COURSE HANDBOOK

International Management (BA) /

International Management with Finance

(BSc (Hons))

Table of Contents

1st semester

Course Descriptors
June 2022

Academic Integrity and Writing for Business

COURSE DESCRIPTOR

Module name	Academic Integrity and Writing for Business
Course name	Academic Integrity and Writing for Business
Level	4
Course Code	DLBBAAIWB_E
Credit Value	10 UK Credits
Study-load	Contact hours: 20 Student managed learning hours: 130
Pre-requisites	None
Co-requisites	None
Dis-requisites	None
Course leader	Name: Prof. Dr. Andreas Simon
Module content outline	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.
Course aims	This course facilitates key aspects of academic integrity and provides students with the skills of appropriate business writing.
Learning Outcomes	Having completed this module, students will be able to • understand the concept of academic integrity. • use sources from other authors in an academically acceptable way. • reference works of other authors correctly. • avoid plagiarism. • develop written communication in business appropriately. • adequately address different corporate stakeholders.
Careers/Graduate destinations	Entry to mid-level positions with administrative tasks.
Teaching and learning methods	Contact hours includes the following: (please click on the checkboxes as appropriate) ☒ Lectures ☐ Group Work: ☐ Seminars ☒ Tutorial ☐ Laboratory ☐ Workshops ☐ Practical ☒ VLE Activities

Indicative content	1. Introduction to Academic Integrity
	   1.1. Key Elements of Academic Integrity
	   1.2. Plagiarism…
	   1.3. How to avoid Plagiarism

	2. Introduction to Academic Referencing
	2.1. Using Sources from other Authors in Academic Writing
	2.2. Citation and the List of Literature
	2.3. Referencing Styles
	3. Work with Academic Resources
	3.1. How to employ Academic Data Bases
	3.2. Search in Data Bases
	3.3. Administration of Sources
	4. Fundamentals of Business Writing
	4.1. Definition and Explanation of Business Writing
	4.2. Purpose of Business Writing
	4.3. Best Practices – Useful Hints on Business Writing
	5. Developing Convincing Business Writing
	5.1. Considering the Recipient: What is the Target Group
	5.2. Considering the Objective: What do you want to achieve?
	5.3. Developing Your Written Communication
	6. Examples for Compelling Business Writing
	6.1. Internal Communication to all staff via Email
	6.2. Warning Letter to an Employee
	6.3. Email to a Supplier in Delay
Assessment method	Formative assessment: Written Assignment (7-10 pages for main body of the text*), Weighting: 100% 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 reflect on their own learning.
Reading list	Required reading: See IU coursebook Academic Integrity and Writing for Business Additional reading (optional): • Atkinson, I. (2012). Financial times essential guide to business writing. Pearson Education • Hatala, M. (2020). APA simplified: Your concise guide to the seventh edition. Greentop Academic Press. • Houghton, P. & Houghton, T. (2019). APA: The easy way! XanEdu Publishing. • International Center for Academic Integrity. (2014). The fundamental values of academic integrity (2nd ed.). • Whitmell, C. (2014). Business writing essentials: How to write letters, reports and emails. Claire Whitmell.
Other Learning Resources	See MyCampus platform.

Course Descriptors
June 2022

Business 101

COURSE DESCRIPTOR

Module name	Business 101
Course name	Business 101
Level	4
Course Code	DLBBAB01_E
Credit Value	10 UK Credits
Study-load	Contact hours: 25 Student managed learning hours: 125
Pre-requisites	None
Co-requisites	None
Dis-requisites	None
Course leader	Name: Prof. Dr. Markus Prandini
Module content outline	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.
Course aims	Business 101 provides students with an understanding of the fundamental questions of doing business. In addition, basic organizational approaches of companies are shown.
Learning Outcomes	Having completed this module, students will be able to • apply business and economic thinking and working methods. • explain economic subjects and questioning models of business administration. • classify and formulate corporate goals. • describe and apply a general business decision-making process. • recognize and design the organizational structure and process organization in the company.
Careers/Graduate destinations	Entry to mid level with administrative tasks.
Teaching and learning methods	Contact hours includes the following: (please click on the checkboxes as appropriate) ☒ Lectures ☐ Group Work: ☐ Seminars ☒ Tutorial ☐ Laboratory ☐ Workshops ☐ Practical ☒ VLE Activities

Indicative content	1. Businesses and their environment
	    1.1. Concepts of business
	    1.2. A system of economic relationships
	    1.3. Business environment

	2. Types of business organizations
	    2.1. Companies in production and service
	    2.2. Divisions of companies
	
	3. Management and structure of business
	    3.1. Basics of Business Management
	    3.2. Functions of organizations, managers and control
	    3.3. The decision making process
	    3.4. Organizational structure of business
	
	4. Production of goods and services
	    4.1. Origin and development of the production process
	    4.2. Industrial strategy of business
	
	5. Marketing of goods and services
	    5.1. Goals and types of marketing
	    5.2. Marketing mix
	
	6. Management of labor
	    6.1. Process of management of labor
	    6.2. Demand in labor
	    6.3. Human relations in organizations
	
	7. Accounting in business
	    7.1. Functions and goals of accounting
	    7.2. Spheres of accounting
	    7.3. Fundamental principles of accounting

Assessment method	Formative assessment: Written Assessment: Written Assignment (7-10 pages for main body of the text*), Weighting 100% Summative assessment: 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. * The main body of the text includes the introduction, main text and conclusion The following components are therefore excluded: - Title page - Table of contents - List of images and/or tables - List of abbreviations - List of appendices - Appendices and further material - Bibliography
Reading list	Required reading: See IU coursebook on Business 101 Additional reading (optional): • Collins, J. (2011). Good to great: Why some companies make the leap…and others don't. Harper Business.

	• Covey, S. (1989) The 7 habits of highly effective people: Powerful lessons in personal change. • Free Press. • Miller, J. (2004). QBQ! The question behind the question. Penguin.
Other Learning Resources	See MyCampus platform.

Course Descriptors
June 2022

Managerial Economics

COURSE DESCRIPTOR

Module name	Managerial Economics
Course name	Managerial Economics
Level	4
Course Code	DLBBWME01_E
Credit Value	10 UK Credits
Study-load	Contact hours: 30 Student managed learning hours: 120
Pre-requisites	None
Co-requisites	None
Dis-requisites	None
Course leader	Name: Prof. Dr. Andreas Simon
Module content outline	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.
Course aims	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.
Learning Outcomes	Having completed this module, students will be able to • understand basic economic interrelationships and apply them to different markets. • explain the importance of supply, demand and market balance. • assess the determinants of consumers' willingness to pay. • discuss the determinants of production decisions and identify peak entrepreneurial strategies. • assess the influence of different types of markets on production and price decisions. • analyse strategic interactions between companies. • critically question traditional economic models on the basis of findings from information and behavioural economics.
Careers/Graduate destinations	Entry to mid-level positions with administrative tasks
Teaching and learning	Contact hours includes the following:

methods	(please click on the checkboxes as appropriate)
	☒ Lectures ☐ Group Work: ☐ Seminars ☒ Tutorial ☐ Laboratory ☐ Workshops ☐ Practical ☒ VLE Activities

Indicative content	1. Basics
	  1.1. Definitions & Main Topics of Economics
	  1.2. Thinking like an Economist
	
	2. The Invisible Hand of the Market
	  2.1. Supply and Demand
	  2.2. Market Balance
	  2.3. Flexibility
	  2.4. Applications
	
	3. Consumer Decisions
	  3.1. Utility Theory
	  3.2. Willingness to Pay
	  3.3. Demand
	  3.4. Applications
	
	4. Business Decisions I: Full Competition
	  4.1. Production
	  4.2. Costs
	  4.3. Supply
	  4.4. Applications
	
	5. Business Decisions II: Partial Competition
	  5.1. Monopoly
	  5.2. Monopolistic Competition
	  5.3. Oligopoly
	
	6. Business Decisions III: Game Theory
	  6.1. Methodology
	  6.2. Simultaneous Games
	  6.3. Sequential Games
	
	7. Advanced Microeconomics
	  7.1. Information Economics
	  7.2. Behavioural Economics

Assessment method	Formative assessment: Summative assessment: Exam (90 minutes), Weighting: 100% 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. This Course offers several practice exams.

Reading list	Required reading: See IU coursebook on Managerial Economics Additional reading (optional): • Acemoglu, D., Laibson, & D., List, J. A. (2018). Microeconomics, Global edition (2nd ed.). Pearson. • Case, K. E., Osten, S. M., & Fair, R. C. (2019). Principles of economics, Global edition (13th ed.). Harlow. • Keat, P. G., & Young, P. K. Y. (2013). Managerial economics, Global Edition (7th ed.). Pearson Education Limited. • Leyton-Brown, K., & Shoham, Y. (2008). Essentials of game theory: A concise multidisciplinary introduction. • Mankiw, N. G. (2017). Principles of economics (8th ed.). Cengage Learning. • Pindyck, R. S., & Rubinfeld, D. L. (2017). Microeconomics (9th ed.). Pearson. • Parkin, M. (2019). Economics (13th ed.). Harlow.
Other Learning Resources	See MyCampus platform.

Course Descriptors
June 2022

Introduction to Academic Work

COURSE DESCRIPTOR

Module name	Introduction to Academic Work
Course name	Introduction to Academic Work
Level	4
Course Code	DLBCSIAW
Credit Value	10 UK Credits
Study-load	Contact hours: 20 Student managed learning hours: 130
Pre-requisites	None
Co-requisites	None
Dis-requisites	None
Course leader	Name: Prof. Dr. Maya Stagge
Module content outline	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.
Course aims	The students gain initial insight into academic research and are introduced to the basic knowledge that will help them in the future to produce scientific papers.
Learning Outcomes	Having completed this module, students will be able to - understand and apply formal criteria of a scientific work. - distinguish basic research methods and identify criteria of good scientific practice. - describe central scientific theoretical basics and research paradigms and their effects on scientific research results. - use literature databases, literature administration programs, and other library structures - properly; avoid plagiarism; and apply citation styles correctly. - apply the evidence criteria to scientific texts. - define a research topic and derive a structure for scientific texts. - compile a list of literature, illustrations, tables, and abbreviations for scientific texts. - understand and distinguish between the different forms of scientific work at IU.
Careers/Graduate destinations	Entry to mid-level positions with administrative tasks
Teaching and learning	Contact hours includes the following:

methods	(please click on the checkboxes as appropriate)
	☒ Lectures ☐ Group Work: ☐ Seminars ☒ Tutorial ☐ Laboratory ☐ Workshops ☐ Practical ☒ VLE Activities

Indicative content	1. Theory of Science
	   1.1. Introduction to Science and Research
	   1.2. Research Paradigms
	   1.3. Fundamental Research Decisions
	   1.4. Effects of Scientific Paradigms on Research Design
	
	 2. Application of Good Scientific Practice
	   2.1. Research Ethics
	   2.2. Evidence Teaching
	   2.3. Data Protection and Affidavit
	   2.4. Orthography and Shape
	   2.5. Identification and Delimitation of Topics
	   2.6. Research Questions and Structure
	
	 3. Research Methods
	   3.1. Empirical Research
	   3.2. Literature and Reviews
	   3.3. Quantitative Data Collection
	   3.4. Qualitative Data Collection
	   3.5. Mix of Methods
	   3.6. Critique of Methods and Self-Reflection
	
	 4. Librarianship: Structure, Use, and Literature Management
	   4.1. Plagiarism Prevention
	   4.2. Database Research
	   4.3. Literature Administration
	   4.4. 4.4 Citation and
	   4.5. 4.5 Bibliography
	
	 5. Scientific Work at the IU – Research Essay
	 6. Scientific Work at the IU - Project Report
	 7. Scientific Work at the IU - Case Study
	 8. Scientific Work at the IU - Bachelor Thesis
	 9. Scientific Work at the IU – Oral Assignment
	 10. Scientific Work at the IU – Oral Project Report
	 11. Scientific Work at the IU – Colloquium
	 12. Scientific Work at the IU – Portfolio
	 13. Scientific Work at the IU - Exam

Assessment method	Formative assessment: Workbook (passed/not passed, 1500-3000 characters per question (including spaces), Weighting:100% 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 reflect on their own learning.

Reading list	Required reading: See IU coursebook on Academic Work Additional reading (optional): - Bell, J. (2014). Doing your research project. [electronic resource] : a guide for first-time researchers. Berkshire: Open University Press - Creswell, J. W., & Guetterman, T. C. (2020). Educational research [electronic resource] :planning, conducting, and evaluating quantitative and qualitative research. Harlow, Essex, United Kingdom Pearson Education Limited - Neuman, W. L. (n.d.). Social Research Methods [electronic resource]: Pearson New International Edition: Qualitative and Quantitative Approaches. Pearson - Paul Oliver. (2012). Succeeding with Your Literature Review: A Handbook for Students. Open University Press - Schwaiger, M. [Ed., Taylor, C. R. [Ed., & Sarstedt, M. [Ed. (2011). Measurement and research methods in international marketing. Emerald - Sonyel Oflazoglu. (2017). Qualitative versus Quantitative Research. - Taylor, S. J., Bogdan, R., & DeVault, M. L. (2016). Introduction to qualitative research methods [electronic resource]: a guidebook and resource. Hoboken, New Jersey Wiley - Thornhill, A., Saunders, M., & Lewis, P. (2019). Research methods for business students [electronic resource]. Harlow, England Pearson
Other Learning Resources	See MyCampus platform.

Course Descriptors
June 2022

Principles of Management

COURSE DESCRIPTOR

Module name	Principles of Management
Course name	Principles of Management
Level	4
Course Code	DLBBAPM_E
Credit Value	10 UK Credits
Study-load	Contact hours: 20 Student managed learning hours: 130
Pre-requisites	None
Co-requisites	None
Dis-requisites	None
Course leader	Name: Prof. Dr. Markus Prandini
Module content outline	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.
Course aims	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.
Learning Outcomes	Having completed this module, students will be able to • understand the functions, roles and influencing factors of management. • explain the decision-making process. • discuss basic corporate und competitive strategies. • analyze organizational structures and designs. • transfer knowledge about basic principles of management to real-world cases.
Careers/Graduate destinations	Entry to mid-level with administrative tasks.
Teaching and learning methods	Contact hours includes the following: (please click on the checkboxes as appropriate) ☒ Lectures ☐ Group Work: ☐ Seminars ☒ Tutorial ☐ Laboratory ☐ Workshops ☐ Practical ☒ VLE Activities

Indicative content	1. Introduction to Management
	    1.1. Functions, Roles and Skills of Managers
	    1.2. Influencing Factors on Managers' Tasks
	    1.3. History of Management
	2. Managerial Decision-Making
	    2.1. Decision-Making Process
	    2.2. Approaches to Decision Making
	    2.3. Types of Decisions and Decision-Making Conditions
	3. Planning and Goal-Setting
	    3.1. The Role of Planning
	    3.2. Goals and Plans
	    3.3. Setting Goals and Developing Plans
	4. Strategic Planning
	    4.1. Strategic Management
	    4.2. The Strategic Management Process
	    4.3. Corporate Strategies
	    4.4. Competitive Strategies
	5. Organizing
	    5.1. Organizational Structures and Design
	    5.2. Organizational Change
	    5.3. Managing Change
	6. Leading
	    6.1. Interpersonal and Organizational Communication
	    6.2. Organizational Behavior
	    6.3. Leadership
	7. Controlling
	    7.1. The Control Process
	    7.2 Tools for Measuring Organizational Performance

Assessment method	Formative assessment: Written Assessment: Case Study (7-10 pages for the main body of the text*), Weighting: 100% 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 reflect on their own learning. * The main body of the text includes the introduction, main text and conclusion The following components are therefore excluded: - Title page - Table of contents - List of images and/or tables - List of abbreviations - List of appendices - Appendices and further material - Bibliography
Reading list	Required reading: See IU coursebook on Principles of Management. Additional reading (optional): • 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., & O´Rourke, J. S. (2019). Principles of management. OpenStax. • Robbins, S. P., & Coulter, M. (2018). Management (global ed., 14th ed.). Pearson.
Other Learning Resources	See MyCampus platform.

Course Descriptors
June 2022

Global Corporations and Globalization

COURSE DESCRIPTOR

Module name	Global Corporations and Globalization
Course name	Global Corporations and Globalization
Level	4
Course Code	DLBINTGUG_E
Credit Value	10 UK Credits
Study-load	Contact hours: 30 Student managed learning hours: 120
Pre-requisites	None
Co-requisites	None
Dis-requisites	None
Course leader	Name: Prof. Dr. Martin Barth
Module content outline	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.
Course aims	Students grasp the mechanisms that led to globalization and can classify current trends both towards globalization and, conversely, towards localization.
Learning Outcomes	Having completed this module, students will be able to • present the history of globalisation and identify and explain significant stages of development. • identify and classify current trends in globalization and localization. • 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. • explain offshoring and outsourcing and outline the opportunities and risks of these • placements. • explain the particularities of international procurement and distribution and develop resulting possibilities and limits. • identify cultural differences and assess their significance for operating in international business.
Careers/Graduate destinations	Entry to mid-level positions with administrative tasks.
Teaching and learning methods	Contact hours includes the following: (please click on the checkboxes as appropriate) ☒ Lectures ☐ Group Work: ☐ Seminars ☒ Tutorial ☐ Laboratory ☐ Workshops

	☐ Practical ☒ VLE Activities

Indicative content	1. History and Development of Globalisation
	    1.1. Globalization v1.0 according to Niall Ferguson
	    1.2. History of Globalisation
	    1.3. Influencing Factors of Economic and Cultural Globalization
	    1.4. The Tension between Globalization and Localization
	    1.5. Social Aspects of Globalisation and Corporate Responsibility
	
	2. International Marketing
	    2.1. International Consumer Behaviour
	    2.2. Market Research
	    2.3. Standardization and Adaptation
	    2.4. International Branding
	    2.5. Pricing Strategies
	    2.6. International Marketing Communications
	
	3. International Operation
	    3.1. Offshoring and Outsourcing
	    3.2. Global Production Networks
	    3.3. Global Logistics
	
	4. International Personnel Management
	    4.1. Local and International Personnel Management
	    4.2. Expatriate Management
	    4.3. Localization of Personnel
	    4.4. International Human Resources Development
	
	5. International Financing
	    5.1. Institutions in the International World of Finance
	    5.2. International Financing and its Procedures
	
	6. International Procurement
	    6.1. Reasons and Strategies of Global Sourcing
	    6.2. Risks of International Procurement
	    6.3. International Distribution Policy

Assessment method	Formative assessment: Summative assessment: Exam (90 minutes), Weighting 100% 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. This Course offers several practice exams.
Reading list	Required reading: See IU coursebook on Global Corporations and Globalizations Additional reading (optional): • Ahlstrom, D., & Bruton, G. D. (2009): International management. Strategy and culture in the emerging world. Cengage, Mason. • Bird, G. (2004): International finance and the developing economies. Palgrave Macmillan.

	- Lasserre, P. (2012) Global strategic management (3rd ed.). Palgrave Macmillian. - Peng, M. W. (2013): Global (2nd ed.). Cengage Learning. - Torrington, D., Hall, L., Taylor, S., & Atkinson, C. (2011): Human resource management (8th ed.). Pearson Education. - Usunier, J.-C., & Lee, J. A. (2009): Marketing across cultures (5th ed.). Prentice Hall, FinancialTimes
Other Learning Resources	See MyCampus platform.

2nd semester

Course Descriptors
June 2022

Business Mathematics

COURSE DESCRIPTOR

Module name	Business Mathematics
Course name	Business Mathematics
Level	4
Course Code	BWMA_E
Credit Value	10 UK Credits
Study-load	Contact hours: 30 Student managed learning hours: 120
Pre-requisites	None
Co-requisites	None
Dis-requisites	None
Course leader	Name: Prof. Dr. Andreas Herrmann
Module content outline	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.
Course aims	Mathematics provides access to quantitative methods across disciplines.
Learning Outcomes	Having completed this module, students will be able to - identify basic economic mathematical tools and methods, recall them if necessary and apply them to other economic problems. - understand mathematical derivations in later Courses. - access their own analytical conclusions. - recognize quantitative relationships independently.
Careers/Graduate destinations	Entry to mid-level with administrative tasks.
Teaching and learning methods	Contact hours includes the following: (please click on the checkboxes as appropriate) ☒ Lectures ☐ Group Work: ☐ Seminars ☒ Tutorial ☐ Laboratory ☐ Workshops ☐ Practical ☒ VLE Activities

Indicative content	1. Basics of Analysis
	       1.1 Arithmetic and Algebraic Basics
	       1.2 Sums and Products
	       1.3 Equations
	       1.4 Inequalities

	2. Functions
	2.1 Introduction
	2.2 Forms of Data Depiction
	2.3 Features of Functions
	2.4 Basic Function Types
	2.5 Selected Economic Applications
	3. Differential Calculus I
	3.1 Difference and Differential Quotient
	3.2 Derivative Methods
	3.3 Higher Derivations
	3.4 Meaning of First and Second Derivation
	4. Differential Calculus II: Applications
	4.1 Marginal Analysis
	4.2 Curve Sketching
	4.3 Cournot Point
	5. Multivariate functions
	5.1 Linear and Non-Linear Multivariate Functions
	5.2 Partial Derivatives
	5.3 Determination of Extreme Values
	5.4 Determination of Extreme Values Subject to Constraint
	6. Sequences and Series
	6.1 Arithmetic and Geometric Sequences
	6.2 Arithmetic and Geometric Sequences
	6.3 Financial Mathematical Applications
	7. Integral Calculus
	7.1 Indefinite Integrals
	7.2 Definite Integrals
Assessment method	Formative assessment:
	Summative assessment: Exam (90 minutes). Weighting: 100%
	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.
	This Course offers several practice exams.
Reading list	Required reading:
	See IU coursebook Business Mathematics
	Additional reading (optional):
	• Neill, H., & Johnson, T. (2013). Teach yourself mathematics: A complete introduction. Teach Yourself. • Sydsæter, K., Hammond, P., Strom, A., & Carvajal, A. (2016). Essential mathematics for • economic analysis (5th ed.). Pearson. • Taylor, R., & Hawkins, S. (2008). Mathematics for economics and business. McGraw-Hill.
Other Learning Resources	See MyCampus platform.

Course Descriptors
June 2022

Organizational Behavior

COURSE DESCRIPTOR

Module name	Organizational Behavior
Course name	Organizational Behavior
Level	4
Course Code	DLBBWOB_E
Credit Value	10 UK Credits
Study-load	Contact hours: 20 Student managed learning hours: 130
Pre-requisites	None
Co-requisites	None
Dis-requisites	None
Course leader	Name: Prof. Dr. Katharina Rehfeld
Module content outline	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.
Course aims	This course consequently aims to provide an accessible, theory-driven comprehension of behaviour, interactions and conflicts in organisations.
Learning Outcomes	Having completed this module, students will be able to - establish commitment and performance as the critical dependent variables. - explain organizational, group-related and individual mechanisms in Organizational Behavior and describe their relation to commitment and performance. - explain the influence of individual characteristics on individual mechanisms (such as satisfaction, stress, motivation, trust and decision-making).
Careers/Graduate destinations	Entry to mid-level positions.
Teaching and learning	Contact hours includes the following:

methods	(please click on the checkboxes as appropriate)
	☒ Lectures ☐ Group Work: ☐ Seminars ☒ Tutorial ☐ Laboratory ☐ Workshops ☐ Practical ☒ VLE Activities

Indicative content	1. Introduction to Organizational Behavior
	        1.1 Attitudes and Behavior as Determinants of Performance and Commitment
	        1.2 Organizational Mechanisms
	        1.3 Group-related Mechanisms
	        1.4 Individual Characteristics
	        1.5 Individual Mechanisms
	
	2. Target Figures: Performance and Commitment
	        2.1 Performance
	        2.2 Commitment
	
	3. Organizational Mechanisms
	        3.1 Corporate Structure
	        3.2 Corporate Culture
	
	4. Group-Related Mechanisms
	        4.1 Management Styles
	        4.2 Power Structures
	        4.3 Negotiation Strategies
	        4.4 Team Dynamics
	        4.5 Diversity
	
	5. Individual Characteristics
	        5.1 Skill and Intellect
	        5.2 Personality
	
	6. Individual Mechanisms
	        6.1 Job Satisfaction
	        6.2 Stress
	        6.3 Motivation
	        6.4 Trust
	        6.5 Integrity
	        6.6 Learning and Decision-Making

Assessment method	Formative assessment: Written Assessment: Case Study (7-10 pages for the main body of the text*), Weighting: 100% 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 reflect on their own learning. * The main body of the text includes the introduction, main text and conclusion The following components are therefore excluded: - Title page

	- Table of contents - List of images and/or tables - List of abbreviations - List of appendices - Appendices and further material - Bibliography
Reading list	Required reading: See IU coursebook on Organizational Behaviour. Additional reading (optional): • Colquitt, J., Lepine, J. A., & Wesson, M. J. (2018). Organizational behavior: Improving performance and commitment in the workplace (6th ed.). McGraw-Hill Irwin. • Cross, C., & Carbery, R. (2016). Organizational behavior: An introduction. Macmillan Education. • Luthans, F., Luthans, B. C., & Luthans, K. W. (2015). Organizational behavior: An evidence-based approach (13th ed.). Information Age Publishing. • Robins, S. P., & Judge, T. A. (2016). Organizational behavior. Prentice Hall International. •
Other Learning Resources	See MyCampus platform.

Course Descriptors
June 2022

Management Accounting

COURSE DESCRIPTOR

Module name	Management Accounting
Course name	Management Accounting
Level	4
Course Code	DLBMAE
Credit Value	10 UK Credits
Study-load	Contact hours: 25 Student managed learning hours: 125
Pre-requisites	None
Co-requisites	None
Dis-requisites	None
Course leader	Name: Prof. Dr. Muhammad Ashfaq
Module content outline	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.
Course aims	Understanding the preparation and use of information provided by management accounting.
Learning Outcomes	Having completed this module, students will be able to • differentiate the management accounting and control function from the financial accounting and the financial management function. • understand the cost structure and discuss the cost aspects of business operation. • analyze and apply the tools for viewing and differentiating costs and utilize them to ameliorate business decision-making. • discuss how the budgeting process and variance analysis works to implement the management control function.
Careers/Graduate destinations	Entry to mid-level positions with administrative tasks
Teaching and learning methods	Contact hours includes the following: (please click on the checkboxes as appropriate) ☒ Lectures ☐ Group Work: ☐ Seminars ☒ Tutorial ☐ Laboratory ☐ Workshops ☐ Practical ☒ VLE Activities

Indicative content	1. Introduction to Management Accounting
	    1.1. Financial vs. Management/Cost Accounting
	    1.2. Definition of Cost
	    1.3. Considering the Contemporary Business World Context
	    1.4. Cost Behavior: Fixed and Variable Costs
	
	2. Cost-Volume-Profit Analysis
	    2.1. Break-Even Analysis
	    2.2. Cost Structure and Operating Leverage
	    2.3. Cost Structure and Variabilization
	
	3. Simplistic Methods of Cost Allocation
	    3.1. Cost Behavior: Direct and Indirect Costs
	    3.2. The Need for Cost Allocation
	    3.3. Predetermined Overhead Rate
	    3.4. Departmental Overhead Rate
	    3.5. Over- and Under-Application of Overhead
	
	4. Activity-Based Costing
	    4.1 The Rationale of Activity-Based Costing
	    4.2 Implementing Activity-Based Costing
	
	5. Overhead Analysis Sheet
	    5.1 Departmental Cost Allocation
	    5.2 Reciprocal Method
	    5.3 Step Method
	
	6. Relevant Cost Concepts
	    6.1 Foundational Cost Concepts
	    6.2 Replacement of Equipment
	    6.3 Make or Buy
	    6.4 Special Order
	    6.5 Drop Product Line
	
	7. Operating Budgets
	    7.1 The Budgeting Process
	    7.2 Sales Budget
	    7.3 Production Budgets
	    7.4 Administrative Expense Budget
	    7.5 Budgeted Income Statement
	
	8. Financial Budgets
	    8.1 Cash Budget
	    8.2 Conflicts and Pitfalls in Budgeting

Assessment method	Formative assessment: Written Assessment: Written Assignment (7-10 pages for main body of the text*), Weighting: 100% 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 reflect on their own learning. * The main body of the text includes the introduction, main text and conclusion. The

	following components are therefore excluded: - Title page - Table of contents - List of images and/or tables - List of abbreviations - List of appendices - Appendices and further material - Bibliography
Reading list	Required reading: See IU coursebook on Management Accounting Additional reading (optional): • Atkinson, A. A., Kaplan, R., Matsumura, E. M., & Young, S. M. (2012). Management accounting: Information for decision-making and strategy execution (6th ed.). Pearson. • Drury, C. (2019). Management accounting for business (7th ed.). Cengage.
Other Learning Resources	See MyCampus platform.

Course Descriptors
June 2022

Supply Chain Management I

COURSE DESCRIPTOR

Module name	Supply Chain Management I
Course name	Supply Chain Management I
Level	5
Course Code	DLBDSESCM01
Credit Value	10 UK Credits
Study-load	Contact hours: 30 Student managed learning hours: 120
Pre-requisites	None
Co-requisites	None
Dis-requisites	None
Course leader	Name: Prof. Dr. Hubert Vogl
Module content outline	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).
Course aims	SCM considers logistical processes and selected industry specific SCM solutions (ECR or VMI).
Learning Outcomes	Having completed this module, students will be able to • explain the importance of cross-company value creation processes. • understand common concepts for modeling cross-company value creation processes. • understand dynamic effects in supply chains and can systematize their causes and effects. • explain important theoretical concepts for describing the characteristics and challenges of cross-company value creation processes. • explain the approaches and problem categories commonly used in the context of supply • chain management. • understand important reference and/or management models for the concretization of supply chain systems. • name and detail important roles and tasks in the SCM network.

	• deal with the coordination problem of SCM and describe the common solution approaches.
Careers/Graduate destinations	Entry to mid-level positions with administrative tasks.
Teaching and learning methods	Contact hours includes the following: (please click on the checkboxes as appropriate) ☒ Lectures ☐ Group Work: ☐ Seminars ☒ Tutorial ☐ Laboratory ☐ Workshops ☐ Practical ☒ VLE Activities

Indicative content	1. Fundamentals of the Supply Chain Concept
	    1.1 Terminological and Conceptual Fundamentals
	    1.2 Supply Chain Typology According to Otto
	    1.3 Supply Chain Typology According to Bechtel/Jayaram
	    1.4 Dynamic Aspects of Supply Chains
	
	 2. Selected Theoretical Concepts for the Supply Chain Concept
	    2.1 New Institutional Economics
	    2.2 Game Theory
	    2.3 Network Approach
	    2.4 Other Theoretical Additions
	
	 3. Supply Chain Management
	    3.1 Basic Information on the Goals and Scope of SCM
	    3.2 Popular Problem Areas of the SCM
	    3.3 Supply Chain Management as an Evolutionary Step in Logistics
	    3.4 Supply Chain Management as Cooperation Management
	
	 4. SCM Model
	    4.1 Basic Information on the Term SCM Models
	    4.2 SCOR Model
	    4.3 SCM Task Model
	
	 5. SCM as a Coordination Problem
	    5.1 Basic Information on the Concept of Coordination
	    5.2 Coordination Concepts, Context, and Perspectives of SCM
	    5.3 Coordination Instruments

Assessment method	Formative assessment: Summative assessment: Exam (90 minutes), Weighting: 100% 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. This course offers several practice exams.
Reading list	Required reading: See IU coursebook on Supply Chain Management I. Additional reading (optional):

	• Bolstorff, P., & Rosenbaum, R. (2011). Supply chain excellence: A handbook for dramatic improvement using the SCOR model. AMACOM. • Bowersox, J., Closs, D., & Cooper, M. B. (2020). Supply chain logistics management (5th ed.). McGraw Hill Education. • Chopra, S., & Meindl, P. (2019). Supply chain management: Strategy, planning, and operation (7th ed., Global ed.). Pearson Education. • Kurbel, K. E. (2013). Enterprise resource planning and supply chain management: Functions, business processes and software for manufacturing companies. Springer.
Other Learning Resources	See MyCampus platform.

Course Descriptors
June 2022

Introduction to Financial Services Sector

COURSE DESCRIPTOR

Module name	Fundamentals of Finance and Banking
Course name	Introduction to Financial Services Sector
Level	4
Module Code	LIBFBBAEFFB
Course Code	LIBFBBAEFFB01
Credit Value	15 UK Credits
Programmes	• BSc Business Administration with Finance • BSc Data Science with Finance • BSc International Management with Finance
Study-load	Contact hours: 25 Student managed learning hours: 125
Pre-requisites	None
Co-requisites	None
Dis-requisites	None
Course leader	Name: TBD Email: TBD
Course Overview	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. 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.
Learning Outcomes	Having completed this module, students will be able to • 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 • LO2: Explain the issues that arise in the intermediation and disintermediation of banks • LO3: Discuss the types of risk that affect financial institutions and how to mitigate them • LO4: Discuss current issues in the financial services sector
Teaching and learning methods	Contact hours includes the following: (please click on the checkboxes as appropriate) ☒ Lectures ☐ Group Work: ☐ Seminars ☒ Tutorial ☐ Laboratory ☐ Workshops ☐ Practical ☒ VLE Activities

Indicative content	1) History of banking
	   a) Money
	   b) Development of banking system
	2) Deposit-taking and non-deposit taking financial institutions
	   a) Depository (eg banks, building societies)
	   b) non-depository (eg pension funds, unit trusts, insurance companies)
	   c) financial intermediaries and the products they deal in

	d) non-marketable securities
	3) Central banks
	    a) Structure
	    b) Functions
	    c) Comparison of world central banks
	4) Capital markets
	    a) Financial markets – and the products they deal in
	    b) marketable securities
	5) Interest rates and derivatives
	    a) The important relationship between risk, term and return
	    b) Market participants
	6) Current developments
	    a) Wider societal implications are considered e.g. financial inclusion, fossil fuels/extractive industries finance
	    b) Socially Responsible Investments and Environmental, Societal and Governance issues

Assessment method	Assessment Type Code: Exam Weighting %: 40% Submission week: n/a Length: 90min The Pass mark for the course and each component is 40%. Formative: individual and group throughout the course Summative: weighted components above 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
Reading list	Introduction to Banking: Barbara Casu, Claudia Girardone, Philip Molyneux. Pearson Higher Ed, 17 Apr 2015 Industry reports and industry conference proceedings (online) as directed (updated in each iteration). Other general reading as directed by the module lead.
Other Learning Resources	See MyCampus platform.

Course Descriptors
June 2022

Introduction to Banking Law, Regulation and Ethics

COURSE DESCRIPTOR

Module name	Fundamentals of Finance and Banking
Course name	Introduction to Banking Law, Regulation and Ethics
Level	4
Module Code	LIBFBBAEFFB
Course Code	LIBFBBAEFFB02
Credit Value	15 UK Credits
Programmes	• BSc Business Administration with Finance • BSc Data Science with Finance • BSc International Management with Finance
Study-load	Contact hours: 25 Student managed learning hours: 125
Pre-requisites	None
Co-requisites	None
Dis-requisites	None
Course leader	Name: TBD Email: TBD
Course Overview	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.
Learning Outcomes	Having completed this module, students will be able to • LO1: Demonstrate an understanding of the key elements of law relating to banking. • LO2: Explain the reasons for regulation of the financial services industry and the key principles of that regulation, including both statutory and self-regulation. • LO3: Demonstrate awareness and understanding of current issues in the banking environment including those relating to ethics and Codes of Conduct. • LO4: Discuss current regulatory issues in the financial services sector
Teaching and learning methods	Contact hours includes the following: (please click on the checkboxes as appropriate) ☒ Lectures ☐ Group Work: ☐ Seminars ☒ Tutorial ☐ Laboratory ☐ Workshops ☐ Practical ☒ VLE Activities
Indicative content	1) 1) Legal basis of banking a) Legal issues b) Contract Law 2) The banking universe a) The world's largest banks b) Types of banks c) The payments system 3) The global financial crisis a) Causes b) Aftermath c) Response

	4) Ethics in banking
	    a) What is ethics?
	    b) Business ethics
	    c) Ethical banking
	5) Regulation and professional code of conduct
	    a) Regulators
	    b) Professional bodies
	    c) Supervision accords
	
	6) Risk
	    a) Credit risk
	    b) Market risk
	    c) Operational risk
	    d) Liquidity risk
	    e) Reputational risk
	7) Current developments
	    a) Challengers
	    b) Fintech

Assessment method	Assessment Type Code: Exam Weighting %: 40% Submission week: n/a Length: 90min The Pass mark for the course and each component is 40%. Formative: individual and group throughout the course Summative: weighted components above 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
Reading list	Introduction to Banking: Barbara Casu, Claudia Girardone, Philip Molyneux. Pearson Higher Ed, 17 Apr 2015 Industry reports and industry conference proceedings (online) as directed (updated in each iteration). Other general reading as directed by the module lead.
Other Learning Resources	See MyCampus platform.

3rd semester

Course Descriptors
June 2022

International Marketing

COURSE DESCRIPTOR

Module name	International Marketing
Course name	International Marketing
Level	5
Course Code	DLBDSEIMB01
Credit Value	10 UK Credits
Study-load	Contact hours: 30 Student managed learning hours: 120
Pre-requisites	None
Co-requisites	None
Dis-requisites	None
Course leader	Name: Caterina Fox
Module content outline	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.
Course aims	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.
Learning Outcomes	Having completed this module, students will be able to • understand basic aspects of international strategic marketing. • analyze cultural differences and their impact on international marketing. • apply selected concepts of the international marketing mix. • describe the possibilities of international market research and its influence on consumer behavior. • recognize the necessity of international brand controlling and quality management. • reproduce theoretical knowledge using case studies.
Careers/Graduate destinations	Entry to mid-level positions with administrative tasks
Teaching and learning methods	Contact hours includes the following: (please click on the checkboxes as appropriate) ☒ Lectures ☐ Group Work: ☐ Seminars ☐ Tutorial ☐ Laboratory ☐ Workshops ☐ Practical ☒ VLE Activities

Indicative content	1. Strategic International Marketing
	1.1. Internationalization
	1.2. Theoretical Foundations of International Market Entry Strategies
	1.3. Forms of International Market Entry
	2. Cultural Differences as an Aspect of International Marketing
	2.1. Overview of Culture
	2.2. Cultural Model Based on Hofstede
	2.3. Cultural Model Based on Trompenaars
	3. Case Studies in International Market Entry and Marketing Strategies
	3.1. Case Study: Nivea in South Korea
	3.2. Case Study: Bosch and Siemens Hausgeräte GmbH in China
	3.3. Case Study: Siemens Mobile in China
	3.4. Case Study: Siemens in China
	4. International Product Management and Product Development
	4.1. Goals of International Product Management
	4.2. Framework Conditions for International Product Management
	4.3. International Product Decisions
	4.4. International Product Development
	5. Exchange Rate Fluctuations and International Price Calculation
	5.1. Tasks and Objectives of International Price Management
	5.2. Factors Influencing International Price Management
	5.3. Instruments of International Price Management
	6. International Communication and International Sales Policy
	6.1. International Communication Management
	6.2. International Sales Management
	7. International Marketing and Ethics
	7.1. Overview of International Marketing and Ethics
	7.2 Business Ethics in International Companies
	7.3 Case Study: Nestlé
	8. Applied Market Research and Its Influence on Consumer Behavior
	Scope of International Market Research
	8.2 Requirements for International Market Research Information
	8.3 International Secondary Research
	8.4 International Primary Research
	9. Monitoring and Control in International Marketing
	9.1 Controlling in International Management
	10. Six Sigma, Brand Management, and Rebranding
	10.1 Six Sigma: Basics, Definitions, and Processes
	10.2 Brand Management
	10.3 Rebranding
Assessment method	Formative assessment:
	Summative assessment: Exam (90 minutes), 100%

	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. This Course offers several practice exams.
Reading list	Required reading: See IU coursebook on International Marketing Additional reading (optional): - Armstrong, G., Kotler, P., & Opresnik, M. O. (2019). Marketing: An introduction (14th ed.). Pearson. - Green, M. C., & Keegan, W. J. (2020). Global marketing (10th ed.). Pearson. - Hofstede, G., Hofstede, G. J., & Minkov, M. (2010). Cultures and organizations—Software of the mind: Intercultural cooperation and its importance for survival. McGraw-Hill. - Hollensen, S. (2020). Global marketing (8th ed.). Pearson. - Mooij, M. (2018). Global marketing and advertising: Understanding cultural paradoxes (5th ed.). Sage Publications.
Other Learning Resources	See MyCampus platform.

Course Descriptors
June 2022

Statistics: Probability and Descriptive Statistics

COURSE DESCRIPTOR

Module name	Statistics: Probability and Descriptive Statistics
Course name	Statistics: Probability and Descriptive Statistics
Level	4
Course Code	DLBDSSPDS
Credit Value	10 UK Credits
Study-load	Contact hours: 30 Student managed learning hours: 120
Pre-requisites	None
Co-requisites	None
Dis-requisites	None
Course leader	Name: Dr. Stefan Stöckl
Module content outline	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.
Course aims	This course familiarizes students with expectation values, variance, and covariance.
Learning Outcomes	Having completed this module, students will be able to • define probability, random variable, and probability distribution. • understand the concept of Bayesian statistics. • grasp the definition of joint and marginal distributions. • calculate expectation values and higher moments. • comprehend important inequality equations and limit theorems.
Careers/Graduate destinations	Entry to mid-level positions with administrative tasks.
Teaching and learning methods	Contact hours includes the following: (please click on the checkboxes as appropriate) ☒ Lectures ☐ Group Work:

	☐ Seminars ☒ Tutorial ☐ Laboratory ☐ Workshops ☐ Practical ☒ VLE Activities

Indicative content	1. Probability
	     1.1 Definitions
	     1.2 Independent events
	     1.3 Conditional probability
	     1.4 Bayesian statistics
	
	2. Random Variables
	     2.1 Random Variables
	     2.2 Distribution functions and probability mass functions
	     2.3 Important discrete probability distributions
	     2.4 Important continuous probability distributions
	
	3. Joint Distributions
	     3.1 Joint distributions
	     3.2 Marginal distributions
	     3.3 Independent random variables
	     3.4 Conditional distributions
	
	4. Expectation and Variance
	     4.1 Expectation of a random variable, conditional expectations
	     4.2 Variance and covariance
	     4.3 Expectations and variances of important probability distributions
	     4.4 Algebraic and central moments
	     4.5 Moment-generating functions
	
	5. Inequalities and Limit Theorems
	     5.1 Probability inequalities
	     5.2 Inequalities for expectations
	     5.3 The law of large numbers
	     5.4 Central limit theorem

Assessment method	Formative assessment: Summative assessment: Exam (90 minutes), Weighting: 100% 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. This Course offers several practice exams.
Reading list	Required reading: See IU coursebook on Statistics: Probability and Descriptive Statistics. Additional reading (optional):

	• Downey, A.B. (2011). Think stats (2nd ed.). Sebastopol, CA: O'Reilly • Kim, A. (2019). Exponential Distribution—Intuition, Derivation, and Applications. Available online. • Wasserman, L. (2004). All of Statistics: A concise course in statistical inference. New York, NY:Springer
Other Learning Resources	See MyCampus platform.

Course Descriptors
June 2022

Change Management

COURSE DESCRIPTOR

Module name	Change Management
Course name	Change Management
Level	5
Course Code	DLBDBCM_E
Credit Value	10 UK Credits
Study-load	Contact hours: 30 Student managed learning hours: 120
Pre-requisites	None
Co-requisites	None
Dis-requisites	None
Course leader	Dirk Steffens
Module content outline	The pace of change in markets, technologies and customer behavior has increased significantly. These developments offer growth opportunities for companies - new business models, merging markets, changed customer behavior. To utilize future potentials, companies need to implement changes effectively and quickly. To do this, it is essential to know the meaning, structure, roles of the people involved, possible bottle neck situations and communication within the framework of change management. A great number of change programs regularly fail in the operational implementation. Therefore, knowledge of the systematic approach to the change process is necessary to successfully manage change in and of the company. People and processes play a central role in this procedure.
Course aims	To utilize future potentials, companies need to implement changes effectively and quickly. To do this, it is essential to know the meaning, structure, roles of the people involved, possible bottle neck situations and communication within the framework of change management.
Learning Outcomes	Having completed this module, students will be able to • explain the management of change in its broadest sense. • identify the characteristics and procedures by which necessary changes in companies can be identified and designed. • grasp the basics of processes in change management and communicate them to other participants. • identify and analyze the need for change. • outline typical tasks of managers in initiating and accompanying change processes. • explain essential and effective techniques and tools of change processes and apply them. • evaluate the success of change processes and measures. • develop meaningful ways of dealing with resistance that arises in the change process.
Careers/Graduate destinations	Entry to mid-level with administrative tasks.
Teaching and learning	Contact hours includes the following:

methods	
	☒ Lectures ☐ Group Work: ☐ Seminars ☒ Tutorial ☐ Laboratory ☐ Workshops ☐ Practical ☒ VLE Activities

Indicative content	1. Introduction to Change Management
	      1.1 Terms and Definitions
	      1.2 Limitations of Change Management
	      1.3 Models of Change
	
	2. Causes and Triggers of Change
	      2.1 Change and Transformation
	      2.2 External Triggers of Change
	      2.3 Internal Triggers for Change
	
	3. The company as an Obstacle to Change
	      3.1 Obstacles at Organizational Level
	      3.2 Collective Obstacles
	      3.3 Economic Obstacles
	
	4. Resistance at Individual Level
	      4.1 Manifestations of Individual Resistance
	      4.2 Causes and Triggers of Individual Resistance
	      4.3 Actions towards Resistance
	
	5. Change as a Management Task
	      5.1 Success Factors of Change Management
	      5.2 Management Tasks in Change
	      5.3 Change Management Activity Plans
	
	6. Leading Change
	      6.1 Success Factor: Leadership and Manager
	      6.2 Leadership Roles and Functions
	      6.3 Change Communication
	
	7. Management of Change Projects
	      7.1 Change Management Models
	      7.2 Organization of Change Management
	      7.3 Controlling and Evaluation of Change Projects

Assessment method	Formative assessment: Summative assessment: Exam (90 minutes) Weighting: 100% 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. This Course offers several practice exams.

Reading list	Required reading:
	See IU coursebook on Change Management.
	Additional reading (optional):
	• Burke, W. W. (2011): Organization Change. 3rd edition, Corwin Press, Thousand Oaks.
	• Carnall, C. (2014): Managing Change in Organizations. 6th edition, Pearson, Harlow.
	• Hughes, M. (2016): The Leadership of Organizational Change. Routledge, New York.
	• Laloux, F. (2014): Reinventing organizations: a guide to creating organizations inspired by thenext stage of human consciousness. Nelson Parker, Brussels.
Other Learning Resources	See MyCampus platform.

Course Descriptors
June 2022

Crypto & Blockchain

COURSE DESCRIPTOR

Module name	Fintech
Course name	Crypto & Blockchain
Level	5
Module Code	LIBFBBAEFT
Course Code	LIBFBBAEFT01
Credit Value	15 UK Credits
Programmes	• BSc Business Administration with Finance • BSc Data Science with Finance • BSc International Management with Finance
Study-load	Contact hours: 30 Student managed learning hours: 120
Pre-requisites	None
Co-requisites	None
Dis-requisites	None
Course leader	Name: TBD Email: TBD
Course Overview	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.
Learning Outcomes	Having completed this module, students will be able to • LO1. Define money and the role of electronic money in society • LO2. Discuss the merits of crypto assets and the risks involved in holding them • LO3. Analyse and comment on the merits of various crypto assets. • LO4. Discuss the role of CBDCs in society now and into the future
Teaching and learning methods	Contact hours includes the following: (please click on the checkboxes as appropriate) ☒ Lectures ☐ Group Work: ☐ Seminars ☒ Tutorial ☐ Laboratory ☐ Workshops ☐ Practical ☒ VLE Activities

Indicative content	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
	
	3) The Blockchain
	    a) How a Bitcoin transaction works
	    b) Blockchain types

	c) What is a block chain? d) Possible applications of Blockchain e) Proof of work and proof of stake 4) Crypto Assets a) What is a crypto asset? b) Distribution of crypto assets c) Initial Coin Offerings d) ICO versus IPO e) Taxonomy of Crypto assets 5) Non-Fungible Tokens a) Fungible, non-fungible and examples b) Issuing an NFT c) Protocols d) Markets and wallets e) Recent developments in the NFT marketplace f) Other applications of NFT technology
Assessment method	Assessment Type Code: Exam Weighting %: 50% Submission week: n/a Length: 90 min The Pass mark for the course and each component is 40%. Formative: individual and group throughout the course Summative: weighted components above 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
Reading list	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: https://study.libf.ac.uk/refer.php?resource=ebookcentral&id=5829325 [Accessed: 16 June 2022] Industry reports and industry conference proceedings (online) as directed (updated in each iteration). Other general reading as directed by the course lead. 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.
Other Learning Resources	See MyCampus platform.

Course Descriptors
June 2022

Fintech

COURSE DESCRIPTOR

Module name	Fintech
Course name	Fintech
Level	5
Module Code	LIBFBBAEFT
Course Code	LIBFBBAEFT02
Credit Value	15 UK Credits
Programmes	• BSc Business Administration with Finance • BSc Data Science with Finance • BSc International Management with Finance
Study-load	Contact hours: 25 Student managed learning hours: 125
Pre-requisites	None
Co-requisites	None
Dis-requisites	None
Course leader	Name: TBD Email: TBD
Course Overview	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.
Learning Outcomes	Having completed this module, students will be able to • LO1. Define Fintech and its place in the financial services sector • LO2. Discuss the merits of Fintech and incumbents and how the market is changing • LO3. Analyse and comment on the merits of various fintech offerings. • LO4. Discuss the role of AI in financial services
Teaching and learning methods	Contact hours includes the following: (please click on the checkboxes as appropriate) ☒ Lectures　　☐ Group Work: ☐ Seminars　　☒ Tutorial ☐ Laboratory　☐ Workshops ☐ Practical　　☒ VLE Activities
Indicative content	1) Fintech in context 　a) Data speed, processing and memory – the history 　b) The perfect storm – G4, smartphones and the global financial crisis 　c) The first online banks 　d) The new online banks 　e) Fintech and the 7 Ps of Marketing 2) Fintech disruptions 　a) Regulators and their sand boxes 　b) Payments – faster payments and international payments 　c) Open banking

	3) Challenger banks
	       a) Data on challengers
	       b) What is on offer?
	       c) Incumbent responses
	
	4) Artificial Intelligence
	       a) What is intelligence?
	       b) Narrow and board network intelligence
	       c) Machine learning
	       d) Neural networks and foundation AI
	       e) AI & automation in Fintech
	
	5) Lending
	       a) Personal loans at challenger banks
	       b) SME funding via challenger banks
	       c) Peer to peer lending (curated and direct)
	       d) Online mortgage brokers
	       e) Online mortgages/ equity loans
	
	6) Insurtech & Asset Management
	       a) Insurtech vs Incumbents
	       b) Products on offer – new developments
	       c) Asset management
	       d) Bots vs people
	       e) Developments in risk profiling
	
	7) Regtech and the futures of Fintech
	       a) Regulatory compliance
	       b) Risk management
	       c) Financial Crime
	       d) Identity management
	       e) New developments in Fintech
	       f) Product or platform?

Assessment method	Assessment Type Code: Case Study Weighting %: 50% Submission week: n/a Length: n/a The Pass mark for the course and each component is 40%. Formative: individual and group throughout the course Summative: weighted components above 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
Reading list	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: https://study.libf.ac.uk/refer.php?resource=ebookcentral&id=5829325 [Accessed: 16 June 2022] Industry reports and industry conference proceedings (online) as directed (updated in each iteration). Other general reading as directed by the course lead. 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..
Other Learning Resources	See MyCampus platform.

Course Descriptors
June 2022

International Contract Management

COURSE DESCRIPTOR

Module name	International Contract Management
Course name	International Contract Management
Level	5
Course Code	DLBINTIWR01_E
Credit Value	10 UK Credits
Study-load	Contact hours: 30 Student managed learning hours: 120
Pre-requisites	None
Co-requisites	None
Dis-requisites	None
Course leader	Name: Prof. Dr. Georg Berkel
Module content outline	The internationalization of economic life has progressed steadily in recent decades. While business considerations often change little when borders are crossed, legal issues show quite a different pattern. After all, every country has its own legal system. By law, the rights and duties of those involved in economic life in different countries can vary or even contradict each other. However, the laws of the individual legal systems are primarily created for domestic situations. Also, questions arising in international economic transactions are largely answered by the individual states themselves, again quite independently and in their individual way. Often, only specialists in private international law are able to evaluate which rights and obligations apply bylaw. However, the acquisition of such special knowledge is neither practicable nor necessary for daily business practice. This course focuses on the subject area of contract management. Instead of submitting to an unclear legal situation, companies - even across national borders - can often determine their own binding rights and obligations. The means to achieve this is the contract. A contract is nothing more than the mutual promise of the parties to do something for each other. The questions to be answered follow the business logic of the transaction. If, for example, goods or services are purchased by payment, the parties must agree, for example, on when and where the goods are to be delivered, in which currency payment is to be made, and what is to be done in the event of a defect. Efficient contract management is therefore crucial for the success of the company, especially in an international context. In this course, its objectives, contents and methods will be presented. This course follows the chronological sequence of a project and identifies the four phases of contract management: proposal preparation, negotiation, execution and analysis. In each phase, contract management must face specific challenges. When preparing an offer, it is particularly important to transfer the business model into a contractually meaningful form. During negotiations, the practicability and profitability of the business model must be maintained. In the execution phase, the main focus is on securing and increasing results. Finally, the analysis enables "lessons learned" to be drawn for future business activities.

Course aims	In this course, its objectives, contents and methods will be presented. This course follows the chronological sequence of a project and identifies the four phases of contract management: proposal preparation, negotiation, execution and analysis. In each phase, contract management must face specific challenges.
Learning Outcomes	Having completed this module, students will be able to • identify and explain the four phases of contract management. • describe essential elements of an international treaty. • explain which contractual clauses are fundamental to the business model. • understand which and how contractual risks can be quantified. • distinguish how to negotiate different contractual clauses. • show how revenue can be increased in the offer phase and processing phase.
Careers/Graduate destinations	Entry to mid-level with administrative tasks.
Teaching and learning methods	Contact hours includes the following: (please click on the checkboxes as appropriate) ☒ Lectures ☐ Group Work: ☐ Seminars ☒ Tutorial ☐ Laboratory ☐ Workshops ☐ Practical ☒ VLE Activities

Indicative content	1. The Four Phases of Contract Management
	   1.1. Definition of the Term "Contract Management"
	   1.2. Goals of Contract Management
	   1.3. The Phases of Contract Management
	   1.4. Contract Management: Why?
	
	2. Phase I: Offer Preparation
	   2.1. The Bid Decision
	   2.2. The Structure of the Contract at a Glance
	   2.3. The Contract Components in Detail: Title, Preamble, Planned and Unplanned, and Final Provisions
	   2.4. The Offer Preparation Process
	
	3. Phase II: Negotiation
	   3.1. The Submission of an Offer
	   3.2. External Negotiation: Planned and "Win-Win", Unplanned and "Win-Lose"
	   3.3. The Internal Process: Risk Quantification and Approval
	
	4. Phase III: Implementation
	   4.1. The Coming into Effect of the Contract: Offer Acceptance and Conditions Precedent
	   4.2. Execution of the Contract and Warranty Period
	   4.3. Objectives of Claim Management
	   4.4. Claim Management as Conflict Management
	   4.5. Conflict Resolution
	
	5. Phase IV: Analysis
	   5.1. Determining Success
	   5.2. Deriving of "Lessons Learned"

Assessment method	Formative assessment:

	Summative assessment: Exam (90 minutes) Weighting: 100% 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. This Course offers several practice exams.
Reading list	Required reading: See IU coursebook on International Contract Management. Additional reading (optional): • Berkel, G. (2016). Contractmanagement.In M. Kleinaltenkamp, W. Plinke, & I. Geiger (Eds.), Business project management and marketing: Mastering business markets (pp. 159—206). Springer. • Brett, J. M. (2014). Negotiating globally: How to negotiate deals, resolve disputes, and make decisions across cultural boundaries(3rd ed.). Jossey-Bass. • Brunet, A., & Cesar, F. (2021). Contract management: Contractual performance, renegotiation, and claims: How to safeguard and increaseprofit margins. Springer.
Other Learning Resources	See MyCampus platform.

4th semester

Course Descriptors
June 2022

Intercultural and Ethical Decision-Making

COURSE DESCRIPTOR

Module name	Intercultural and Ethical Decision-Making
Course name	Intercultural and Ethical Decision-Making
Level	5
Course Code	DLBCSIDM
Credit Value	10 UK Credits
Study-load	Contact hours: 20 Student managed learning hours: 130
Pre-requisites	None
Co-requisites	None
Dis-requisites	None
Course leader	Name: Prof. Dr. Jürgen Matthias Seeler
Module content outline	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.
Course aims	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.
Learning Outcomes	Having completed this module, students will be able to • explain the most important terms in the areas of interculturality, diversity, and ethics. • distinguish different explanatory patterns of culture. • understand culture at different levels. • plan processes of intercultural learning and working. • understand the interdependencies of culture and ethics. • independently work on a case study on intercultural competence.
Careers/Graduate destinations	Entry to mid-level positions with administrative tasks.
Teaching and learning	Contact hours includes the following:

methods	(please click on the checkboxes as appropriate)
	☒ Lectures ☐ Group Work: ☐ Seminars ☒ Tutorial ☐ Laboratory ☐ Workshops ☐ Practical ☒ VLE Activities

Indicative content	1. Basics of Intercultural and Ethical Competence to Act
	     1.1. Subject Areas, Terms, and Definitions
	     1.2. Relevance of Intercultural and Ethical Action
	     1.3. Intercultural Action - Diversity, Globalization, Ethics
	
	 2. Cultural Concepts
	     2.1. Hofstedes Cultural Dimensions
	     2.2. Culture Differentiation According to Hall
	     2.3. Locus of Control Concept to Rotter
	
	 3. Culture and Ethics
	     3.1. Ethics - Basic Terms and Concepts
	     3.2. Interdependence of Culture and Ethics
	     3.3. Ethical Concepts in Different Regions of the World
	
	 4. Current Topics in the Area of Interculturality, Ethics, and Diversity
	     4.1. Digital Ethics
	     4.2. Equality and Equal Opportunities
	     4.3. Social Diversity
	
	 5. Intercultural Learning and Working
	     5.1. Acculturation
	     5.2. Learning and Working in Intercultural Groups
	     5.3. Strategies for Dealing with Cultural Conflicts
	
	 6. Case Studies for Cultural and Ethical Conflicts
	     6.1. Case Study: Interculturality
	     6.2. Case Study: Diversity
	     6.3. Case Study: Interculturality and Ethics

Assessment method	Formative assessment: Case study (7-10 pages for the main body of the text*) Weighting: 100% Summative assessment: 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. *The main body of the text includes the introduction, main text and conclusion The following components are therefore excluded: - Title page - Table of contents - List of images and/or tables - List of abbreviations - List of appendices

	- Appendices and further material - Bibliography
Reading list	Required reading: See IU coursebook on Intercultural and Ethical Decision-Making. Additional reading (optional): • Boylan, M. (Eds.). (2014). Business ethics. (2nd ed.). Wiley-Blackwell. • Thomas, A., Kinast, E. U., Schroll-Machl, S. (Eds.). (2010). Handbook of intercultural communication and cooperation. Basics and areas of application. Vandenhoeck & Ruprecht.
Other Learning Resources	See MyCampus platform.

Course Descriptors
June 2022

Intercultural Psychology

COURSE DESCRIPTOR

Module name	Intercultural Psychology
Course name	Intercultural Psychology
Level	5
Course Code	DLBWPIPS_E
Credit Value	10 UK Credits
Study-load	Contact hours: 30 Student managed learning hours: 120
Pre-requisites	None
Co-requisites	None
Dis-requisites	None
Course leader	Name: Prof. Dr. Heike Schiebeck
Module content outline	In a globalized working world, international meetings, cooperation and activities have become a matter of course. In most cases, these encounters between culturally different people are successful and satisfying for both sides. However, it is not uncommon for critical situations to arise in which the behavior of the other person is seen as threatening, inappropriate or useless and does not meet one's own expectations. In this course, students learn to understand and react appropriately to cultural differences and to deal with them in situations relevant to their jobs. The areas of intercultural differences, specifics and cooperation in intercultural teams and organizations are addressed, as well as the orientation of advertising communication in different cultural contexts. After a presentation of the different approaches of psychology as Intercultural Psychology, Cultural Psychology and Cultural Psychology and the culture-specific research, practice-relevant topics such as Intercultural Management, Intercultural Marketing and Intercultural Training will be addressed. Particular attention is paid to the areas of diversity management and value management in the corporate environment.
Course aims	In this course, students learn to understand and react appropriately to cultural differences and to deal with them in situations relevant to their jobs.
Learning Outcomes	Having completed this module, students will be able to • take a differentiated view of the concept of culture. • explain the methodological approaches to intercultural psychology and cultural psychology. • deal with culture-specific behavior in a reflective manner and to react to it adequately. • take into account the increasing importance of considering intercultural differences in a globalized world of work and life in their everyday professional life. • understand both your own and foreign cultures. • analyze communication and marketing messages as well as training programs for their intercultural meaning and impact.

	• explain and justify the importance of a value-oriented corporate alignment.
Careers/Graduate destinations	Entry to mid level positions with administrative tasks.
Teaching and learning methods	Contact hours includes the following: (please click on the checkboxes as appropriate) ☒ Lectures ☐ Group Work: ☐ Seminars ☒ Tutorial ☐ Laboratory ☐ Workshops ☐ Practical ☒ VLE Activities

Indicative content	1. Introduction to Intercultural Psychology and Cultural Psychology
	       1.1 Definition and Classification of the Concept of Culture
	       1.2 Goals of Comparative Cultural Psychology
	       1.3 Demarcation of Different Subject Areas
	       1.4 Cultural Psychological Models and Research Approaches
	2. Intercultural Management
	       2.1 Role, Influencing Factors and Requirements of Intercultural Management
	       2.2 Corporate Culture
	3. Diversity Management as a Field of Application of Intercultural Management
	       3.1 Definition and Objectives
	       3.2 Significance and Spheres of Influence
	4. Values in the Context of Intercultural Management
	       4.1 Role and Meaning of Values
	       4.2 Values in an Organizational Context
	5. Intercultural Communication
	       5.1 Communication Models and Problems
	       5.2 Intercultural Specifics of Communication
	       5.3 Characteristics of Different National Communication and Behavior Styles
	6. Intercultural Marketing
	       6.1 Definition and Cultural Foundations
	       6.2 Influencing Factors
	       6.3 Standardization vs. Differentiation of Messages
	7. Intercultural Trainings
	       7.1 Development of Content for Intercultural Training
	       7.2 Implementation of Intercultural Training

Assessment method	Formative assessment: Summative assessment: Exam (90 minutes) Weighting: 100% 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. This Course offers several practice exams.
Reading list	Required reading: See IU coursebook on Intercultural Psychology. Additional reading (optional): • Guimarães, D. S. (2020): Dialogical Multiplication - Principles for an Indigenous Psychology. Springer Nature, Cham.

	• Matsumoto, D./ Juang, L. (2020): Culture and Psychology. 6th edition, Cengage Learning, Boston, MA. • Wen Li, W./ Darrin Hodgetts, D. /Koong Hean Foo, K. (Eds.) (2019): Asia-Pacific Perspectives on Intercultural Psychology. Routledge, New York City, NY
Other Learning Resources	See MyCampus platform.

Course Descriptors
June 2022

International Brand Management

COURSE DESCRIPTOR

Module name	International Brand Management
Course name	International Brand Management
Level	5
Course Code	DLBDSEIMB2
Credit Value	10 UK Credits
Study-load	Contact hours: 30 Student managed learning hours: 120
Pre-requisites	None
Co-requisites	None
Dis-requisites	None
Course leader	Name: Caterina Fox
Module content outline	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.
Course aims	The aim of this course is to deepen and expand the knowledge acquired in the introductory elective course International Marketing.
Learning Outcomes	Having completed this module, students will be able to • recognize the significance of a brand and the general conditions under which brands operate, as well as the associated tasks of brand management. • describe the components of a brand and its management. • explain the positioning of brands on regional, national and international markets. • understand the role of brand evaluation and compare the most common measurement techniques. • give an overview of the importance of trademark protection and suggest strategies for preventing counterfeiting. • conceive of brand strategies and measures for the avoidance or occurrence of brand crises.
Careers/Graduate destinations	Entry to mid-level with administrative tasks.

Teaching and learning methods	Contact hours includes the following: (please click on the checkboxes as appropriate)
	☒ Lectures ☐ Group Work: ☐ Seminars ☒ Tutorial ☐ Laboratory ☐ Workshops ☐ Practical ☒ VLE Activities

Indicative content	1. Basics of Brand Management
	    1.1 Brand Significance and Brand Understanding
	    1.2 Market Conditions
	    1.3 Tasks and Goals of Brand Management
	2. Brand Identity, Brand Positioning, and Brand Personality
	    2.1 Brand Identity as the Basis of Brand Management
	    2.2 Brand Positioning
	    2.3 Brand Image
	    2.4 Brand Personality
	3. Brand Strategies
	    3.1 The Challenges for Brand Strategies
	    3.2 Brand Strategies for New Products
	    3.3 Trademark Licensing
	4. International Branding
	    4.1 Importance of Branding for International Companies
	    4.2 Brand Concepts for International Brands
	    4.3 Factors for Successful International Brands
	5. Brand Architectures and Types of Branding
	    5.1 Brand Systems
	    5.2 Co-branding and Hybrid Branding
	6. Brand Management and Communication
	    6.1 Classic Brand Communication
	    6.2 Brand Communication on the Internet
	7. Brand Expansion
	    7.1 Basics of Brand Expansion
	    7.2 Opportunities and Risks of Brand Expansion
	    7.3 Ideal Typical Sequence of the Brand Expansion Process
	8. Brand Management According to the Stakeholder Concept
	    8.1 Basics of Brand Management According to the Stakeholder Principle
	    8.2 Stakeholder Groups: Consumer Stakeholder Groups
	    8.3 Stakeholder Groups: Shareholders and Financial Investors
	    8.4 Stakeholder Groups: Employees8.5Stakeholder Groups: Suppliers and the Public
	9. Brand Control
	    9.1 Basics of Brand Controlling
	    9.2 Importance and Measurement of Brand Value (Brand Status Analyses)
	    9.3 Practical Methods for Measuring Brand Value
	10. Trademark Protection
	    10.1 Object of Trademark Protection
	    10.2 Origin of Trademark Protection
	    10.3 Trademark Infringements

Assessment method	Formative assessment: Summative assessment: Course Exam (90 minutes) Weighting: 100% 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. This Course offers several practice exams.
Reading list	Required reading: See IU coursebook on International Brand Management. Additional reading (optional): • Gelder, S. v. (2003): Global Brand Strategy. Unlocking Brand Potential Across Countries, Cultures and Markets. Kogan Page, London. • Keller, K. L. (2007): Strategic Brand Management. Building, Measuring and Managing Brand Equity. 3. Auflage, Prentice Hall International, Edinburgh.
Other Learning Resources	See MyCampus platform.

Course Descriptors
June 2022

Leadership 4.0

COURSE DESCRIPTOR

Module name	Leadership 4.0
Course name	Leadership 4.0
Level	6
Course Code	DLBWPLS_E
Credit Value	10 UK Credits
Study-load	Contact hours: 30 Student managed learning hours: 120
Pre-requisites	None
Co-requisites	None
Dis-requisites	None
Course leader	Name: To be assigned
Module content outline	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.
Course aims	This course tries to convey knowledge, understanding and tools for this challenging field of work.
Learning Outcomes	Having completed this module, students will be able to • understand the classical theories of leadership and new leadership models. • distinguish between the terms leadership and management. • reflect on the understanding of successful leadership models against the background of economic changes. • develop an understanding of the need for alternative forms of organizational directing. • implement appropriate leadership methods according to a company's level of complexity. • draw upon a sound theoretical understanding that they can practice in applied research.

Careers/Graduate destinations	Entry to mid-level positions with administrative tasks.
Teaching and learning methods	Contact hours includes the following: (please click on the checkboxes as appropriate) ☒ Lectures ☐ Group Work: ☐ Seminars ☒ Tutorial ☐ Laboratory ☐ Workshops ☐ Practical ☒ VLE Activities

Indicative content	1. Basics of the Leadership Concept
	   1.1. Definition of the Leadership Concept and Leadership Actions
	   1.2. Development of the Understanding of Leadership
	   1.3. The Role of Communication in Leadership
	   1.4. New Challenges for Leadership
	
	2. Leadership Versus Management
	   2.1. Distinctions between these Concepts
	   2.2. Relevance of Leadership in the Context of Technological Change
	   2.3. New Forms of Work as a Challenge for Leadership 4.0
	
	3. Organizational Prerequisites for Successful Leadership
	   3.1. Launching Corporate Governance Initiatives
	   3.2. From Process to Project Management
	   3.3. Managing Limited Resources
	
	4. Personal Factors for Successful Leadership
	   4.1. Personal Characteristics
	   4.2. Technological Know-how
	   4.3. Policy and Compliance
	
	5. Management Tools
	   5.1. Definition, Differentiation and Challenges
	   5.2. Use of Direct Management Tools
	   5.3. Use of Indirect Management Tools
	
	6. Leadership 4.0 Models
	   6.1. Transformational Leadership
	   6.2. Leadership as an Agile Role
	   6.3. Authentic Leadership
	
	7. Leadership 4.0 Case Studies
	   7.1. Allsafe Jungfalk
	   7.2. Automattic

Assessment method	Formative assessment: Summative assessment: Exam (90 minutes) Weighting: 100% 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. This Course offers several practice exams.
Reading list	Required reading: See IU coursebook on Leadership 4.0. Additional reading (optional): - Au, C. v. (eds.) (2017): Characteristics and competencies of leaders. Mindfulness, self- reflection, soft skills and competence systems. Springer, Wiesbaden. - 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. - 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. - Furtner, M. R. (2017): Empowering Leadership. With self-responsible employees to innovation and top performance. Springer Gabler, Wiesbaden. - Furtner, M. R./Baldegger, U. (2016): Self-Leadership and Leadership. Theories, models and practical implementation. Second edition, Springer Gabler, Wiesbaden. - 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 - Hofer, S. (2016): More agile leadership. Simple measures for better teamwork, better performance and higher creativity. Springer Gabler, Wiesbaden. - Kauffeld, S. (Hrsg.) (2014): Work, Organizational and Personnel Psychology for Bachelor. 2nd edition, Springer, Berlin. - Maxwell, J. C. (2016): Leadership. The 21 most important management principles. 8th edition, fountain, pouring. - Wilber, K. (2012): Integral Psychology. Mind, consciousness, psychology, therapy. Arbor, Freiburg.
Other Learning Resources	See MyCampus platform.

Course Descriptors
June 2022

Global Sourcing

COURSE DESCRIPTOR

Module name	Global Sourcing
Course name (	Global Sourcing
Level	5
Course Code	DLBINTGS_E
Credit Value	10 UK Credits
Study-load	Contact hours: 30 Student managed learning hours: 120
Pre-requisites	None
Co-requisites	None
Dis-requisites	None
Course leader	Prof. Dr. Martin Barth (Global Sourcing)
Module content outline	Students learn the basic concepts and methods of global procurement and global purchasing. They will study the operation of globally connected supply and logistics networks. Another aspect is the discussion of cultural peculiarities and specificities focusing on negotiations in an international context. The topics considered in the course are dealt with at both the strategic and the operational level with a view to the specific handling processes, necessary information flows, as well as legal and formal frameworks.
Course aims	Students learn the basic concepts and methods of global procurement and global purchasing. They will study the operation of globally connected supply and logistics networks.
Learning Outcomes	*Having completed this module, students will be able to* • describe basic strategies, concepts and processes of global procurement and analyze, evaluate and apply them with a regard to potential fields of application. • identify central planning principles and methods of purchasing and evaluate them with • regard to their fields of application in practice and their scientific and methodological foundation. • explain the operational and strategic importance of purchasing and procurement for the • entire supply chain. • name and apply methods and applications that are necessary for the planning and execution of purchasing and procurement processes or that can be used as control levers.

	• independently identify, collect, analyze and evaluate data and information for specific • procurement tasks • work on practical tasks in a goal-oriented and efficient manner. • design and carry out further studies with a scientific orientation in the field of purchasing and procurement under guidance.
Careers/Graduate destinations	Entry to mid-level with administrative tasks.
Teaching and learning methods	Contact hours includes the following: (please click on the checkboxes as appropriate) ☒ Lectures ☐ Group Work: ☐ Seminars ☒ Tutorial ☐ Laboratory ☐ Workshops ☐ Practical ☒ VLE Activities

Indicative content	1. Basics
	     1.1 Procurement in the Context of Internationalization
	     1.2 Importance of Purchasing and Procurement in the Company
	     1.3 Trends and Goals of Purchasing and Procurement
	     1.4 National, Regional and Global Supply Networks
	     1.5 Legal Framework Conditions on a National and International Level
	
	2. Make-Or-Buy Decisions, In- And Outsourcing Strategies
	     2.1 Make-Or-Buy Decisions
	     2.2 Decision-Making Aids for In- And Outsourcing
	
	3. Procurement Concepts
	     3.1 Foundations and Design of Procurement Concepts
	     3.2 Global Sourcing
	     3.3 Modular vs. Single Sourcing
	     3.4 Just-In-Time Concept
	
	4. Procurement Strategies
	     4.1 Factors Influencing the Procurement Strategy
	     4.2 Supplier Selection and Management
	     4.3 Performance Measurement and Quality Assurance
	     4.4 Risk Management in Global Supply Networks
	     4.5 Cooperation Models and Partners
	
	5. Procurement Processes
	     5.1 Phase Models of Procurement
	     5.2 Classic Purchasing, Shared Service Center
	     5.3 Electronic Marketplaces
	     5.4 Transportation in Foreign Trade
	     5.5 Documents in Foreign Trade
	     5.6 Financial Transactions
	
	6. Conducting Negotiations in Purchasing
	     6.1 Challenges of International Negotiations
	     6.2 Strategies
	     6.3 Operational Implementation
	     6.4 Intercultural Aspects
	
	7. Procurement Market Research and Analysis
	     7.1 Objects of Procurement Market Research
	     7.2 Procurement Market Research Methods

	8. Information and Communication Technology in Purchasing and Procurement
	       8.1 Requirements for IT Systems in Procurement
	       8.2Selected IT Systems at a Glance
	
	9. Optimization Interfaces Between Purchasing and Other Corporate Functions
	       9.1 Overview of Organizational Models
	       9.2 Organizational Forms of Purchasing
	
	10. Organizational Aspects of Procurement
	       10.1 Variants of the Organizational Structure
	       10.2 Decision-Making Aids

Assessment method	Formative assessment: Summative assessment: Exam (90mins) Weighting: 100% 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. This Course offers several practice exams.
Reading list	Required reading: See IU coursebook on Global Sourcing. Additional reading (optional): • Cateora, P.R./Gilly, M.C./Graham, J.L. (2016): International Marketing. 17th edition, the Mc Graw-Hill Companies, Inc., New York. • Lewicki, R./Barry, B./Saunders, D. (2016) Essentials of Negotiations, 6th edition, McGraw-Hill Education, New York. • Pooler V. H./Pooler, D. J./Farney, S. D. (2004): Global Purchasing and Supply Management: Fulfill the Vision. 2nd edition, Springer, Berlin, Heidelberg. • Taderera, F. (2010): Principles of International Purchasing: International Procurement, Shipping, Logistics. LAP LAMBERT Academic Publishing, Riga. • Weele, A. J. v. (2010): Purchasing and Supply Chain Management. 5th edition, Cengage Learning UK, Canada.
Other Learning Resources	See MyCampus platform.

Course Descriptors
June 2022

International HR Management

COURSE DESCRIPTOR

Module name	International HR Management
Course name	International HR Management
Level	5
Course Code	DLBINTIHR_E
Credit Value	10 UK Credits
Study-load	Contact hours: 20 Student managed learning hours: 130
Pre-requisites	None
Co-requisites	None
Dis-requisites	None
Course leader	Prof. Dr. Katharina Rehfeld (International HR Management)
Module content outline	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.
Course aims	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.
Learning Outcomes	Having completed this module, students will be able to • understand and identify the challenges of human resource management in multinational companies. • take into account cultural particularities in personnel management in different countries and • to apply these to transnational mergers and acquisitions. • name opportunities and risks as well as factors for success in the assignment of expatriates and to identify optimization factors. • identify elements for developing transnationally qualified managers. • identify specific risks and opportunities in international personnel deployment with regard to selected regions.

Careers/Graduate destinations	Entry to mid-level with administrative tasks.
Teaching and learning methods	Contact hours includes the following: (please click on the checkboxes as appropriate) ☒ Lectures ☐ Group Work: ☐ Seminars ☒ Tutorial ☐ Laboratory ☐ Workshops ☐ Practical ☒ VLE Activities

Indicative content	1. Culture and Intercultural Perspectives
	     1.1 Positivist View
	     1.2 Interpretative View
	     1.3 Critical View
	 2. Comparative Human Resources
	     2.1 Globalisation and its Effects on Human Resources Management
	     2.2 Contextual Effects
	     2.3 Requirements
	 3. Multinational Companies and International HR Models
	     3.1 Challenges in Multinational Corporations
	     3.2 Resolution Methods
	     3.3 International HR Models
	 4. International Personnel Deployment
	     4.1 International Personnel Planning
	     4.2 Reasons for Deployments and Job Rotation
	     4.3 Selection of Expatriates
	     4.4 Success Determinants
	 5. International Missions and Host Countries
	     5.1 Variance in Environmental Variables
	     5.2 Host Country Effects for Multinational Corporations
	     5.3 HRM in Cross-Border Mergers and Acquisitions
	     5.4 Integration
	 6. Development of International Managers
	     6.1 Personnel Development in an International Context
	     6.2 Preparation, Support and Reintegration of Expatriates
	 7. Application in Sample Markets
	     7.1 Asia: Japan and Taiwan
	     7.2 Asia: China and Vietnam
	     7.3 USA
	     7.4 European Countries

Assessment method	Formative assessment: Written Assessment: Case Study (7-10 pages for the main body of the text*) Weighting: 100% 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 reflect on their own learning.
Reading list	Required reading: See IU coursebook on International HR Management. Additional reading (optional):

	• 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. • Björkman, I./Lervik, J. E. (2007): Transferring HR practices within multinational corporations. In: Human Resource Management Journal, 17. Jg., Heft 4, S. 320-335. • Cascio, W. F./Boudreau, J. W. (2016): The search for •
Other Learning Resources	See MyCampus platform.

5th semester

Course Descriptors
June 2022

Intercultural Management

COURSE DESCRIPTOR

Module name	Intercultural Management
Course name	Intercultural Management
Level	5
Course Code	DLBLOIM_E
Credit Value	10 UK Credits
Study-load	Contact hours: 25 Student managed learning hours: 125
Pre-requisites	None
Co-requisites	None
Dis-requisites	None
Course leader	N.N. (Intercultural Management)
Module content outline	Students learn about the most important intercultural disciplines and areas of work and acquire knowledge of relevant social science, business and natural science frameworks and principles. Reference is also made to the different professional roles, duties and scope of action in internationally operating companies.
Course aims	Students learn about the most important intercultural disciplines and areas of work and acquire knowledge of relevant social science, business and natural science frameworks and principles.
Learning Outcomes	Having completed this module, students will be able to • recall theories of intercultural management. • understand complex issues and discussions of intercultural management. • apply acquired knowledge in intercultural management. • systematically analyze facts, data and information from scientific sources. • evaluate arguments, ideas, information, problems and possible solutions from the field of intercultural management. • develop critical arguments in relation to issues of intercultural management.
Careers/Graduate destinations	Entry to mid-level with administrative tasks.
Teaching and learning methods	Contact hours includes the following: (please click on the checkboxes as appropriate) ☒ Lectures ☐ Group Work: ☐ Seminars ☒ Tutorial ☐ Laboratory ☐ Workshops ☐ Practical ☒ VLE Activities

Indicative content	1. Introduction and Overview
	      1.1 Classification and Delimitation of Intercultural Management
	      1.2 Intercultural Management as a Science
	2. Introduction to the Theories of Intercultural Management

	2.1 Intercultural Core Theory
	2.2 Culture and Psychology
	2.3 The Importance of Context, Culture, Religion and Language
	2.4 Cultural Concepts from Hofstede, Trompenaars and GLOBE
	3. Intercultural Management in the Economy
	    3.1 Culture and Globalization
	    3.2 International Cultures and Global Trends
	    3.3 Organizational Cultures of SMES and MNCS
	    3.4 Case Studies of International Negotiations
	4. Personnel Management in International Companies
	    4.1 Basics of Personnel Management
	    4.2 Functions of Personnel Management
	5. Innovation Management in International Companies
	    5.1 Basics of Innovation Management
	    5.2 Structures and Processes of Innovation Management
	    5.3 Impact of National Culture on Innovation
	    5.4 Impact of Corporate Culture on Innovation

Assessment method	Exam **or** Written Assessment: Case Study Formative assessment: Written Assessment: Case Study, Weighting: 100% 7-10 pages for the main body of the text* Summative assessment: Exam (90min), Weighting: 100% 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. This Course offers several practice exams. * The main body of the text includes the introduction, main text and conclusio. The following components are therefore excluded: - Title page - Table of contents - List of images and/or tables - List of abbreviations - List of appendices - Appendices and further material - Bibliography
Reading list	Additional reading (optional): • Ahlstrom, D./Bruton, G. D. (2010): International Management. Strategy and Culture in the Emerging World. South-Western Cengage Learning, Boston. • Shiraev, Eric B. (2007): Cross-Cultural Psychology: Critical Thinking and Contemporary Applications. 3rd edition, Allyn & Bacon, Boston. • Hofstede, G./Hofstede, G. J./Minkow, M. (2010): Cultures and Organizations. Software of the Mind. Intercultural Cooperation and Its Importance for Survival. 3rd edition, McGraw-Hill, NewYork City. • Holden, N. J. (2002): Cross-Cultural Management. A Knowledge Management Perspective. FTPrentice Hall, Harlow. • Francesco, A. M., & Gold, B. A. (2005). International organizational behavior: Text, cases, and skills. 2nd edition, Prentice Hall.

	• Trompenaars, F. (2012): Riding the Waves of Culture. Understanding Cultural Diversity in Global Business. 3rd edition, N. Brealey Publishing. London/Boston. • Usunier, J.-C./Lee, J. A. (2009): Marketing across cultures. 5th editon, FT Prentice Hall, Harlow.
Other Learning Resources	See MyCampus platform.

Course Descriptors
June 2022

Corporate Finance and Investment

COURSE DESCRIPTOR

Module name	Corporate Finance and Investment
Course name	Corporate Finance and Investment
Level	6
Course Code	DLBCFIE
Credit Value	10 UK Credits
Study-load	Contact hours: 20 Student managed learning hours: 130
Pre-requisites	None
Co-requisites	None
Dis-requisites	None
Course leader	Name: Prof. Dr. Muhammad Ashfaq
Module content outline	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.
Course aims	Students will learn how to include risk as a factor in the decision process and be able to analyse applied investment rules and methodologies.
Learning Outcomes	Having completed this module, students will be able to - recognize the targets and scope of corporate finance and the role of financial markets - understand agency-problems in corporations and how incentives and institutional and market mechanisms are used to mitigate agency costs. - interpret financial statements and key performance indicators and draw conclusions about - financing alternatives and potentials of a corporation. - consider the time value of money and calculate the cost of capital used to optimize future project cash flow streams.

	• implement a long-term financing strategy and structure for corporations based on an • appropriate mix of equity, debt, leasing, and hybrid financial instruments. • effectively utilize cash management and working capital management to reduce short-term financing needs and costs. • prepare investment decisions, estimate expected project cash flows and incorporate cash • flow related risks into the decision process. • apply investment decision methodologies to evaluate and select favorable corporate investment projects.
Careers/Graduate destinations	Entry to mid-level positions with administrative tasks.
Teaching and learning methods	Contact hours includes the following: (please click on the checkboxes as appropriate) ☒ Lectures ☐ Group Work: ☐ Seminars ☒ Tutorial ☐ Laboratory ☐ Workshops ☐ Practical ☒ VLE Activities

Indicative content	1. Introduction to Corporate Finance
	         1.1 The Targets and Scope of Corporate Finance
	         1.2 The Role of a Financial Manager
	         1.3 The Financial Market Environment
	2. Ownership and Corporate Governance
	         2.1 Legal Types of Firms
	         2.2 Agency Relations and Agency Problems in Corporations
	         2.3 Institutional Investors, Incentives, and Market Control Mechanisms
	3. Understanding Financial Statements and Key Performance Indicators
	         3.1 Balance Sheets
	         3.2 Income Statements
	         3.3 Cash Flow Statements
	         3.4 Measuring Performance: Key Performance Indicators
	4. Basic Concepts of Financial Theory
	         4.1 Time Value of Money and Cash Flow Streams
	         4.2 Interest Rates: Determinants and Quotes
	         4.3 Estimating the Cost of Capital
	5. Types of Capital and Financing
	         5.1 Equity Capital
	         5.2 Debt Financing
	         5.3 Leasing
	         5.4 Financial Leverage and Capital Structure
	6. Short-Term Financing Decisions
	         6.1 Cash Budgets and Short-Term Financial Plans
	         6.2 Treasury and Cash Management
	         6.3 Working Capital Management
	7. Capital Budgeting and Decision-Making Methods in Investment
	         7.1 Capital Budgeting and Investments
	         7.2 Incorporating Risk in Capital Budgeting Decisions
	         7.3 Investment Rules and Decision-Making Methods

Assessment method	Formative assessment: Written Assessment: Written Assignment (7-10 pages for main body of the text*) Weighting: 100% 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 reflect on their own learning. This Course offers several practice exams. *The main body of the text includes the introduction, main text and conclusion The following components are therefore excluded: - Title page - Table of contents - List of images and/or tables - List of abbreviations - List of appendices - Appendices and further material - Bibliography

Reading list	Additional reading (optional):
	    • Brigham, E. F., & Houston, J. F. (2019). Fundamentals of financial management (15th ed.). Southwestern-Cengage.
	    • Zutter, C. J., & Smart, S. B. (2019). Principles of managerial finance (15th ed.). Pearson .

Other Learning Resources	See MyCampus platform.

Course Descriptors
June 2022

Foreign Exchange Exposure and Management

COURSE DESCRIPTOR

Module name	International Finance
Course name	Foreign Exchange Exposure and Management
Level	6
Module Code	LIBFBBAEIF
Course Code	LIBFBBAEIF01
Credit Value	15 UK Credits
Programmes	• BSc Business Administration with Finance • BSc Data Science with Finance • BSc International Management with Finance
Study-load	Contact hours: 30 Student managed learning hours: 120
Pre-requisites	None
Co-requisites	None
Dis-requisites	None
Course leader	Name: TBD Email: TBD
Course Overview	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.
Learning Outcomes	Having completed this module, students will be able to • LO1. Appreciate the challenges of managing MNEs in the context of currency exposure and hedging techniques. • LO2. Understand the foreign exchange market and exchange rate determination. • LO3. Be able to critically analyse methods to manage foreign exchange exposures of MNEs.
Teaching and learning methods	Contact hours includes the following: (please click on the checkboxes as appropriate) ☒ Lectures ☐ Group Work: ☐ Seminars ☒ Tutorial ☐ Laboratory ☐ Workshops ☐ Practical ☒ VLE Activities
Indicative content	• 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. • 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. • 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. • Understand hedging techniques from internal through to external hedging methods and to appreciate why corporations take differing hedging strategies for their exposures.

Assessment method	Assessment Type Code: Exam Weighting %: 50% Submission week: n/a Length: 90 min The Pass mark for the course and each component is 40%. Formative: individual and group throughout the course Summative: weighted components above 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
Reading list	Essential reading for this course is: Eiteman, D.K., Stonehill, A.I. and Moffett, M.H. (2015), Multinational Business Finance. 14th edn. Harlow : Pearson Education Limited 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.
Other Learning Resources	See MyCampus platform.

Course Descriptors
June 2022

International Investment Appraisal

COURSE DESCRIPTOR

Module name	International Finance
Course name	International Investment Appraisal
Level	6
Module Code	LIBFBBAEIF
Course Code	LIBFBBAEIF02
Credit Value	15 UK Credits
Programmes	• BSc Business Administration with Finance • BSc Data Science with Finance • BSc International Management with Finance
Study-load	Contact hours: 25 Student managed learning hours: 125
Pre-requisites	None
Co-requisites	None
Dis-requisites	None
Course leader	Name: TBD Email: TBD
Course Overview	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.
Learning Outcomes	Having completed this module, students will be able to • LO1. Assess the challenges of managing MNEs. • LO2. Assess the opportunities and implications for MNEs debt and equity capital structures • LO3. Appraise the different types of foreign investment undertaken by MNEs. • LO4. Select relevant capital budgeting techniques in the context of MNEs
Teaching and learning methods	Contact hours includes the following: (please click on the checkboxes as appropriate) ☒ Lectures ☐ Group Work: ☐ Seminars ☒ Tutorial ☐ Laboratory ☐ Workshops ☐ Practical ☒ VLE Activities
Indicative content	• Management and control of international operations looking at constraints on management and understanding shareholder v stakeholder wealth maximisation models • Sources of debt and equity raising for MNEs in an international context • 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 • 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
Assessment method	Assessment Type Code: Case Study Weighting %: 50% Submission week: n/a Length: n/a

	The Pass mark for the course and each component is 40%. Formative: individual and group throughout the course Summative: weighted components above 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
Reading list	Essential reading for this course is: Eiteman, D.K., Stonehill, A.I. and Moffett, M.H. (2015), Multinational Business Finance. 14th edn. Harlow : Pearson Education Limited 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.
Other Learning Resources	See MyCampus platform.

Course Descriptors
June 2022

Corporate Communication

COURSE DESCRIPTOR

Module name	Corporate Communication
Course name	Corporate Communication
Level	5
Course Code	DLBPRWCCPR01_E
Credit Value	10 UK Credits
Study-load	Contact hours: 30 Student managed learning hours: 120
Pre-requisites	None
Co-requisites	None
Dis-requisites	None
Course leader	Name: To be assigned
Module content outline	In this course students are encouraged to fully grasp all internal and external communication activities of a company. Corporate communication is part of corporate identity and serves to communicate the corporate image. Here, for example, the focus can be on "sustainability" or "being hip". With the rise of saturated markets and global competition, the corporate image is becoming increasingly important. Corporate image and communication are increasingly becoming competitive advantages because it is becoming more and more difficult for companies to achieve and maintain product-related competitive advantages. This course combines targeted theoretical and strategic principles with practical knowledge of the content, methods, instruments and structures of corporate communication.
Course aims	In this course students are encouraged to fully grasp all internal and external communication activities of a company.
Learning Outcomes	Having completed this module, students will be able to • comprehend the essence of corporate identity, corporate design and corporate image, differentiate them from and relate them to one another. • understand and explain corporate communication as a sub-discipline of corporate • communications. • distinguish corporate communication from public relations.
Careers/Graduate destinations	Entry to mid-level with administrative tasks.
Teaching and learning methods	Contact hours includes the following: (please click on the checkboxes as appropriate) ☒ Lectures ☐ Group Work: ☐ Seminars ☒ Tutorial ☐ Laboratory ☐ Workshops ☐ Practical ☒ VLE Activities

Indicative content	1. Introduction to Corporate Communication
	      1.1 Principles and Definitions
	      1.2 Internal vs. External Corporate Communications

	1.3 Image Building and Brand Development
	1.4 Best Practice Examples in an International Context
	2. Corporate Communication and PR
	2.1 Sub-discipline of Corporate Communications
	2.2 Differentiation from Public Relations
	2.3 Historical Development and Milestones
	3. Corporate Philosophy as a Means of Corporate Management
	3.1 Corporate Soul
	3.2 Corporate Language
	3.3 Corporate Culture
	4. Corporate Identity in Focus
	4.1 Visual Branding: Corporate Design
	4.2 Invisual Branding: Corporate Identity
	5. Corporate Communication and Digitalization
	6.1 Challenges of Multi-Channel Communication
	6.2 Outlook: Trends and Developments in the Age of Digitalization
Assessment method	Formative assessment: Summative assessment: Exam (90mins) Weighting: 100% 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. This Course offers several practice exams.
Reading list	Required reading: See IU coursebook on Corporate Communication. Additional reading (optional): - Barbera, K. M. (2014): The Oxford handbook of organizational climate and culture. Oxford University Press, Oxford. - Carroll, C. E. (Ed.). (2015): The handbook of communication and corporate reputation. John Wiley & Sons, Hoboken, NJ. - Groysberg, B. et al (2018): The leader's guide to corporate culture. Harvard Business Review,96(1), 44-52. - Peltokorpi, V. (2015): Corporate language proficiency and reverse knowledge transfer in multinational corporations: Interactive effects of communication media richness and commitment to headquarters. Journal of International Management, 21(1), 49-62. - Piekkari, R./Oxelheim, L./Randøy, T. (2015): The silent board: How language diversity may influence the work processes of corporate boards. Corporate governance: An international review, 23(1), 25-41. - Pinho, J. C./Rodrigues, A. P./Dibb, S. (2014): The role of corporate culture, market orientation and organisational commitment in organisational performance. Journal of Management Development. - Sanden, G. R./Lønsmann, D. (2018): Discretionary power on the front line: A bottom-upperspective on corporate language management. European Journal of International Management, 12(1-2), 111-137.
Other Learning Resources	See MyCampus platform.

Course Descriptors
June 2022

Customer Relationship Management

COURSE DESCRIPTOR

Module name	Customer Relationship Management
Course name	Customer Relationship Management
Level	6
Course Code	DLBCRM_E
Credit Value	10 UK Credits
Study-load	Contact hours: 30 Student managed learning hours: 120
Pre-requisites	None
Co-requisites	None
Dis-requisites	None
Course leader	Name: To be assigned
Module content outline	Customer Relationship Management is considered a central and fundamental concept of marketing management to optimally shape customer relationships. All processes of a company should be consistently and sustainably oriented towards the customer and their needs. This fundamental understanding as well as a broad overview of the topic area of CRM are conveyed to the students. In addition to the theoretical fundamentals of customer relations, this course deals with the customer life and customer relationship cycle, customer satisfaction and loyalty, customer retention management as well as customer value and customer portfolio management. The practical application is addressed through the presentation of the various strategies and instruments of CRM and also in the concrete implementation and controlling of CRM.
Course aims	Customer Relationship Management is considered a central and fundamental concept of marketing management to optimally shape customer relationships. All processes of a company should be consistently and sustainably oriented towards the customer and their needs.
Learning Outcomes	Having completed this module, students will be able to • recall the basics and theoretical explanations of customer relationship management. • analyze economic management of customer relationships. • understand the construct of the customer life or customer relationship cycle and its implications for the application of CRM tools. • classify and measure customer satisfaction and loyalty and present the impact chain of • customer loyalty and its contribution to the economic success of a company. • master the development, planning and implementation of customer loyalty measures. • classify customers according to their customer value and manage an efficient allocation of resources to create profitable customer relationships. • use alternative strategies and instruments of CRM, implement them and check their impact • on success.
Careers/Graduate destinations	Entry to mid-level with administrative tasks.

Teaching and learning methods	Contact hours includes the following: (please click on the checkboxes as appropriate) ☒ Lectures ☐ Group Work: ☐ Seminars ☒ Tutorial ☐ Laboratory ☐ Workshops ☐ Practical ☒ VLE Activities

Indicative content	1. Basics of CRM
	    1.1. CRM Terms and Objectives
	    1.2. The Economic Importance of the Customer
	    1.3. From Transaction-Oriented to Relationship-Oriented Marketing Tasks and Structure of CRM
	
	2. Theoretical Explanatory Approaches of CRM
	    2.1. Explanatory Approaches from Neoclassical, Neoinstitutional and Organization TheoryPerspectives
	    2.2. Explanatory Approaches from a Neobehaviorist Perspective
	    2.3. Explanatory Approaches from a Communicative Perspective
	
	3. Customer Life and Customer Relationship Cycle
	    3.1. Customer Life Cycle
	    3.2. Customer Relationship Cycle
	    3.3. Customer Relationships from the Demand and Supply Perspective
	
	4. Customer Satisfaction and Loyalty
	    4.1. Customer Satisfaction as a Condition for Long-Term Customer Loyalty
	    4.2. Measurement of Customer Satisfaction
	    4.3. Customer Loyalty through Customer Satisfaction
	    4.4. Building Customer Satisfaction and Loyalty
	
	5. Customer Loyalty Management
	    5.1. Reasons and Effects of Customer Loyalty Management
	    5.2. Strategies for Customer Retention
	    5.3. Measures and Instruments for Customer Loyalty
	
	6. Customer Value and Customer Portfolio Management
	    6.1. Basics of Customer Evaluation
	    6.2. Customer Evaluation Procedure
	    6.3. Customer Segmentation and Customer Portfolios
	
	7. Strategies and Instruments of CRM
	    7.1. Characteristics and Tasks of Strategies in CRM
	    7.2. Phase-Dependent CRM Strategies and Instruments
	    7.3. Other Options and Instruments
	
	8. Implementation and Controlling of CRM
	    8.1. Organization, Management and Corporate Culture
	    8.2. Architecture of the CRM Processes
	    8.3. Operational and Analytical CRM Processes
	    8.4. Data Processing Possibilities of Impact Monitoring

Assessment method	Formative assessment: Summative assessment: Exam (90mins), Weighting: 100% 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. This Course offers several practice exams.
Reading list	Required reading: See IU coursebook on Customer Relationship Management. Additional reading (optional): 1. Buttle, F. A./Maklan, S. (2019): Customer relationship management: Concepts and technologies. 4th edition, Routledge, London. 2. Kumar, V./Reinartz, W. J. (2018): Customer relationship management: Concept, strategy, and tools. 3rd edition, Springer, Berlin. 3. Palmatier, R. W./Steinhoff, L. (2019): Relationship marketing in the digital age. Routledge, London.
Other Learning Resources	See MyCampus platform.

6th semester

Course Descriptors
June 2022

Digital Business Models

COURSE DESCRIPTOR

Module name	Digital Business Models
Course name	Digital Business Models
Level	6
Course Code	DLBLODB_E
Credit Value	10 UK Credits
Study-load	Contact hours: 30 Student managed learning hours: 120
Pre-requisites	None
Co-requisites	None
Dis-requisites	None
Course leader	Name: Prof. Dr. Mario Boßlau
Module content outline	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.
Course aims	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.
Learning Outcomes	Having completed this module, students will be able to • understand what a business model is and how to describe it systematically. • outline the basic features of the historical development of business models. • describe key digital business models and evaluate their advantages and disadvantages. • establish the relationship between a business model and a business plan to independently derive and analyse the positioning of a company.
Careers/Graduate destinations	Entry to mid-level positions with administrative tasks.
Teaching and learning methods	Contact hours includes the following: (please click on the checkboxes as appropriate) ☒ Lectures ☐ Group Work: ☐ Seminars ☒ Tutorial ☐ Laboratory ☐ Workshops

	☐ Practical ☒ VLE Activities

Indicative content	1. Meaning, Origin and Definition of the Term "Digital Business Model
	1.1 Goals and Functions of Digital Business Models
	1.2 Business Model - Origin of the Term and its Meaning in the Digital Economy
	1.3 Definition of the terms Business Model and Digital Business Model
	1.4 Differentiation from Other Terminologies of the Digital Economy
	2. Basic Concepts for the Description of Business Models
	2.1 Value Chain
	2.2 Value-added Chain
	2.3 Dominant Logic
	2.4 Revenue Model
	2.5 Unique Selling Proposition
	2.6 Transaction
	2.7 Product or Service Range
	3. Tools for the Description of Business Models
	3.1 Business Model Canvas
	3.2 St. Gallen Business Model Navigator
	3.3 MIT Framework
	4. Patterns of Digital Business Models
	4.1 Long Tail
	4.2 Multi-Sided Pattern
	4.3 Free and Freemium
	4.4 OPEN API Pattern
	5. Digital Business Models and Business Plans
	5.1 Integration of the Business Model into the Business Plan
	5.2 Company Positioning and the Digital Business Model
	5.3 Digital Business Models as Innovation Drivers for the Development of New Businesses

Assessment method	Formative assessment:
	Summative assessment: Exam (90 minutes)
	Weighting: 100%
	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.
	This Course offers several practice exams.

Reading list	Required reading:
	See coursebook.
	Additional reading (optional):
	• 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.
	• Osterwalder, A./Pigneur, Y. (2010): Business Modell Generation. Wiley, Hoboken (NJ).

Other Learning Resources	See MyCampus platform.

Course Descriptors
June 2022

Agile Project Management

COURSE DESCRIPTOR

Module name	Agile Project Management
Course name	Agile Project Management
Level	6
Course Code	DLBCSAPM01
Credit Value	10 UK Credits
Study-load	Contact hours: 30 Student managed learning hours: 120
Pre-requisites	None
Co-requisites	None
Dis-requisites	None
Course leader	Prof. Dr. Inga Schlömer
Module content outline	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.
Course aims	In this course, students are taught action competences in the field of agile project management. They will be familiarized with the values, activities, roles, and artifacts of agile procedures using Scrum as an example.
Learning Outcomes	Having completed this module, students will be able to • explain the differences between agile and plan-driven project management. • explain agile principles. • work together in an agile manner according to the values defined in Scrum. • apply the activities defined in Scrum. • take responsibility for the roles defined in Scrum. • create and maintain the artefacts defined in Scrum. • consider the increasing relevance of international, intercultural and virtual collaboration in projects.
Careers/Graduate destinations	Entry to mid-level positions with managerial responsibilities.
Teaching and learning methods	Contact hours includes the following: (please click on the checkboxes as appropriate) ☐ Lectures ☐ Group Work: ☒ Seminars ☒ Tutorial ☐ Laboratory ☐ Workshops ☒ Practical ☒ VLE Activities
Indicative content	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 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.
Assessment method	Formative assessment: Written Assessment: Project Report (Project Report: 7-10 pages for the main body of the text*) Weighting: 100% 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 reflect on their own learning. * The main body of the text includes the introduction, main text and conclusion The following components are therefore excluded: - Title page - Table of contents - List of images and/or tables - List of abbreviations - List of appendices - Appendices and further material - Bibliography
Reading list	Required reading: See IU coursebook on Agile Project Management. • Apress.Agile Alliance (2021). Subway Map to Agile Practices. (URL: https://www.agilealliance.org/agile101/subway-map-to-agile-practices/ [last accessed on 23.06.2021]). • Beck, K. et al. (2001). Manifesto for Agile Software Development. (URL: https:// • agilemanifesto.org/ [last accessed on 23.06.2021]). • 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. • Dalton, Jeff (2019). Great Big Agile. An OS for Agile Leaders. • Douglass, B. P. (2016). Agile systems engineering. Morgan Kaufmann, p. 151-160 • Project Management Institute (2017). Agile Practice Guide. Project Management Institute. • Measey P./Radtac (2015). Agile Foundations -Principles, Practices and Frameworks. BCS The Chartered Institute for IT, p. 131-140, p. 148-152. • Schwaber, K./Sutherland, J. (2020). The Scrum Guide. (URL: https://scrumguides.org/docs/ • scrumguide/v2020/2020-Scrum-Guide-US.pdf#zoom=100 [last accessed on 23.06.2021])
Other Learning Resources	See MyCampus platform.

Course Descriptors
June 2022

Conflict Management and Mediation

COURSE DESCRIPTOR

Module name	Conflict Management and Mediation
Course name	Conflict Management and Mediation
Level	6
Course Code	DLBWPKUM01_E
Credit Value	10 UK Credits
Study-load	Contact hours: 30 Student managed learning hours: 120
Pre-requisites	None
Co-requisites	None
Dis-requisites	None
Course leader	N.N. (Conflict Management and Mediation)
Module content outline	In the business world, different perspectives of negotiating partners or parties often clash. This often leads to conflicts because the parties involved pursue different goals and evaluate situations differently. Especially against the background of transformation and restructuring processes in companies, conflicts are often pre-programmed due to different interests. To ensure that the different perspectives of the parties involved do not conclude in escalation, knowledge of the nature and structure of conflicts, techniques for dealing with them and basic knowledge of the possibilities of successful communication at a verbal and non-verbal level are essential. This course will equip students with the necessary understanding and present necessary tools to recognize conflicts, to solve them and to lead negotiations. In this context, mediation is highlighted as an increasingly popular method of conflict resolution.
Course aims	This course will equip students with the necessary understanding and present necessary tools to recognize conflicts, to solve them and to lead negotiations. In this context, mediation is highlighted as an increasingly popular method of conflict resolution.
Learning Outcomes	Having completed this module, students will be able to • explain the central characteristics of conflicts and reflect, analyze and assess their progression. • analyze conflicts according to the degree of their escalation. • explain how conflicts arise and how to avoid them. • understand conflicts and negotiations as a process and plan and implement the necessary measures to solve them. • use special conversation and question techniques. • identify hidden messages in communication and develop suggestions for optimization. • develop goals and strategies for conflict and negotiation management in order to contribute to successful conflict management and negotiation with a clear procedure. • assess and apply mediation as a method of conflict resolution.
Careers/Graduate destinations	Entry to mid-level positions with managerial responsibilities.
Teaching and learning	Contact hours includes the following:

methods	(please click on the checkboxes as appropriate) ☒ Lectures ☐ Group Work: ☐ Seminars ☒ Tutorial ☐ Laboratory ☐ Workshops ☐ Practical ☒ VLE Activities
Indicative content	This course teaches students various skills in the field of Conflict Management and Mediation.
Assessment method	Formative assessment: Written Assessment: Project Report (Project Report: 7-10 pages for the main body of the text*) Weighting: 100% 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 reflect on their own learning. * The main body of the text includes the introduction, main text and conclusion The following components are therefore excluded: - Title page - Table of contents - List of images and/or tables - List of abbreviations - List of appendices - Appendices and further material - Bibliography
Reading list	• Coltri, L. (2020): Alternative Dispute Resolution. 2nd edition, McGraw Hill, New York City, NY. • Fisher, R./Ury, W./Patton, B. (2011): Getting to Yes: Negotiating Agreement Without Giving In. 3rd edition, Penguin Books, New York City, NY. • Rosenberg, M. B. (2015): Nonviolent Communication - A Language of Life: Life-Changing Tools • for Healthy Relationships. 3rd edition, PuddleDancer Press, Encinitas, CL.
Other Learning Resources	See MyCampus platform.

Course Descriptors
June 2022

Seminar: Current Issues in International Management

COURSE DESCRIPTOR

Module name	Seminar: Current Issues in International Management
Course name	Seminar: Current Issues in International Management
Level	6
Course Code	DLBINTSATIM01_E
Credit Value	10 UK Credits
Study-load	Contact hours: 30 Student managed learning hours: 120
Pre-requisites	None
Co-requisites	None
Dis-requisites	None
Course leader	TBD
Module content outline	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.
Course aims	▪ 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.
Learning Outcomes	Having completed this module, students will be able to • familiarize themselves autonomously with a given topic from the field of "International Management". • independently research subject-specific literature and evaluate it in a targeted manner. • elaborate important characteristics, interrelationships and findings in a written assignment.
Careers/Graduate destinations	Entry to mid to senior level positions with managerial responsibilities.
Teaching and learning methods	Contact hours includes the following: (please click on the checkboxes as appropriate) ☐ Lectures ☐ Group Work: ☒ Seminars ☒ Tutorial ☐ Laboratory ☐ Workshops ☐ Practical ☒ VLE Activities
Indicative content	In the seminar "Current Issues in International Management", students deal with the opportunities and challenges facing internationally operating companies. The focus is on management and leadership skills that are important and necessary for successful work in an international environment. Thematically, the seminar focuses on developments and trends in the international business environment, strategies and processes of internationalization, market selection and market entry strategies in foreign markets, operative implementation of an internationalization strategy in

	individual functional areas as well as cultural and ethical conflict potential of international business activities.
Assessment method	Formative assessment: Written Assessment: Research Essay (12-15 pages for the main body of the text*) Weighting: 100% 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 reflect on their own learning. *The main body of the text includes the introduction, main text and conclusion The following components are therefore excluded: - Title page - Table of contents - List of images and/or tables - List of abbreviations - List of appendices - Appendices and further material - Bibliography
Reading list	Required reading: See IU coursebook on Seminar: Current Issues in International Management
Other Learning Resources	See MyCampus platform.

Course Descriptors
June 2022

Bachelor Thesis

consisting of

SubCourse 1: Bachelor Thesis

SubCourse 2: Colloquium

COURSE DESCRIPTOR

Module name	Bachelor Thesis
Course name	Bachelor Thesis
Level	6
Course Code	DLBBT
Credit Value	27 UK Credits
Study-load	Contact hours: 0 Student managed learning hours: 270
Pre-requisites	None
Co-requisites	None
Dis-requisites	None
Course leader	Program Advisor tbd.
Module content outline	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.
Course aims	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.
Learning Outcomes	Having completed this module, students will be able to • work on a problem from their major field of study by applying the specialist and methodological skills they have acquired during their studies. • independently analyze selected tasks with scientific methods, critically evaluate them, and • develop appropriate solutions under the guidance of an academic supervisor. • record and analyze existing (research) literature appropriate to the topic of their bachelor's thesis. • prepare a detailed written elaboration in compliance with scientific methods
Careers/Graduate destinations	Entry to mid-level positions with administrative tasks.
Teaching and learning	Contact hours includes the following:

methods	(please click on the checkboxes as appropriate)
	☐ Lectures ☐ Group Work: ☒Thesis
	☐ Seminars ☐ Tutorial
	☐ Laboratory ☐ Workshops
	☐ Practical ☒ VLE Activities
Indicative content	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.
Assessment method	Formative assessment: Written Assessment: Bachelor Thesis
	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 reflect on their own learning.
Reading list	Required reading:
	Selection of literature according to topic
	Additional reading (optional):
	- Turabian, K. L. (2013). A Manual for Writers of Research Papers, theses, and dissertations (8th ed.). University of Chicago Press. - 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. - Selection of literature according to topic
Other Learning Resources	See MyCampus platform.

COURSE DESCRIPTOR

Module name	Bachelor Thesis
Course name	Colloquium
Level	6
Course Code	DLBBT
Credit Value	3 UK Credits
Study-load	Contact hours: 0 Student managed learning hours: 30
Pre-requisites	None
Co-requisites	None
Dis-requisites	None
Course leader	Program Advisor tbd.
Module content outline	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.
Course aims	During the colloquium, students must prove that they have independently produced the content and results of the written work.
Learning Outcomes	Having completed this module, students will be able to • present a problem from their field of study using academic presentation and communication techniques. • reflect on the scientific and methodological approach chosen in their bachelor's thesis. • demonstrate that they can actively answer subject-related questions from the subject experts (reviewers of the bachelor's thesis).
Careers/Graduate destinations	Entry to mid-level positions with administrative tasks.
Teaching and learning methods	Contact hours includes the following: (please click on the checkboxes as appropriate) ☐ Lectures ☐ Group Work: ☐ Seminars ☐ Tutorial ☐ Laboratory ☐ Workshops ☐ Practical ☒ VLE Activities
Indicative content	The colloquium includes a presentation of the most important results of the bachelor's thesis, followed by the student answering the reviewers' technical questions.
Assessment method	Formative assessment: Presentation: Colloquium 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.
Reading list	Subject specific literature chosen by the student
Other Learning Resources	See MyCampus platform.