorial <input type="checkbox"/> Laboratory <input type="checkbox"/> Workshops <input type="checkbox"/> Practical <input checked="" type="checkbox"/> VLE Activities
<b>Indicative content</b>	<ol style="list-style-type: none"> <li>1. Strategic Aspects of SCM <ol style="list-style-type: none"> <li>1.1 Strategic Thinking and Action: General Information</li> <li>1.2 Competition Focus and SCM</li> <li>1.3 Competition Location and SCM</li> <li>1.4 Competition Rules and SCM</li> </ol> </li> <li>2. SCM Practice: Core Process Planning <ol style="list-style-type: none"> <li>2.1 General Preliminary Considerations</li> <li>2.2 Collaborative Planning, Forecasting, and Replenishment</li> <li>2.3 Order Promoting</li> <li>2.4 Kanban</li> <li>2.5 Integration of X-PL Logistics Service Providers</li> </ol> </li> <li>3. SCM Practice: Core Process Procurement <ol style="list-style-type: none"> <li>3.1 General Preliminary Considerations</li> <li>3.2 Production Synchronous Procurement</li> <li>3.3 Sourcing Concepts</li> <li>3.4 Supplier Relations Management</li> </ol> </li> <li>4. SCM Practice: Core Process Production <ol style="list-style-type: none"> <li>4.1 Selected Aspects of the Problem Background</li> <li>4.2 Collaborative Engineering</li> <li>4.3 Postponement Strategies</li> <li>4.4 Value Added Partnership</li> </ol> </li> <li>5. SCM Practice: Core Process Distribution <ol style="list-style-type: none"> <li>5.1 Basic Information on the Distribution Problem</li> <li>5.2 Efficient Consumer Response (ECR)</li> <li>5.3 Consignment Warehouse</li> </ol> </li> </ol>
<b>Assessment method</b>	<p>Formative assessment:</p> <p>Summative assessment: Exam (90 minutes) Weighting: 100%</p> <p>At IU formative assessment is informal and done within class. This practice of the summative assessment does not impact on the final summative assessment grade. This practice opportunity familiarises students with the assessment type and provides formative feedback that students can use for their final assessment. Formative assessment is also used as part of the process of supporting students reflect on their own learning.</p> <p>This course offers several practice exams.</p>
<b>Reading list</b>	<p>Required reading:</p> <p>See IU coursebook on Supply Chain Management II.</p> <p>Additional reading (optional):</p>

	<ul style="list-style-type: none"> <li>• Bookbinder, J. H. (2013). Handbook of global logistics: Transportation in international supply chains. International series in operations research &amp; management science: Bd. 181. Springer.</li> <li>• Chopra, S (2019). Supply Chain Management: Strategy, Planning, and Operation, Ebook, Global Edition, Pearson Education, Limited. ProQuest Ebook Central.</li> <li>• Chopra, S. &amp; Meindl, P. (2016). Supply chain management: Strategy, planning, and operation. Always learning. Pearson.</li> <li>• Christopher, M. (2016). Logistics &amp; supply chain management (Fifth edition). Pearson.</li> <li>• Ganesan, R. (2015). The profitable supply chain: A practitioner’s guide. Apress.</li> <li>• Grant, D. B. (2012). Logistics management. Pearson.</li> <li>• Kurbel, K. (2013). Enterprise resource planning and supply chain management: Functions, business processes and software for manufacturing companies. Progress in IS. Springer.</li> <li>• Pawar, K. S., Rogers, H., Potter, A. &amp; Naim, M. (2015). Developments in Logistics and Supply Chain Management: Past, Present and Future. Palgrave Macmillan.</li> <li>• Piotrowicz, W. &amp; Cuthbertson, R. (Ed.). (2015). Supply chain design and management for emerging markets: Learning from countries and regions. Springer International Publishing.</li> <li>• Scott, C., Lundgren, H. &amp; Thompson, P. (2018). Guide to Supply Chain Management: An end-to-end perspective. Management for professionals. Springer.</li> <li>• Sindi, S. &amp; Roe, M. (2017). Strategic supply chain management: The development of a diagnostic model. Palgrave Macmillan.</li> </ul>
<b>Other Learning Resources</b>	See MyCampus platform.

# **Course Descriptors June 2022**

**Agile Project Management**

## COURSE DESCRIPTOR

<b>Module name</b>	Agile Project Management
<b>Course name</b>	Agile Project Management
<b>Level</b>	6
<b>Course Code</b>	DLBCSAPM01
<b>Credit Value</b>	10 UK Credits
<b>Study-load</b>	Contact hours: 30 Student managed learning hours: 120
<b>Pre-requisites</b>	None
<b>Co-requisites</b>	None
<b>Dis-requisites</b>	None
<b>Course leader</b>	Name: Prof. Dr. Inga Schlömer
<b>Module content outline</b>	Students will receive a practical introduction to agile project management in this course. In addition to teaching its individual basic principles, the differences between agile project management and plan-driven project management will be examined in detail. In order to understand and experience agile project management, the values, activities, roles, and artefacts of typical agile procedures are presented using Scrum and then practiced on an example project.
<b>Course aims</b>	Students will receive a practical introduction to agile project management in this course. In order to understand and experience agile project management, the values, activities, roles, and artefacts of typical agile procedures are presented using Scrum and then practiced on an example project.
<b>Learning Outcomes</b>	Having completed this module, students will be able to: <ul style="list-style-type: none"> <li>• explain the differences between agile and plan-driven project management.</li> <li>• explain agile principles.</li> <li>• work together in an agile manner according to the values defined in Scrum.</li> <li>• apply the activities defined in Scrum.</li> <li>• take responsibility for the roles defined in Scrum.</li> <li>• create and maintain the artefacts defined in Scrum.</li> <li>• consider the increasing relevance of international, intercultural and virtual collaboration in projects.</li> </ul>
<b>Careers/Graduate destinations</b>	Entry to mid-level positions with managerial responsibilities.
<b>Teaching and learning methods</b>	Contact hours includes the following: (please click on the checkboxes as appropriate) <input type="checkbox"/> Lectures <input type="checkbox"/> Group Work: <input checked="" type="checkbox"/> Seminars <input checked="" type="checkbox"/> Tutorial <input type="checkbox"/> Laboratory <input type="checkbox"/> Workshops <input checked="" type="checkbox"/> Practical <input checked="" type="checkbox"/> VLE Activities
<b>Indicative content</b>	This course teaches students various skills in the field of agile project management. In contrast to plan-driven project management, the principles of agility used in modern software development are taught. Using the example of Scrum, students

	<p>will acquire skills in applying an agile approach, and then apply their knowledge of respective roles and activities in a simple project to gain initial practical experience, documenting it in a project report. The content of the projects results from the individual abilities and requirements of the students.</p>
<b>Assessment method</b>	<p>Formative assessment: Written Assessment: Project Report (Project Report: 7-10 pages for the main body of the text*) Weighting: 100%</p> <p>Summative assessment:</p> <p>At IU formative assessment is also informal and done within class. This practice of the summative assessment does not impact on the final summative assessment grade. This practice opportunity familiarises students with the assessment type and provides formative feedback that students can use for their final assessment. Formative assessment is also used as part of the process of supporting students reflect on their own learning.</p> <p>* The main body of the text includes the introduction, main text and conclusion The following components are therefore excluded:</p> <ul style="list-style-type: none"> <li>- Title page</li> <li>- Table of contents</li> <li>- List of images and/or tables</li> <li>- List of abbreviations</li> <li>- List of appendices</li> <li>- Appendices and further material</li> <li>- Bibliography</li> </ul>
<b>Reading list</b>	<p>Required reading:</p> <p>See IU coursebook on Agile Project Management.</p> <p>Additional reading (optional):</p> <ul style="list-style-type: none"> <li>▪ Apress.Agile Alliance (2021). Subway Map to Agile Practices. (URL: <a href="https://www.agilealliance.org/agile101/subway-map-to-agile-practices/">https://www.agilealliance.org/agile101/subway-map-to-agile-practices/</a> [last accessed on 23.06.2021]).</li> <li>▪ Beck, K. et al. (2001). Manifesto for Agile Software Development. (URL: <a href="https://agilemanifesto.org/">https://agilemanifesto.org/</a> [last accessed on 23.06.2021]).</li> <li>▪ Chovanova, H. et al. (2020). Agile Project Management — What is It?:IEEE. In 18th International Conference on Emerging eLearning Technologies and Applications (ICETA), Emerging eLearning Technologies and Applications (ICETA), 2020 18th International Conference.</li> <li>▪ Dalton, Jeff (2019). Great Big Agile. An OS for Agile Leaders.</li> <li>▪ Douglass, B. P. (2016). Agile systems engineering. Morgan Kaufmann, p. 151-160</li> <li>▪ Project Management Institute (2017). Agile Practice Guide. Project Management Institute.</li> <li>▪ Measey P./Radtac (2015). Agile Foundations -Principles, Practices and Frameworks. BCS The Chartered Institute for IT, p. 131-140, p. 148-152.</li> <li>▪ Schwaber, K./Sutherland, J. (2020). The Scrum Guide. (URL: <a href="https://scrumguides.org/docs/scrumguide/v2020/2020-Scrum-Guide-US.pdf#zoom=100">https://scrumguides.org/docs/scrumguide/v2020/2020-Scrum-Guide-US.pdf#zoom=100</a> [last accessed on 23.06.2021])</li> </ul>
<b>Other Learning Resources</b>	<p>See MyCampus platform.</p>

# **Course Descriptors June 2022**

## **Bachelor Thesis and Colloquium**

**consisting of**

**Subcourse 1: Bachelor Thesis**

**Subcourse 2: Colloquium**



## COURSE DESCRIPTOR

<b>Module name</b>	Bachelor Thesis
<b>Course name</b>	Bachelor Thesis
<b>Level</b>	6
<b>Course Code</b>	DLBBT
<b>Credit Value</b>	27 UK Credits
<b>Study-load</b>	Contact hours: 0 Student managed learning hours: 270
<b>Pre-requisites</b>	None
<b>Co-requisites</b>	None
<b>Dis-requisites</b>	None
<b>Course leader</b>	Program Advisor tbd.
<b>Module content outline</b>	The aim and purpose of the bachelor's thesis is to successfully apply the subject-specific and methodological competencies acquired during the course of study in the form of an academic dissertation with a thematic reference to the major field of study. The content of the bachelor's thesis can be a practical-empirical or theoretical-scientific problem. Students should prove that they can independently analyze a selected problem with scientific methods, critically evaluate it, and work out proposed solutions under the subject-methodological guidance of an academic supervisor. The topic chosen by the student from their respective field of study should meet the acquired scientific competences, deepening their academic knowledge and skills in order to meet the future needs of the field.
<b>Course aims</b>	The aim and purpose of the bachelor's thesis is to successfully apply the subject-specific and methodological competencies acquired during the course of study in the form of an academic dissertation with a thematic reference to the major field of study.
<b>Learning Outcomes</b>	Having completed this module, students will be able to: <ul style="list-style-type: none"> <li>• work on a problem from their major field of study by applying the specialist and methodological skills they have acquired during their studies.</li> <li>• independently analyze selected tasks with scientific methods, critically evaluate them, and develop appropriate solutions under the guidance of an academic supervisor.</li> <li>• record and analyze existing (research) literature appropriate to the topic of their bachelor's thesis.</li> <li>• prepare a detailed written elaboration in compliance with scientific methods.</li> </ul>
<b>Careers/Graduate destinations</b>	Entry to mid-level positions with administrative tasks.
<b>Teaching and learning methods</b>	Contact hours includes the following: (please click on the checkboxes as appropriate) <input type="checkbox"/> Lectures <input type="checkbox"/> Group Work: <input checked="" type="checkbox"/> Thesis

	<input type="checkbox"/> Seminars <input type="checkbox"/> Tutorial <input type="checkbox"/> Laboratory <input type="checkbox"/> Workshops <input type="checkbox"/> Practical <input checked="" type="checkbox"/> VLE Activities
<b>Indicative content</b>	The bachelor's thesis must be written on a topic that relates to the content of the respective major field of study. In the context of the bachelor's thesis, the problem, as well as the scientific research goal, must be clearly emphasized. The work must reflect the current state of knowledge of the topic to be examined by means of an appropriate literature analysis. The student must prove their ability to use the acquired knowledge theoretically and/or empirically in the form of an independent and problem-solution-oriented application.
<b>Assessment method</b>	Formative assessment: Written Assessment: Bachelor Thesis  Summative assessment:  Formative assessment is informal and done within class. This practice of the summative assessment does not impact on the final summative assessment grade. This practice opportunity familiarises students with the assessment type and provides formative feedback that students can use for their final assessment. Formative assessment is also used as part of the process of supporting students reflect on their own learning.
<b>Reading list</b>	Required reading:  Selection of literature according to topic  Additional reading (optional): <ul style="list-style-type: none"> <li>• Turabian, K. L. (2013). A Manual for Writers of Research Papers, theses, and dissertations (8th ed.). University of Chicago Press.</li> <li>• Lipson, C. (2018). How to write a BA thesis. A practical guide from your first ideas to your finished paper (2nd ed.). University of Chicago Press.</li> </ul> Selection of literature according to topic
<b>Other Learning Resources</b>	See MyCampus platform.

## COURSE DESCRIPTOR

<b>Module name</b>	Bachelor Thesis
<b>Course name</b>	Colloquium
<b>Level</b>	6
<b>Course Code</b>	DLBBT
<b>Credit Value</b>	3 UK Credits
<b>Study-load</b>	Contact hours: 0 Student managed learning hours: 30
<b>Pre-requisites</b>	None
<b>Co-requisites</b>	None
<b>Dis-requisites</b>	None
<b>Course leader</b>	Program Advisor tbd.
<b>Module content outline</b>	The colloquium will take place after the submission of the bachelor's thesis. This is done at the invitation of the experts. During the colloquium, students must prove that they have independently produced the content and results of the written work. The content of the colloquium is a presentation of the most important work contents and research results by the student as well as the answering of questions by experts.
<b>Course aims</b>	During the colloquium, students must prove that they have independently produced the content and results of the written work.
<b>Learning Outcomes</b>	Having completed this module, students will be able to: <ul style="list-style-type: none"> <li>• present a problem from their field of study using academic presentation and communication techniques.</li> <li>• reflect on the scientific and methodological approach chosen in their bachelor's thesis.</li> <li>• demonstrate that they can actively answer subject-related questions from the subject experts (reviewers of the bachelor's thesis).</li> </ul>
<b>Careers/Graduate destinations</b>	Entry to mid-level positions with administrative tasks.
<b>Teaching and learning methods</b>	Contact hours includes the following: (please click on the checkboxes as appropriate) <input type="checkbox"/> Lectures <input type="checkbox"/> Group Work: <input type="checkbox"/> Seminars <input type="checkbox"/> Tutorial <input type="checkbox"/> Laboratory <input type="checkbox"/> Workshops <input type="checkbox"/> Practical <input checked="" type="checkbox"/> VLE Activities
<b>Indicative content</b>	The colloquium includes a presentation of the most important results of the bachelor's thesis, followed by the student answering the reviewers' technical questions.
<b>Assessment method</b>	Formative assessment: Presentation: Colloquium  Summative assessment:  Formative assessment is informal and done within class. This practice of the

	<p>summative assessment does not impact on the final summative assessment grade. This practice opportunity familiarises students with the assessment type and provides formative feedback that students can use for their final assessment. Formative assessment is also used as part of the process of supporting students reflect on their own learning.</p>
<b>Reading list</b>	Subject specific literature chosen by the student
<b>Other Learning Resources</b>	See MyCampus platform.