



MODULE GUIDE

MASTER'S DEGREE PROGRAMM INTERNATIONAL BUSINESS MANAGEMENT



Creating Shared Value					
Module code	Workload	Credits	Degree programme	Frequencee offered	Duration
000-1062	150 h	5	semester 1	once per year (winter)	One Semester
Module coordinator Oliver Marone					
1	Class	Class hours		Out-of-class study	Planned group size
	Creating Shared Value	60 h		90 h	20 Students
2	<p>Learning outcomes</p> <p>The aims of the course Creating Shared Value are...</p> <ul style="list-style-type: none"> • To introduce students to the specific challenges facing international businesses • To encourage to consider the implications of competing in an international marketplace • To introduce the current issues in technological communications • To identify issues arising from volatility in the external environment • To introduce categories of complexity that face managers • To develop the capability to make a real difference to organization performance and societies • To develop the capability for critical and independent thinking • To understand the benefits of cross-boundary thinking • To recognize the relevance and importance of innovation in a range of contexts • To reflect on key behaviors and attitudes relevant for innovation • To consider the factors that can influence ethical decision making • To become familiar with a range of ethical frameworks and the key questions concerning organizations' obligations 				
3	<p>Contents</p> <ul style="list-style-type: none"> • Working in Intercultural Teams • International Marketing • Management Ethics and Corporate Social Responsibility • Managing Innovation • Cross Boundary Management • Concepts of Social Responsibility and Ethics in Business • Social Business • Shared Value & Circular Economies 				



4	Form(s) of teaching Blended Learning, Lectures online and face-to-face, Group work
5	Prerequisites <ul style="list-style-type: none">• Willingness to communicate in English• Interest in global complexity• Social competence & ethical values
6	Attendance requirements -
7	Forms of assessment A. Individual reflective report on Project Work (5 Pages) 20 % B. Group Podcast/ Video (5 minutes) 30 % C. Group Term Paper (15 pages) 50 %
8	Requirements for receiving credits Passed module
9	Use of the module (open to students of other Master programmes) -
10	Relative weight for the final grade 5/90
11	Further information Financial Times Leading financial newspaper with the latest global business and political news and data freely available. http://www.ft.com/home/uk Chartered Institute of Marketing The CIM sets the standards for sales and marketing professional development nationwide. Their site contains general marketing information, case studies and useful links. http://www.cim.co.uk/Home.aspx Emerging Markets Companion Financial information and news on emerging markets for global investors. Contains information on assests, research, market opinions, background information and links to related financial websites. http://www.emgmks.com/ World Bank Group: Data and Statistics: Data by Country Contains statistics formulated into data profile tables drawn from the World Development Indicators database. Statistics include ICT, social and economic trends, education, gender, health, nutrition and population. Links to related sources. http://data.worldbank.org/data-catalog World Factbook (CIA) Collection of 150 country profiles, facts and data maintained by the US Central Intelligence Agency



<p>(CIA). Sections include: geography; people; government; global market intelligence; economy; communications; transportation and military and Reference maps (pdf/jpeg). https://www.cia.gov/library/publications/the-world-factbook/</p>
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Applied Project					
Module code	Workload	Credits	Degree programme	Frequency offered	Duration
964-60380	300 hrs	10	semester 1	once per year (winter)	2 month
Module coordinator Prof. Randolph Schrank					
1	Class	Class hours	Out-of-class study	Planned group size	
	Applied Project	30	270	20 students	
2	<p>Learning outcomes</p> <p>Students understand the relevance of the other taught modules for practical business problems. They are able to apply and critically assess individual issues learnt in the other modules for specific situations in business.</p> <p>Skills</p> <p>The applied project is supposed to enhance all key skills, in particular self-management, ability to work in a team, conflict management, presentation skills, ability to think and reflect on own activities critically, and the application of decision-making skills. Depending on the type of project, it also trains the student's rhetoric capability, media literacy and empathy.</p> <p>It is not solely the professional activity, which contributes to the enhancement of these skills, but also the necessity to reflect on the activity and critically assess the experience in a paper, which additionally must be presented in a seminar. Moreover, participation in the seminar enhances the critical awareness while listening to the presentation and discussing the experience of fellow students.</p>				
3	<p>Contents</p> <p>The applied project is made of three parts:</p> <ol style="list-style-type: none"> 1) Project work (270 hours) 2) Written report (25 hours) 3) Presentation (5 hours) <p>1) The project work may be</p> <ul style="list-style-type: none"> • a part-time employment position with an internationally active company during the semester. <p>Students must present a certificate issued by the company which gives evidence of the placement / employment, the total work load, and its major contents, to the programme manager.</p> <p>2) The written report is a written piece of work (3,500 to 4,500 words) which includes information</p>				



	<p>on the company's business, a description of the student's work in the company, and an analysis in which the student relates her/his work experience to the concepts and theories taught in economics and business management classes.</p> <p>Please note that part-time work must have taken place during the time the student is enrolled in the MA.IBM programme.</p>
4	<p>Form(s) of teaching</p> <p>See above</p>
5	<p>Prerequisites</p> <p>None</p>
6	<p>Attendance requirements</p> <p>No formal attendance policy applied.</p>
7	<p>Forms of assessment</p> <p>Applied projects are marked as "pass" or "fail". Other marks are not applied. Assessment is based on the criteria problem identification/objectives, logical structure, appropriateness of the chosen research method (if applicable), application of theories, description and analysis of contents, critical reflection, use of appropriate statistics, and presentation of results. In case of a "fail", the report (or the case study, respectively) must be resubmitted in the following semester</p>
8	<p>Requirements for receiving credits</p> <p>Minimum of 50% of total assessment</p>
9	<p>Use of the module (open to students of other Master programmes)</p> <p>-</p>
10	<p>Relative weight for the final grade</p> <p>10/90</p>
11	<p>Further information</p> <p>-</p>



International Marketing					
Module code	Workload	Credits	Degree programme	Frequency offered	Duration
964-60253	150 hrs	5	semester 1	once per year (winter)	1 semester
Module coordinator Prof. Claudia Hensel					
1	Class	Class hours	Out-of-class study	Planned group size	
	International Marketing	60	90	20 students	
2	<p>Learning outcomes/ skills</p> <p>Knowing and understanding Students know and understand the principle concepts and techniques of international marketing. They understand how the links between international marketing environment, strategy and functional aspects of marketing influence the international organisation's decision making.</p> <p>Applying They gain expertise in applying these concepts and techniques to real-world situations.</p> <p>Analysing and evaluating They are able to analyse cases from the international company world and apply their knowledge of concepts and analytical tools to international marketing problems. They are able to critically assess different methods of problem solutions. They explore ways of segmenting markets and appreciate different research techniques.</p> <p>Transferring, generating and developing They integrate knowledge and skills already acquired from other modules in the Master programme. They develop their capacity to think in terms of a strategic marketing perspective.</p> <p>Broadening vs. deepening This module deepens the students' understanding of strategic marketing. In particular, their own research enables them to go beyond "standard" knowledge and acquire advanced analytical skills. On the other hand, the module broadens the perspective by adding the international perspective.</p> <p>Social skills They develop their capacity to work in cross-cultural teams and to present the working results of the team. They improve their abilities in formulating, presenting and defending arguments and opinions. They scrutinize companies' decisions with respect to ethical questions and become sensible to ethical issues in research and business.</p> <p>Self-management They train their capabilities of self-management and reflect their own contribution to the team success. In particular, they train their ability in extracting and condensing information from different sources.</p>				
3	<p>Contents</p> <ul style="list-style-type: none"> Assessing the volatile global environment 				



	<ul style="list-style-type: none">• Dilemma of standardisation versus localisation strategies• Global marketing research (Explorative and conclusive research; ethical issues) Cultural diversity and marketing• Market entry strategies• Designing the global marketing programme (international product decisions, global branding; international price decisions, international distribution decisions; communication tools in the international context)• Marketing planning (complexity, forecasting, scenarios, formulating strategies)
4	Form(s) of teaching Seminar-style class; team work on assigned case studies; class discussions and presentations
5	Prerequisites none
6	Attendance requirements Students are supposed to participate actively in class; no formal attendance policy is applied.
7	Forms of assessment Student paper and student team presentation
8	Requirements for receiving credits Minimum of 50% of total assessment
9	Use of the module (open to students of other Master programmes) -
10	Relative weight for the final grade 5/90
11	Further information Type of reading assignment: Students are required to read assigned book chapters and journal articles prior to class. There is no single textbook recommended, but instead a variety of sources is recommended. A significant part of the learning process is based on the application of theories and analytical tools in case studies. A detailed list of reading assignments is provided in the syllabus.



Leadership and Human Resource Management					
Module code	Workload	Credits	Degree programme	Frequency offered	Duration
964-60151	150 hrs	5	semester 1	once per year (winter)	1 semester
Module coordinator					
1	Class	Class hours	Out-of-class study	Planned group size	
	Leadership and HRM	60	90	20 students	
2	<p>Learning outcomes/ skills</p> <p>Knowing and understanding Students understand the interrelationship of leadership, organisational behaviour & change, and economic success. They know theories of human interactions and broaden their view of management by adding components of organisational psychology.</p> <p>Applying They are able to apply the standard theories to stylised and real-world cases.</p> <p>Analysing and evaluating They are able to analyse cases from the international company world and apply their knowledge of theories to organisational problems. They are able to critically assess different methods of problem solutions.</p> <p>Transferring, generating and developing They are able to transfer their knowledge and analytical tools to unknown cases in changing environments. They are able to use this capacity for deducting hypotheses for student research projects.</p> <p>Broadening vs. deepening As most of the students have not become familiar with behavioural psychology during their Bachelor studies, this module broadens the students' view of managerial processes. By applying the newly acquired knowledge to cases, it then deepens the students' knowledge.</p> <p>Social skills They develop their capacity to work in cross-cultural teams and to present the working results of the team. They develop the ability to support the problem-solving capability of other team members. As they must prepare team presentations, conflicts in working teams, in particular cross-cultural conflicts, may occur. So, the students must develop strategies of conflict management and, in addition, discuss and reflect the own behaviour in a paper. In extreme cases, the conflict may be "escalated" and discussed and solved with the support of the professor.</p> <p>Self-management They train their capabilities of self-management and learn to reflect their own contribution to the team success.</p>				
3	<p>Contents</p> <ul style="list-style-type: none"> • Introduction to Leadership and HRM 				



	<ul style="list-style-type: none">• The individual in the organisation incl. intercultural differences in work motivation• Leadership (effective leadership behaviour, transformational leadership, ethical leadership) International HRM• Cross-Cultural Management (for example: recruiting and selection in international companies; talent management; expatriation as leadership development)• Organisational culture• Team development in global companies Diversity management
4	Form(s) of teaching Seminar-style class, teamwork on assigned case studies, own research on companies to be presented in class.
5	Prerequisites none
6	Attendance requirements Students are supposed to participate actively in class; no formal attendance policy is applied.
7	Forms of assessment Presentation (60%) and reflection paper (40%)
8	Requirements for receiving credits Fulfil requirements of the assessment described above
9	Use of the module (open to students of other Master programmes) -
10	Relative weight for the final grade 5/90
11	Further information Type of reading assignment: Students are required to use standard textbooks (for example Yukl) and journal articles. Seminal journal articles are recommended for reading. In addition, students are provided with a list of journals and encouraged to own literature research. A detailed list of reading assignments is provided in the syllabus. A significant part of the learning process is based on assigned case studies.



Research I: Qualitative Methods - Generating insights					
Module code	Workload	Credits	Degree programme	Frequency offered	Duration
	150 hrs	5	semester 1	once per year (winter)	1 semester
Module coordinator					
Prof. Dr. Claudia Hensel					
1	Class	Class hours	Out-of-class study	Planned group size	
	Research I: Qualitative Methods – Generating insights	60	90	20 students	
2	<p>Learning outcomes/ skills</p> <p>On successful completion of this module students will be able to:</p> <p>Knowledge and Understanding</p> <p>To refine initial research ideas into clear aims and objectives for a practice-based research project; synthesise the existing literature and relevant theory to support a research proposal, evaluate appropriate research methods, techniques, and tools for the collection and analysis of data for successful completion of a Capstone Project; evaluate the ethical consequences of their proposed research and construct an application for ethical approval.</p> <p>Intellectual Skills</p> <p>Demonstrate the ability to respond well to the realities and complexities of planning practice-based research - particularly the sourcing, collection, analysis and interpretation of data;</p> <p>Practical Skills</p> <p>Communicate in writing and orally, in a clear and effective manner – taking into account the intended purpose and audience.</p> <p>Transferable Skills</p> <p>To be able to apply the tools and techniques of collecting and analysing data within the business domain.</p> <p>Aims</p> <p>This module aims to prepare students with:</p> <ul style="list-style-type: none"> • support students in the process of identifying and specifying a practice-based research topic • promote critical reflection on the research process as applied to a particular topic within 				



	<p>an organisational context</p> <ul style="list-style-type: none">• develop the skills of literature review and critical appraisal• give students an in-depth understanding of the methods, approaches and tools of academic research and the ability to appropriately seek out data required for research into a selected topic• cultivate presentational, descriptive and analytical skills so that on completion of the module, students are able to write up, present their Capstone Project <p>Employability</p> <p>On completion of this module demonstrates resilience, grit, self-management and academic rigour all of which are attributes sought by employers.</p> <p>Additionally, on successful completion of this module students will enhance their skills in research design and planning and develop a much broader knowledge and understanding of the research process and the development of a research proposal that reflects the resources available and the complexities of practice-based research.</p> <p>The skills and knowledge gained are particularly desirable for any career within a data rich environment where research and the enhancement of business practice are required.</p> <p>Thus, studying this module enables students to enhance their existing career, switch careers or provide support to continue their education.</p>
3	<p>Contents</p> <ul style="list-style-type: none">• Topic Choice• Research problem and research question• Identifying Theory and theoretical framework• Review of Literature Workshop• Assessing your review of Literature• Understanding Research Philosophy and Ethics Process• Understanding General Concepts of Data Collection• Understanding Quantitative Data Collection Methods and Analysis• Understanding Qualitative Data Collection Methods and Analysis• Assessing and editing proposals
4	<p>Form(s) of teaching</p> <p>In Class</p> <p>Formal contact time will be divided equally between delivery of material (incorporating online materials, videos, guest speakers and traditional lectures) and supported workshops in which students will develop a research proposal to take forward. Teaching is done in interactive lectures that will include group discussions and activities, seminar style presentations by students and both group and individual tasks to critically reflect the seminar topics.</p> <p>Seminars are a forum for students to air opinions, clear doubts and crystallise thoughts through</p>



	<p>quantitative and qualitative analysis of the main issues encountered in this module. This gives the leader an opportunity to determine the extent to which concepts and techniques have been communicated and consider the adequacy of each student's understanding with a view to taking due action. Seminars are generally reinforced by the use of the Moodle (Virtual Learning Environment) site set up for the module.</p> <p>Student Managed Learning Students need to prepare for seminars by reading journals and working in groups on presentations and discussion material.</p>
5	<p>Prerequisites</p> <p>none</p>
6	<p>Attendance requirements</p> <p>Students are supposed to participate actively in class; no formal attendance policy is applied.</p>
7	<p>Forms of assessment</p> <p>Formative Assessment</p> <ul style="list-style-type: none">• Students will be supported throughout the workshops with feedback on their ideas as their research proposal develops.• As part of their learning, students will write research diary for every session. Each session requires at least 100 words. Diary writing is seen as an opportunity for reflection and inner dialogue, in which the articulation of thoughts becomes the catalyst for change in beliefs and practice. <p>Summative Assessment: 100% coursework</p> <p>Individual 5000-word report (100%)</p>
8	<p>Requirements for receiving credits</p> <p>Fulfil requirements of the assessment described above</p>
9	<p>Use of the module (open to students of other Master programmes)</p> <p>-</p>
10	<p>Relative weight for the final grade</p> <p>5/90</p>
11	<p>Further information</p> <p>Core Reading:</p> <p>Saunders, M., Lewis P. & Thornhill A. (2019) Research Methods for Business Students 8th Edition). Harlow: Pearson Education Limited.</p> <p>Adams, J., Khan, H. T., & Raeside, R. (2014). Research methods for business and social science students. SAGE Publications India.</p> <p>Optional Reading:</p> <p>Bryman, A. & Bell, E. (2015) Business Research Methods (4th Edition). Oxford: Oxford University Press.</p>



Bell, J. (2014) Doing your research project: A guide for first-time researchers in education and social science (6th Edition), Buckinghamshire: Open University Press.

Easterby-Smith, M., Thorpe, R. and Jackson, P. (2015) Management and Business Research. London: Sage.

Flick, U. (2014) An Introduction to Qualitative Research, London: Sage.

Hair, J. F. (2015) Essentials of Business Research Methods, London: Routledge.

Myers, M. D. (2019). Qualitative research in business and management. Sage Publications Limited.

Yin, R., (2014) Case Study Research – Design and Method. London: Sage.