Course Book
School of Business
Betriebswirtschaft/International Business (B.A.)
Winter Semester 2018
Contents

1. Study concept .............................................................. 4
   1.1. Studying at SRH University Heidelberg: THE CORE PRINCIPLE ........................................... 4
   1.2. The course of studies ............................................. 6
   1.3. Extract of the Examination Regulations ................................................................. 9
   1.4. Code of Conduct ..................................................... 9

2. Key factors for implementing the curriculum ............................................. 11
   2.1. Innovative teaching formats for our courses ...................................................... 11
   2.2. Implementing the didactic success factors .................................................. 12
   2.3. Interweaving the teaching content ............................................................. 13
   2.4. Multidisciplinarity ....................................................... 13

3. General framework for holistic education and for the quality of the study programs 15
   3.1. Overall concept of education at SRH University Heidelberg .......................... 15
   3.2. Individual supervision of students ............................................................. 16
   3.3. Additional qualifications ................................................................. 17
   3.4. Voluntary activities/ extra-curricular activity platform ........................................... 17

4. The first year of study .............................................................................. 19
   4.1. Schedule for the first year of study: Concept ................................................. 19
   4.1.1. Introduction ..................................................................................... 19
   4.1.2. Course achievements and examinations .................................................. 19
   4.2. Courses, Credits and Exams ................................................................. 20
   4.3. Course Outlines .................................................................................... 21
   4.4. Courses, Credits and Exams ........................................................................ 21
   4.4.1. Business Administration I ............................................................ 22
   4.4.2. Business Administration II ............................................................ 28
   4.4.3. Human Resources .............................................................................. 34
   4.4.5. Marketing ......................................................................................... 40
   4.4.6. Operations Management ....................................................................... 47
   4.4.7. Skills & Tools .................................................................................... 55
   4.4.8. International Law ............................................................................... 65
   4.4.9. Introduction to Accounting ............................................................... 72
   4.4.10. Applied Business Mathematics ......................................................... 79
   4.4.11. Business Simulation ........................................................................... 86

5. The second year of study .......................................................................... 92
   5.1. Courses, Credits and Exams ................................................................. 92
   5.2. Course Outlines .................................................................................... 93
## 5.2. Course Outlines

<table>
<thead>
<tr>
<th>Course Outline</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.2.1. Macroeconomics</td>
<td>93</td>
</tr>
<tr>
<td>5.2.2. International Accounting</td>
<td>99</td>
</tr>
<tr>
<td>5.2.3. Sales</td>
<td>105</td>
</tr>
<tr>
<td>5.2.4. Cost and Performance Accounting</td>
<td>111</td>
</tr>
<tr>
<td>5.2.5. Microeconomics</td>
<td>117</td>
</tr>
<tr>
<td>5.2.6. Corporate Finance</td>
<td>122</td>
</tr>
<tr>
<td>5.2.7. International Taxation</td>
<td>128</td>
</tr>
<tr>
<td>5.2.8. Management Information Systems</td>
<td>136</td>
</tr>
<tr>
<td>5.2.9. Statistics</td>
<td>143</td>
</tr>
<tr>
<td>5.2.10. Entrepreneurship</td>
<td>151</td>
</tr>
<tr>
<td>5.2.11. Strategic Management</td>
<td>158</td>
</tr>
<tr>
<td>5.2.12. Study Abroad Program</td>
<td>165</td>
</tr>
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</table>

## 6. The third year of study

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
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<tbody>
<tr>
<td>6.1. Courses, Credits and Exams</td>
<td>171</td>
</tr>
<tr>
<td>6.2. Course Outlines</td>
<td>172</td>
</tr>
<tr>
<td>6.2.1. Current Topics I &amp; II</td>
<td>172</td>
</tr>
<tr>
<td>6.2.2. Marketing Management (1): “Sales for Marketers”</td>
<td>180</td>
</tr>
<tr>
<td>6.2.3. Marketing Management (2): “Global Marketing”</td>
<td>186</td>
</tr>
<tr>
<td>6.2.4. Internship</td>
<td>192</td>
</tr>
<tr>
<td>6.2.5. Bachelor Thesis</td>
<td>203</td>
</tr>
<tr>
<td>6.2.5.1. Choice and release of the topic of the Bachelor thesis</td>
<td>203</td>
</tr>
<tr>
<td>6.2.5.2. Writing and evaluation of the Bachelor thesis</td>
<td>203</td>
</tr>
<tr>
<td>6.2.5.3. Implementation provisions of the Code of Studies and Examinations (Bachelor thesis)</td>
<td>203</td>
</tr>
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</table>

## 7. Organization

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.1. Examination Office</td>
<td>208</td>
</tr>
<tr>
<td>7.1.1. Excerpt from the Code of Studies and Examinations</td>
<td>209</td>
</tr>
<tr>
<td>7.1.2. Semester Overview for Bachelor degree course October 2018</td>
<td>211</td>
</tr>
<tr>
<td>7.1.3. Certificate of inability to take part in an exam</td>
<td>212</td>
</tr>
<tr>
<td>7.2. Contact Information – School of Business</td>
<td>214</td>
</tr>
<tr>
<td>7.3. Organization Chart – School of Business</td>
<td>215</td>
</tr>
<tr>
<td>7.4. Floor Plan - Ludwig-Guttmann-Str. 6</td>
<td>216</td>
</tr>
<tr>
<td>7.5. Campus Map</td>
<td>217</td>
</tr>
<tr>
<td>7.6. University Contacts</td>
<td>218</td>
</tr>
</tbody>
</table>
1. Study concept

1.1. Studying at SRH University Heidelberg: THE CORE PRINCIPLE

The degree program in Betriebswirtschaft/International Business at SRH University Heidelberg is a 3-year full-time program, after which students graduate with a state-recognized degree in “Betriebswirtschaft/International Business (Bachelor of Arts)”.

The CORE Principle

The CORE principle is about the “shift from teaching to learning” and about activating the students. This means lectures are conceived in such a way as to match certain learning goals, so that lecturers are duty-bound to apply a variety of teaching, studying and examination methods. Adapting the learning method and method of examination to the desired learning outcome is called Constructive Alignment.

The CORE principle stands for “Competence Oriented Research and Education”. The study model places active and independent learning at the center. Over the course of their program, our students acquire comprehensive knowledge and learn how to apply it optimally. The lecturers who accompany them bring in their work experience to act as mentors and guarantee application-oriented teaching. This results in an inspiring learning environment which benefits the students, their teachers and future employers.

Competence orientation

The ability to act independently and successfully, competences required in today’s job market, are acquired by our students through the interplay of expertise, methodology, and self- and social skills in all programs and modules.

Constructive alignment

Learning results, testing methodology and teaching and learning methods are coordinated in such a way that the students cannot but achieve the desired learning goal.

Focus on the learning result

Learning and learning results are the main focus of all programs and modules.

Competence oriented tests

The various testing methods are tailored to the respective module and designed to highlight the learning result and measure the associated competences.

Activating teaching and learning methods

Through numerous learning methods, like case studies, seminars, group work, presentations and role-playing, deep processing mechanisms are activated to enable learning.

Sequential learning

Studies are structured in five-week blocks during which the students intensively work on practical tasks, often together with real companies. Instead of grouped exam periods, evidence of their progress is measured continuously and sequentially, both chronologically and in terms of the contents.
**Thematic modules**
Thematic modules with project, problem- or action-specific contents reflect the actual requirements in future professional practice.

**Measurability of success**
At several points during their studies, the students are given the opportunity to reflect on and self-evaluate the development of their competencies.

**Classroom campus**
Facilities that are adapted to the respective teaching and learning method provide optimal learning conditions. We also provide space for informal learning.

**Targeted training of the teaching staff**
The targeted training of our faculty guarantees the development of a competent teaching and testing methodology.

**Transformed understanding of roles**
The teachers provide regular feedback and see themselves as learning guides and organizers of the learning process.

**Mentoring system**
Lecturers are role models. As mentors and coaches, they provide intensive advising to the students, whether material-related, organizational or personal. This is how we breathe life into the education partnership.

**Code of Conduct**
A common understanding of values, behavior and development perspectives was collected in University-wide guidelines, the Code of Conduct. It provides orientation and ensures respectful collaboration.

**Total Quality Management**
The CORE principle is being constantly developed under careful consideration of the following perspectives:

- What new requirements have emerged in the job market and how can they be implemented into the studies?
- What do our students already possess when they come here, and what do they need?
- What new scientific findings need to be considered and implemented?
- What individual experiences can we, as a learning organization, feed into the further development of the CORE principle?
1.2. The course of studies

If you start your degree program in Betriebswirtschaft/International Business at SRH University Heidelberg on 01 October 2018, your courses will probably be scheduled as follows (model timetable):

### Modellcurriculum - Betriebswirtschaft/International Business (B.A.) 1174-18.01*

#### 1. Academic Year

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*subject to change

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Date: 28.09.2018

flexible time for internship and thesis

180 ECTS total

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**180 ECTS total**

Flexible time for internship and thesis.

Date: 28.09.2018

*subject to change*
For the actual sequence of courses, please refer to your current timetable. The model timetable only shows the number of courses, the number of lectures prescribed and the maximum number of ECTS that can be achieved.

**Approach to the central goals of personal development:**

**Sense of responsibility**
When asked to work in teams, students are meant to develop two skills: apart from improving their subject-related knowledge, they are meant to develop a sense of responsibility with regard to the overall result of the group’s work.

**Ability to work under pressure**
When working towards some group output, students have to process a great deal of information within a tight schedule. This is meant to improve their ability to work under pressure.

**Communication skills**
During their courses, students constantly receive structured feedback through having to hold presentations as a group or as an individual. This contributes enormously to improving their communication skills.

**Ability to draw up structures**
Financial transactions are characterized by a high degree of complexity. This is why students need to learn how to structure problems in this context and to develop different approaches to solutions or to apply existing solution concepts. Furthermore, when working on company audits they need to learn how to structure and apply or sometimes modify the information supplied by a particular company.
1.3. **Extract of the Examination Regulations**

The current Examination Regulations can be found online:


1.4. **Code of Conduct**

**Preamble**

Based on the strategy of the SRH University Heidelberg and its current faculties, the new University-wide Code of Conduct aims to support the successful implementation of the CORE principle.

The goal is for all SRH stakeholders to have the same understanding of the values, behaviours and common vision pursued by the University. The Code of Conduct defines our expectations towards ourselves, as well as being a promise to our stakeholders:

- The Principles support the successful implementation of the CORE principle
- The Principles define appropriate daily interaction
- The Principles serve as a guide to decision making
- The Principles engender commercial and academic success
- The Principles ensure transparency
- The Principles constitute the University’s ethical basis

The following principles do not take the place of legal requirements, but rather aim to represent universally accepted principles in a university context.

All members of the SRH University Heidelberg community are committed to the equal treatment of others, irrespective of their ethnic background, skin colour, gender, physical or mental ability, worldview, religion, nationality, sexual orientation, social status, or political affiliation.

**The Student Principles**

- Our study programme’s learning goals stimulate our curiosity and activate our sense of personal responsibility. The modern learning methods get us excited about research and hands-on experience.
- Within the University establishment we act in a responsible and self-organised manner.
- We maintain a respectful tone in both our written and face-to-face contact. Our communication is always transparent, direct and appreciative.
- We help and support one another pro-actively, in order to find solutions together.
- We participate actively and constructively in evaluation processes, as well as giving feedback on our own initiative. In this way, we take responsibility for the CORE Principle’s quality management.

**The Academic Principles**

- We motivate our learners by giving clearly defined learning goals as well as by employing a wide variety of activating learning methods.
- We assign learners clear tasks and continuously optimise our modules with regard to their competence orientation.
- We seek to foster warm, transparent and goal-oriented communication on all levels.
- We act as role models for our students, offering them both advice and practical support.
- We encourage an open culture in which constructive feedback is given. We discuss evaluation results with students, taking measures to adapt and enhance our programme, based on this feedback.

**The Service Principles**

- We employ expert lecturing staff and forge a creative learning environment which reflects the CORE Principle.
- We play a vital role as one part of a whole. Organigrams, areas of responsibility and transparent work processes ensure clear accountability and distribution of tasks.
- We communicate in a transparent, direct and appreciative manner. Across all forms of communication, we are committed to demonstrating a respectful attitude, towards both one another and external contacts.
- We maintain a solution-oriented attitude towards all SRH University Heidelberg stakeholders and provide mutual support.
- We improve our services continuously and participate constructively in evaluation processes.

**The Leadership Principles**

- We create stimulating environments for both staff and learners, by motivating and supporting them.
- We are responsible for implementing the University’s vision and study model. We achieve this through clear organisation and mutual support.
- We pursue meaningful and goal-oriented communication between all stakeholders, as well as among our staff.
- We take responsibility, put the CORE Principle into action, act as role models and provide our team members with comprehensive support.
- We think and act entrepreneurially; we set goals; we plan and realise projects and initiatives; we monitor and evaluate the results.

Comments or suggestions?
Please get in touch!
The CORE Team
Maria-Probst-Straße 3 / 69123 Heidelberg / Phone: 06221/8223-290
2. Key factors for implementing the curriculum

2.1. Innovative teaching formats for our courses

Interactive lectures

At SRH University Heidelberg, there are lectures for different sizes of student group (comprising between 20 and 120 students). Regardless of group size, however, the governing didactic principle is interaction. The lecturers demand active participation from the students by directly asking for answers and having them work on small case studies. This also challenges the social skills of the students and helps them to link different subject areas.

Tutorials

To support the main lectures, tutorials are offered to students to work through more comprehensive tasks and case-related examples. The students do this more or less independently, with the lecturer answering questions and supervising as well as supporting the work process.

Group work

From the very beginning of the degree program, tasks and term papers are part of the curriculum and have to be completed by the students independently in small study groups. The results are usually presented in a plenary session and/or evaluated.

In addition to this, the students are encouraged right from the start to form efficient study groups so that they can acquire the knowledge and skills they will be tested on. They are also advised on the best methods of doing this.

Individual work

It is taken for granted that students prepare the course work and systematically follow it up. This is the only way to acquire the wealth of knowledge and skills they need within three years.

Tutoring fellow students

Learning by teaching is one of the major didactic principles of the Heidelberger Modell. This means that the more senior students pass on their know-how and skills to fellow students in the lower years of study. This principle applies especially to business simulations, presentations and internship seminars as well as to subjects that students want to work on in private study. Systematic training workshops (Train-the-Trainer) prepare the tutors for their job.

Revision courses

Revision courses are offered as needed to prepare students for examinations. In these, all the contents of a particular course are revised in a condensed fashion, open questions are clearly addressed and sometimes mock exams are set and the results analyzed.
Colloquiums

Colloquiums are intended to supervise students individually just before exams are due. In this instance, the lecturer sets up very small groups of students who need extra tuition and deals intensively with special issues. If the case is urgent, a colloquium can also be held for just one student, mostly combined with a general session to analyze his or her needs.

Practice guidance

During his or her internship, each student has a certain contact person on the faculty who supervises the actual tasks that the internship involves. This professor is constantly available via e-mail and telephone in order to support the intern whenever necessary.

2.2. Implementing the didactic success factors

Focusing on learning goals/ Transparency

Each course has a stipulated amount of learning goals and detailed content. In addition, a number of related books are indicated so that the course can be prepared and follow-up work done. These curricula are included in the module manual, which also shows how the different courses interconnect.

Institutional learning environment

To enhance transparency as much as possible, students are given a thorough introduction to the CORE Modell. This is intended to help them understand the details of the study model that forms the structural basis for the courses and how they interconnect so that the students can then develop their own studies strategy.

Focusing on the student as an individual

Interactive teaching methods as well as small learning groups allow the lecturer to deal with students’ questions during classes. On top of that, institutionalized and individual supervision and support as well as colloquiums enable the teaching staff to adapt the way they teach to the personal learning situation.

Mental ties and association of ideas

Business simulations as well as the frequent case studies and the illustrating graphics used in all subjects help students to understand interconnections and develop mental ties.

Emotions

Dealing with emotions in an appropriate way is an essential success factor in developing one’s own social competency. For this reason, there is special room for emotions within the learning process, on the one hand by explicitly setting up emotional ties during the actual learning procedure, and on the
other by initiating a dialogue between lecturers and learners and by developing a personal interest in one another. This can also produce conflict situations or lead to friction between the two parties.

Practice-related relevance

Our study model is fundamentally based on practice-oriented relevance, which represents its general didactic principle, and is implemented by the method of teaching itself (business simulations, case studies) as well as by the numerous structural features of study organization. Theoretical content is invariably linked to the question of its practical consequences or usability.

2.3. Interweaving the teaching content

Since the degree program is clearly limited to three years, this is a big challenge for the efficiency and effectiveness of teaching. This is compensated in a formal and structural way by using different teaching and course formats as well as by offering students the chance to acquire additional qualifications. This requires linking and adapting the different subjects in the curriculum and refers both to the courses within one teaching block (vertical interweaving) and to the chronological series of courses over the entire degree period (horizontal interweaving).

Interweaving is intended to create a compact and self-contained teaching program. This means:

- Adjusting the teaching content and avoiding redundancies
- Optimizing the link between separate modules and avoiding gaps in what is taught
- Enhancing overall comprehension by content-oriented links to related subjects

Horizontal Interweaving

The instructor in charge of a certain subject-related field of learning ensures that there is horizontal interweaving by establishing that the sub-topics are related to each other, that there is adequate adaptation and that the field itself has a consistent and coherent structure.

Vertical Interweaving

The different instructors in charge of the subjects confer with each other, thus ensuring the adjustment of the sub-topics within one study period. The modules within the traditional core subjects are scheduled in such a way that there are no gaps for the students. Furthermore, it then becomes possible to establish cross-references to the content-related interfaces of the sub-topics.

2.4. Multidisciplinarity

From a methodological and didactic perspective, multidisciplinarity is a special challenge to a study program. This is because you have to go beyond your own subject and look at those related to it without, however, ignoring the existing and, in part, reasonable boundaries of each.

The first step towards teaching in this truly interdisciplinary way is an interactive exchange of the subject-related perspectives under the umbrella of shared classes.
The curricula of the program have been adapted to the essential core subjects in such a way that the classes can be taught together. Here, the goal – apart from conveying the content of both subjects in a focused manner – is the discussion of the different perspectives and approaches of the separate fields.

The students thus learn from the very start to understand the special problem of functionally-oriented perspectives, which makes communication across the different sections of many companies so difficult. By looking at hands-on examples, students practice taking on the role and perspective of another party without giving up their own professional point of view.
3. General framework for holistic education and for the quality of the study programs

3.1. Overall concept of education at SRH University Heidelberg

Integration mandate

SRH University Heidelberg is the only university in the Federal Republic of Germany that has a mandate to educate students in the context of vocational rehabilitation. This mandate for integration is implemented by both the teaching staff and the students.

Achieve a lot within a short period of time

At mass universities, students are lost in the anonymous operation of study programs and lose a lot of time trying to orient themselves in the “jungle” of university administration. It is exactly the opposite for our students, who can concentrate straight away on the content and start their studies immediately. There are hardly any reasons for delay unless important health issues are involved.

Challenging the students and promoting them

Our requirements are high, but we do not believe in extreme failure rates as an indicator for the quality of teaching. Instead, we prove the integrated quality of our education by systematically boosting the drive for results and the involvement of our students (see our supervision scheme). If required, additional individualized support is offered. This is how solid talent is sustained and enhanced.

Focusing on the essential

There is a manageable and balanced choice of programs and qualifications available to our students. This provides a very compact selection and facilitates individual goal alignment.

Social coherence

As a counter pole to the competitive character of the individual study strategy, we deliberately create islands of interaction and cooperation. Group work is promoted within the curriculum, and voluntary activities help students develop social competencies, too.

Personal development objectives

Under the conditions described above, you can often observe a definite personal development in the students even in the first few months. Systematic intervention by mentors, lecturers and supervisors further boosts this process. Meetings with your mentor become an institution and serve as a kind of “check along the way”, thus helping the students to develop their own individual resources.
Quality instead of quantity

As a comparably small university, we only want to accept a limited number of students. Thus, the benefits of an individualized university operation can be reliably maintained for the students. On top of that, it also means that we give priority to qualitative growth, such as the didactic development, topicality and marketability of the content, innovative methods etc.

More of a trustee than a service provider

A private, yet officially recognized education institution has to ask itself what its “service to the customer” may or can include. We see ourselves as a trustee of the students with a mandate to enhance their existing potential as much as possible in order to supply qualified employees who are tailored to the needs of the common customer “company”. An average placement quota of well over 90% surely speaks for itself.

3.2. Individual supervision of students

Mentors as part of the supervision scheme

At the beginning of the degree program, each student is allocated one personal mentor from among the teaching staff who will support and accompany this student throughout the three years of his or her studies.

Once each term, meetings between the mentor and the student are scheduled (“mentor reviews”), during which the current situation and the goals that the student has so far met are critically discussed and constructively assessed.

If the curricular goals seem to be in danger, there are additional talks with the specific lecturer or professor on the faculty to enable supportive measures to be implemented as soon as possible.

The mentor takes on the following tasks:

- He or she is available to the student as his or her contact person (a kind of “lecturer of trust”).
- He or she helps to clarify significant issues such as coping with the studies themselves, defining study goals etc.
- He or she motivates the student to become involved in the student community in a constructive manner.

For the mentor, this means:

- He or she is the active contact person for the student he or she is allocated to.
- He or she conducts the mentor reviews with all the students he or she is in charge of.

Central study guidance during the degree program

In addition to the mentors, all the lecturers on the faculty are available for consultation on a one-to-one basis if requested. Personal contact between the students and teaching staff is intended to be as uncomplicated as possible.
For specific issues, such as student loans, additional qualifications etc. there are pre-defined contact persons in the faculty or the central students services.

**Special supervision of retrainees**

On top of this, retrainees are offered systematic counseling regarding all issues and questions that are not directly linked with the courses or study organization. At the same time, this service is the interface to the payer organizations as well as to the students’ medical and psychological supervisors.

### 3.3. Additional qualifications

- Foreign languages (e.g. Spanish, French, Japanese, etc.) in term courses
- Ausbildung der Ausbilder (in English: Train the Trainers), certified by the Chamber of Industry and Commerce (AdA certificate)
- Internship and Application seminars
- Assessment center training
- Individual coaching
- Free choice of open seminars (various one-day or multi-day seminars)
- Excursions to local companies

### 3.4. Voluntary activities/ extra-curricular activity platform

Through their voluntary activities, the students acquire hands-on skills in project management and co-operation. They increase their personal resilience and tolerance of frustration, besides learning how to organize themselves within the framework of common goals and tasks. This voluntary work is an important contribution to the student community and to the identity of the university.

**Tutor forum**

Here, students contribute their share to the student community by passing on class content and skills to their younger co-students in standardized block seminars. Each of the subjects is covered by several tutors, who are explicitly prepared for their job in a train-the-trainer seminar (content, didactics, how to handle groups). Depending on the topic in question, the tutorials are held as seminars to groups of 8 to 20 students.

- **a) Business simulations**
  For the business simulations, tutors are employed as co-supervisors and supporters of the respective lecturer at the beginning of the winter term. They supervise the team work and help to assess and visualize the results.

- **b) Revision courses**
  During the preparation period for exams, the tutors offer revision courses for certain subjects (revising content, applying know-how to case studies). For this, tutors and lecturers devise a special trainer guide. The lecturer is also responsible for the quality of the revision course.

Tutors are employed to manage block seminars for the following subjects:
Self-organization / Time and Stress Management
Presentations / Managing a discussion
Communication
Effective meeting management

Student Internship Fair

Every year, there is an internship fair at the university. Here, 3rd-year students present the internship they have just completed. This allows students who are interested to quickly get in touch and profit from the existing networks of their fellow-students.

Alumni Club of the SRH University Heidelberg

The Alumni Club of SRH University Heidelberg aims at keeping up contacts to former students of the university. Current students work on setting up a database, organizing events and soliciting students of the graduation year as future members. The former students are expected to become involved in the running of university activities and in helping to intensify the relationship between teaching and practice.
4. The first year of study

4.1. Schedule for the first year of study: Concept

4.1.1. Introduction

On their first day, the students receive all the necessary information needed to cope quickly with the first weeks of studies. This kick-off for all students starting a degree at the university helps them to get to know each other and to clarify all important study-related procedures. From day one on, the faculty’s mentors and assistants are available as contact persons.

4.1.2. Course achievements and examinations

In each term, certain course achievements have to be fulfilled and examinations have to be taken. In this context, the course achievements are not assessed by a grade, but simply have to be passed and are the prerequisite for being admitted to the respective examination.

To allow for international comparability and transparency, examinations are allocated ECTS grades. In addition, each course grade is assigned a certain number of credit points (CP). All grades are taken into consideration for the final overall grade (GPA).

<table>
<thead>
<tr>
<th>ECTS grades</th>
<th>Grade</th>
<th>Recommended grading</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>excellent</td>
<td>the best 10%</td>
</tr>
<tr>
<td>B</td>
<td>very good</td>
<td>the next 25%</td>
</tr>
<tr>
<td>C</td>
<td>good</td>
<td>the next 30%</td>
</tr>
<tr>
<td>D</td>
<td>satisfactory</td>
<td>the next 25%</td>
</tr>
<tr>
<td>E</td>
<td>sufficient</td>
<td>the next 10%</td>
</tr>
<tr>
<td>F</td>
<td>fail</td>
<td></td>
</tr>
</tbody>
</table>
## 4.2. Courses, Credits and Exams

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Exam</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Administration I</td>
<td>8</td>
<td>E (75%); E (25%)</td>
</tr>
<tr>
<td>Business Administration II</td>
<td>6</td>
<td>OE (100%)</td>
</tr>
<tr>
<td>Human Resources</td>
<td>6</td>
<td>E (100%)</td>
</tr>
<tr>
<td>Marketing</td>
<td>6</td>
<td>RPr (100%)</td>
</tr>
<tr>
<td>Operations Management</td>
<td>6</td>
<td>R (50%), Pr (50%)</td>
</tr>
<tr>
<td><strong>Skills &amp; Tools</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic Skills</td>
<td>2</td>
<td>R (33,3%)</td>
</tr>
<tr>
<td>Presentation Skills</td>
<td>2</td>
<td>PE (33,3%)</td>
</tr>
<tr>
<td>Intercultural Skills</td>
<td>2</td>
<td>PE (33,3%)</td>
</tr>
<tr>
<td>International Law</td>
<td>6</td>
<td>E (100%)</td>
</tr>
<tr>
<td>Introduction to Accounting</td>
<td>6</td>
<td>E (100%)</td>
</tr>
<tr>
<td>Applied Business Mathematics</td>
<td>6</td>
<td>E (100%)</td>
</tr>
<tr>
<td>Business Simulation</td>
<td>4</td>
<td>Pr (100%)</td>
</tr>
</tbody>
</table>

### Type of Exam:
- **E** = Exam
- **Es** = Essay
- **OE** = Oral Exam
- **R** = Report
- **RPr** = Report + Presentation
- **Pr** = Presentation
- **PE** = Portfolio Exam
## 4.3. Course Outlines

## 4.4. Courses, Credits and Exams

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Exam</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Administration I</td>
<td>8</td>
<td>WE (50%), WE (50%)</td>
</tr>
<tr>
<td>Business Administration II</td>
<td>8</td>
<td>OE</td>
</tr>
<tr>
<td>Human Resources</td>
<td>6</td>
<td>WE</td>
</tr>
<tr>
<td>Marketing</td>
<td>6</td>
<td>RPr</td>
</tr>
<tr>
<td>Skills &amp; Tools</td>
<td></td>
<td></td>
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</tr>
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<td>WE</td>
</tr>
<tr>
<td>Business Simulation</td>
<td>4</td>
<td>Pr</td>
</tr>
</tbody>
</table>

**Type of Exam:**
- **WE** = Written Exam
- **OE** = Oral Exam
- **Pr** = Presentation
- **RPr** = Report + Presentation
### 4.4.1. Business Administration I

**SRH University Heidelberg, Course of Study: International Business (B.A.)**

<table>
<thead>
<tr>
<th>Module name and module number: Business Administration I (2237)</th>
</tr>
</thead>
<tbody>
<tr>
<td>This module is used in the following degree programs:</td>
</tr>
<tr>
<td>International Business (B.A.)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5-week block</th>
<th>Frequency of the module</th>
<th>Type</th>
<th>ECTS</th>
<th>Student Workload</th>
</tr>
</thead>
<tbody>
<tr>
<td>One 5-Week-Block in the first year of study.</td>
<td>Annually</td>
<td>Compulsory</td>
<td>6 ECTS + 2 ECTS</td>
<td>Total Workload 200 hrs. (100%)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Type / Duration of exam</th>
<th>Module Supervisor</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Written Exam (75%), (60 min.)</td>
<td></td>
</tr>
<tr>
<td>• Written Exam (25%), (30 min.)</td>
<td>Prof. Dr. Christian Johannsen</td>
</tr>
</tbody>
</table>

**Teaching and Learning Methods**

1. Interactive Lecture
2. Group Work
3. Problem-Oriented Learning
4. Case Study
5. Practical Work

**Pre-requisites (mandatory or recommended)**

Recommended Pre-requisites are the successful completion of basic courses:

- None

**Course Content (Course Overview & Course Structure)**

The module combines interactive lectures, group works, problem oriented learning, case study and practical work.

The module is structured as followed:

1. Business concepts
2. Theoretical foundations and fundamentals of business issues
3. Plant construction and management
4. Basics of operational and strategic management
5. Planning and decision-making principles
6. Cooperation and consolidation
7. Functions of a variable
   - cost, turnover, profit, price-demand function, budget amount, etc.
   - solution of linear, quadratic, cubic (in) equations (eg break even, market balance, etc.)
8. differential calculus
   - Rates of change, elasticities
   - Univariate optimization (business functions)

### Class Schedule

#### Week 1:
- Introduction
- Fundamentals
- Historic Development of Business Administration in Germany
- Macroeconomics as basis for the science of Business Administration

#### Week 2:
- Economic basics and principles
- Human needs (Maslow, Herzberg etc.)
- System of goods

#### Week 3:
- Economic Cycle
- Principle of price and its condition
- Pricing fundamentals
- Economic systems
- Operation and enterprise I

#### Week 4:
- Economic organization
- Legal cooperate forms
- Legal characteristics (private personal companies/capital companies)
- Classification by Industry
- Basics of operational and strategic management
- Planning and decision-making principles

#### Week 5:
- Managerial dimension of an enterprise
- Legal Format – Legal fundamentals
- Cooperation and consolidation
- Business oriented mathematics

### Learning Objectives

**Learning outcomes professional skills**

The undergraduate student understands the methods of economics, business administration as theoretical and an applied science. This includes understanding the structure of a business including business management and principles of strategic management. This is achieved through planning and decision making principles. The constituent decisions in the choice of legal forums, the definition of public
enterprises and the resulting forms of cooperation and consolidation, as well as the opportunities and risks will be discussed as a decision problem.

The students should, after completion of the course, be able to calculate business ratios and indices themselves. They should be competent with commercial computing and understand the relationship between cost, revenue and profit, be able to explain and solve graphically and computationally. The pursuit of profit and utility maximization is seen as the basis for economic activity. Furthermore the students will acquire mathematical skills to solve the given economic challenges in an analytical approach.

**Learning outcomes methodology**

Students gain a basic understanding of how business managements functions in the market place. They have a basic understanding of entrepreneurial action. The students understand specialized text and transfer this knowledge to special field.

**Learning outcomes social skills**

<table>
<thead>
<tr>
<th>Competence and consideration in the module</th>
<th>Importance during the lectures</th>
<th>Importance for the examination</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal-oriented moderation of internal meetings</td>
<td>Students’ meetings with the lecturer are time restricted and students need to address most important topics to be discussed in that period.</td>
<td></td>
</tr>
<tr>
<td>Capacity for team work</td>
<td>Problems arising from the distribution of the total workload are discussed with the lecturer.</td>
<td></td>
</tr>
<tr>
<td>Social learning</td>
<td>Students train their ability to communicate and to solve conflicts during group discussions.</td>
<td></td>
</tr>
<tr>
<td>Openness to criticism</td>
<td>Students have to cope with critical remarks (by other students as well as by the lecturer) during their meetings and during the presentation.</td>
<td></td>
</tr>
<tr>
<td>Assertiveness</td>
<td>Students need to argue and to defend their positions and/or ideas against other group members.</td>
<td></td>
</tr>
</tbody>
</table>

**Learning outcomes personal skills**

<table>
<thead>
<tr>
<th>Competence and consideration in the module</th>
<th>Importance during the lectures</th>
<th>Importance for the examination</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exposure to ambiguity</td>
<td>Discrepancies resulting from the preparation of tasks are discussed with the lecturer (in the lectures or using other communication channels).</td>
<td></td>
</tr>
<tr>
<td>----------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Critical faculties</td>
<td>Students need to deal with positive and negative remarks in the team meetings.</td>
<td></td>
</tr>
<tr>
<td>Self-reflection</td>
<td>Intermediary results are commented by the lecturer. Students are motivated to self-reflect their individual behavior.</td>
<td></td>
</tr>
<tr>
<td>Time management</td>
<td>Students need to keep deadlines (for the preparation of intermediary results, handouts, etc.).</td>
<td></td>
</tr>
<tr>
<td>Flexibility</td>
<td>Adjustments resulting from group meetings are discussed with the lecturer and afterwards, implemented.</td>
<td></td>
</tr>
<tr>
<td>Self-organization</td>
<td>Tasks cannot be fulfilled by single students (due to time restrictions). Therefore, an appropriate division of work is an essential part of the performance (individual and group level).</td>
<td></td>
</tr>
<tr>
<td>Decision-making</td>
<td>Since tasks leave room for discussion and interpretation, students need to decide on their focus.</td>
<td></td>
</tr>
</tbody>
</table>

**Key Words**

- Business concepts
- Plant construction and management
- Operational and strategic management
- Planning and decision-making principles
- Legal forums
- Cooperation and consolidation
- Theoretical foundations of business
- Business law
- Strategies and paths
- Business-oriented mathematics

**Course Administration & Evaluation**

**Assessment Process**

- Written Exam (75%) + Written Exam (25%) = final grade

**Definition of Assignment(s) used**
Written Exam (75%): Written Exam with that will cover the content of the fundamentals of business administration I.

Written Exam (25%): Written Exam that will cover the content of the business oriented mathematics in this course.

Basis of Grading

The grading of the Exams will be based upon the following:
Total of 100 Points in each exam

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>100 - 99</td>
<td>1,0</td>
</tr>
<tr>
<td>51 - 50</td>
<td>4,0 (pass)</td>
</tr>
<tr>
<td>49 - ≤</td>
<td>5,0 (fail)</td>
</tr>
</tbody>
</table>

Formalities of Assignments and Exams

- Written Exam (75%): With a duration of 60 min. at the end of the five-week block. Time and place of the exam will be announced by the examination office or/and can be seen online. The exam needs to be passed to pass the course of Business Administration I.

- Written Exam (25%): With a duration of 30 min. at the end of the five-week block. Time and place of the exam will be announced by the examination office or/and can be seen online. The exam needs to be passed to pass the course of Business Administration I.

Evaluation of the Exam / Meaning of grades

<table>
<thead>
<tr>
<th>Grade</th>
<th>Decimal value</th>
</tr>
</thead>
<tbody>
<tr>
<td>excellent</td>
<td>1,0 to 1,2</td>
</tr>
<tr>
<td>very good</td>
<td>1,3 to 1,5</td>
</tr>
<tr>
<td>good</td>
<td>1,6 to 2,5</td>
</tr>
<tr>
<td>satisfactory</td>
<td>2,6 to 3,5</td>
</tr>
<tr>
<td>sufficient</td>
<td>3,6 to 4,0</td>
</tr>
<tr>
<td>fail</td>
<td>5,0</td>
</tr>
</tbody>
</table>

Constructive Alignment

At the end of the course the students should have learned a basic understanding and basic knowledge of business contexts from the point of view of operational management. The learning progress of the students up to the final exam can be continuously checked and thus controlled by the selected event structure, with the processing and the feedback to the case studies, including numerical recording of the processes as well as repetition questions.
### Course Resources & Communication

**Campus-Net & SRH-E-Mail Address**

The use of Campus-Net and the SRH-E-Mail is inevitable. All course materials will be uploaded on “Campus-Net”. To log-on to Campus-Net go to: https://campus.hochschule-heidelberg.de. All instructions on the use of Campus-Net and the SRH IT infrastructure can be found under the section “Instructions”. All E-Mail communications will be made through our SRH-E-Mail Addresses. Upon matriculation every student will receive their own SRH-E-Mail Address. We highly recommend the use of the SRH-App “SRH Hochschule Heidelberg” available for Apple and Android devices.

### Special needs & Requirements

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For any issue in this context, please refer to the professors named below, who have been authorized by the university’s senate for this mandate:

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Telephone: +49 6221 88-2379  
E-mail: christian.johannsen@hochschule-heidelberg.de

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### Academic Integrity

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### Recommended Literature & Course Materials

### 4.4.2. Business Administration II

**SRH University Heidelberg, Course of Study: International Business (B.A.)**

**Module name and number:** Business Administration II (2238)

This module is used in the following degree programs:

**International Business (B.A.)**

<table>
<thead>
<tr>
<th>5-Week block</th>
<th>Frequency of the module</th>
<th>Type</th>
<th>ECTS</th>
<th>Student Workload</th>
</tr>
</thead>
<tbody>
<tr>
<td>One 5-Week-Block in the first year of study.</td>
<td>Annually</td>
<td>Compulsory</td>
<td>4 ECTS + 2 ECTS</td>
<td>Total Workload: 150 hrs. (100%)</td>
</tr>
<tr>
<td>In class</td>
<td></td>
<td></td>
<td></td>
<td>In class: 60 hrs. (40%)</td>
</tr>
<tr>
<td>Self-study</td>
<td></td>
<td></td>
<td></td>
<td>Self-study: 90 hrs. (60%)</td>
</tr>
</tbody>
</table>

**Type / Duration of exam**

- Oral Exam (100%)

**Module supervisor**

- Prof. Dr. Christian Johannsen

**Teaching and Learning Methods**

1. Interactive Lecture
2. Problem-Oriented Learning
3. Interactive Lecture
4. Case Study
5. Group Work

**Pre-requisites**

(mandatory or recommended)

Recommended Pre-requisites are the successful completion of basic courses:

- Business Administration I

**Course Content (Course Overview & Course Structure)**

Business Administration as a descriptive and decision-oriented science
- The enterprise as a system
- Scientific theories

Considerations in economics science
- Functional areas and interfaces
- Operation and enterprise
- Economic process of the enterprise
- Constituent decisions
- Fundamentals of entrepreneurial decision making
- Founding process and decision making
- Legal structures
- Cooperation and concentration between businesses
- Location factors and decisions
Class Schedule

Week 1:
- Operation and enterprise
- Constituent decisions II
- Corporate Governance

Week 2:
- Entrepreneurial decisions and their immediate business consequences
- Simulation exercise (Financial Aspects)
- Shareholder and Stakeholder aspects…

Week 3:
- Organization and Environment
- Cooperate Process and decision making
- Principal Agent Model…

Week 4:
- Market Value aspects…
- Classification Scheme of Business Organizations
- World Leading companies –Analyses -

Week 5:
- Location factors and decision…
- Cooperation and concentration between businesses
- Legal structures

Learning Objectives

Learning outcomes professional skills

As a learning outcome the undergraduate student should know how to gain and expand business networking skills and concrete managerial skills on selected examples. Everyday decision-making parameters in economic thinking and action and to learn their effectiveness in market conditions. The individual business decisions are made in a theoretical context. On the basis of scenarios, resulting strategies can be justified, and carried out “tried”. Professional activities in companies today require an understanding of the relationships, dependencies and laws of our economic and social order. Entrepreneurial success is inconceivable without effective communication. Current attitudes and behavior patterns of interaction are an important expression of social responsibility. Furthermore the students will acquire mathematical skills to solve the given economic challenges in an analytical approach.

Learning outcomes methodology

Students succeed in applying knowledge in the business administration basics to concrete situations. Die students have acquired further basic knowledge in macroeconomics and are able to understand
Learning outcomes social skills

<table>
<thead>
<tr>
<th>Competence and consideration in the module</th>
<th>Importance during the lectures</th>
<th>Importance for the examination</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal-oriented moderation of internal meetings</td>
<td>Students’ meetings with the lecturer are time restricted and students need to address most important topics to be discussed in that period.</td>
<td></td>
</tr>
<tr>
<td>Capacity for teamwork</td>
<td>Problems arising from the distribution of the total workload are discussed with the lecturer.</td>
<td></td>
</tr>
<tr>
<td>Social learning</td>
<td>Students train their ability to communicate and to solve conflicts during group discussions.</td>
<td></td>
</tr>
<tr>
<td>Openness to criticism</td>
<td>Students have to cope with critical remarks (by other students as well as by the lecturer) during their meetings and during the presentation.</td>
<td></td>
</tr>
<tr>
<td>Assertiveness</td>
<td>Students need to argue and to defend their positions and/or ideas against other group members.</td>
<td></td>
</tr>
</tbody>
</table>

Learning outcomes personal skills

<table>
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<tr>
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</tr>
</thead>
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<tr>
<td>Exposure to ambiguity</td>
<td>Discrepancies resulting from the preparation of tasks are discussed with the lecturer (in the lectures or using other communication channels).</td>
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</tr>
<tr>
<td>Critical faculties</td>
<td>Students need to deal with positive and negative remarks in the team meetings.</td>
<td></td>
</tr>
<tr>
<td>Self-reflection</td>
<td>Intermediary results are commented by the lecturer. Students are motivated to self-reflect their individual behavior.</td>
<td></td>
</tr>
<tr>
<td>Time management</td>
<td>Students need to keep deadlines (for the preparation of intermediary results, handouts, etc.).</td>
<td></td>
</tr>
<tr>
<td>Flexibility</td>
<td>Adjustments resulting from group meetings are discussed with the lecturer and afterwards, implemented.</td>
<td></td>
</tr>
<tr>
<td>---------------------</td>
<td>--------------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Self-organization</td>
<td>Tasks cannot be fulfilled by single students (due to time restrictions). Therefore, an appropriate division of work is an essential part of the performance (individual and group level).</td>
<td></td>
</tr>
<tr>
<td>Decision-making competence</td>
<td>Since tasks leave room for discussion and interpretation, students need to decide on their focus. Since tasks leave room for discussion and interpretation, students need to decide on their focus.</td>
<td></td>
</tr>
</tbody>
</table>

**Key Words**
- Quality Management
- Balance Score Card
- Decision Theory
- Strategic Instruments (SWOT, BCG, Strength-weakness)
- Operational and Strategic Planning

**Course Administration & Evaluation**

**Assessment Process**
- Oral Exam (100%) = final grade

**Definition of Assignment(s) used**
- Oral Exam:
  - Questions are designed to evaluate students’ knowledge but also to evaluate their ability to transfer knowledge to new, unknown facts and circumstances. Therefore, most questions are based on small cases taken from the field of international taxation.

**Basis of Grading**
- The grading of the **oral exam** will be based upon the following:
  - Structure and completeness of the answered question
  - Use of business vocabulary
  - Use of strategic and operation management concepts
  - Transfer and application of the mentioned concepts
  - Answers to the questions asked by the examiner

**Formalities of Assignments and Exams**
- Oral Exam:
  - Oral exam of 15 min. per student. The students are grouped together, max. 3 Students per group. Questions during the exam can and will be passed on by the examiner from student to student.
Evaluation of the Exam / Meaning of grades

<table>
<thead>
<tr>
<th>Grade</th>
<th>Decimal value</th>
</tr>
</thead>
<tbody>
<tr>
<td>excellent</td>
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<tr>
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<td>3,6 to 4,0</td>
</tr>
<tr>
<td>fail</td>
<td>5,0</td>
</tr>
</tbody>
</table>

Constructive Alignment

On the basis of practical and theoretical knowledge, the learning progress of the students up to the oral examination can be continued by the selected event structure from the block I and with the processing and the feedback to the case studies and repetition questions, continuously check and control thus purposefully. The regular repetition questions, tasks and case studies serve to reflect on the progress of competence on the taxonomy levels "knowledge" and "understanding".

Course Resources & Communication

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<table>
<thead>
<tr>
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</tr>
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<tbody>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Recommended Literature &amp; Course Materials</th>
</tr>
</thead>
</table>
4.4.3. Human Resources

SRH University Heidelberg, Course of Study: International Business (B.A.)

Module name and module number: Human Resources (1478)

This module is used in the following degree programs:

International Business (B.A.)

<table>
<thead>
<tr>
<th>5-Week block</th>
<th>Frequency of the module</th>
<th>Type</th>
<th>ECTS</th>
<th>Student Workload</th>
</tr>
</thead>
<tbody>
<tr>
<td>One 5-Week-Block in the first year of study.</td>
<td>Annually</td>
<td>Compulsory</td>
<td>6 ECTS</td>
<td>Total Workload</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>In class 60 hrs. (40%) Self-study 90 hrs. (60%)</td>
</tr>
</tbody>
</table>

Type / Duration of Exam

- Written Exam (90 min)

Module supervisor

Prof. Dr. Wolfgang Söhner

Teaching and Learning Methods

1. Interactive Lecture
2. Group Work
3. Practical Work
4. Problem-Oriented Learning
5. Case Study

Pre-requisites (mandatory or recommended)

Recommended Pre-requisites are the successful completion of basic courses:
- Business Administration I & II

Course Content (Course Overview & Course Structure)

Fundamentals of organizations
- Basic terms in organizational studies
- Components and classic configurations of organizational structures
- Introduction to interventions and Change Management
- Organizational Culture
- Organizational Design

Fundamentals of Human Resources
- HR work in the company (HR department, operating department, company leaders)
- Human resource planning and controlling; HR structure
- Human resource allocation (recruitment, selection, discharge)
- Fundamentals of leadership (leadership situations & instruments)
### Class Schedule

<table>
<thead>
<tr>
<th>Week 1:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Business Strategy</td>
</tr>
<tr>
<td>- HR as Competitive Advantage</td>
</tr>
<tr>
<td>- Aligning HR Strategy</td>
</tr>
<tr>
<td>- HR Metrics</td>
</tr>
<tr>
<td>- Organizational Culture</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Week 2:</td>
</tr>
<tr>
<td>- Organizational Design Jay Galbraith's Star Model</td>
</tr>
<tr>
<td>- Organizational Stakeholders</td>
</tr>
<tr>
<td>- Alignment of Culture and HR</td>
</tr>
<tr>
<td>- Labor Law</td>
</tr>
<tr>
<td>- The Role of an HR department</td>
</tr>
<tr>
<td>- Organizational Structures</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Week 3:</td>
</tr>
<tr>
<td>- Forecasting and Labor Utilization</td>
</tr>
<tr>
<td>- Internal &amp; External Sourcing</td>
</tr>
<tr>
<td>- Job Analysis</td>
</tr>
<tr>
<td>- Recruiting</td>
</tr>
<tr>
<td>- Reducing Selection Bias and Error</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Week 4:</td>
</tr>
<tr>
<td>- Collective Labor Agreements</td>
</tr>
<tr>
<td>- Compensation, Internal, External, Individual Equity</td>
</tr>
<tr>
<td>- Training &amp; Development</td>
</tr>
<tr>
<td>- Performance Feedback Systems</td>
</tr>
<tr>
<td>- Personnel Engagement &amp; Leadership</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Week 5:</td>
</tr>
<tr>
<td>- Interventions</td>
</tr>
<tr>
<td>- Change Management</td>
</tr>
<tr>
<td>- Ethics</td>
</tr>
</tbody>
</table>

### Learning Objectives

#### Learning outcomes professional skills

After this course, students will:
- Understand behavioral patterns as a basic principle of intervention
- Become familiar with organizational structure and the tools for its implementation
- Understand the various roles of HR work within a company
- Recognize appropriate situations for applying HR tools (by way of examples)
- The students get to know the difference between expressing opinions and fact arguments in detail and implement them consistently.
- The students can solve case studies systematically and expertly; In doing so, they can differentiate the essential from the insignificant.
- You can also evaluate more difficult texts in a targeted manner based on key questions.

**Learning outcomes social skills**

<table>
<thead>
<tr>
<th>Competence and consideration in the module</th>
<th>Importance during the lectures</th>
<th>Importance for the examination</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal-oriented moderation of internal meetings</td>
<td>Students’ meetings with the lecturer are time restricted and students need to address most important topics to be discussed in that period.</td>
<td></td>
</tr>
<tr>
<td>Capacity for teamwork</td>
<td>Problems arising from the distribution of the total workload are discussed with the lecturer.</td>
<td>Students are encouraged to from study groups.</td>
</tr>
<tr>
<td>Social learning</td>
<td>Students train their ability to communicate and to solve conflicts during group discussions.</td>
<td></td>
</tr>
<tr>
<td>Openness to criticism</td>
<td>Students have to cope with critical remarks (by other students as well as by the lecturer) during their meetings and during the presentation.</td>
<td></td>
</tr>
<tr>
<td>Assertiveness</td>
<td>Students need to argue and to defend their positions and/or ideas against other group members.</td>
<td>Students participation throughout the class will be taken into account as a bonus point.</td>
</tr>
</tbody>
</table>

**Learning outcomes personal skills**

<table>
<thead>
<tr>
<th>Competence and consideration in the module</th>
<th>Importance during the lectures</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Exposure to ambiguity</td>
<td>Discrepancies resulting from the preparation of tasks are discussed with the lecturer (in the lectures or using other communication channels).</td>
<td>Questions are based on practical cases.</td>
</tr>
<tr>
<td>Critical faculties</td>
<td>Students need to deal with positive and negative remarks in the team meetings.</td>
<td></td>
</tr>
</tbody>
</table>
Self-reflection
Intermediary results are commented by the lecturer. Students are motivated to self-reflect their individual behavior.

Time management
Students need to keep deadlines (for the preparation of intermediary results, handouts, etc.).
Total exam’s length leaves for approximately 6-7 minutes per question.

Flexibility
Adjustments resulting from group meetings are discussed with the lecturer and afterwards, implemented.

Self-organization
Tasks cannot be fulfilled by single students (due to time restrictions). Therefore, an appropriate division of work is an essential part of the performance (individual and group level).

Decision-making competence
Since tasks leave room for discussion and interpretation, students need to decide on their focus.
Since tasks leave room for discussion and interpretation, students need to decide on their focus.

Key Words
Fundamentals of organizations, behavioral patterns, organizational studies, organizational structures, organization, performance systems, communication, goals, implementation, success factors, process management, implementation, organizational integration, Human Resources, HR, planning, HR structure, resource allocation, recruitment, selection, discharge, labor utilization, time models, working methods, fundamentals of leadership.

Course Administration & Evaluation

Assessment Process
- Written Exam (100%) = final grade

Formalities of Assignments and Exams
- Written Exam:
  With a duration of 90 min. at the end of the five-week block. Time and place of the exam will be announced by the examination office.

Basis of Grading
The grading of the Exam will be based upon the following:
Total of 100 Points in the exam

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>99 - 100</td>
<td>1,0</td>
</tr>
<tr>
<td>50 - 51</td>
<td>4,0 (pass)</td>
</tr>
<tr>
<td>≤ - 49</td>
<td>5,0 (fail)</td>
</tr>
</tbody>
</table>
Evaluation of the Exam / Meaning of grades

<table>
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<th>Decimal value</th>
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<td>3,6 to 4,0</td>
</tr>
<tr>
<td>fail</td>
<td>5,0</td>
</tr>
</tbody>
</table>

Constructive Alignment

After the successful completion of the event, the students have gained an idea of how an organization is structured, which structural elements are linked together as in the organizational chart and how hierarchy “works” in the company. They can situate the personnel function as a central task in an organizational context, can deposit typical questions with suitable measures and are familiar with some personnel instruments as well as with the most important employment law implications of the employment contract. The achievement of these learning objectives will be tested at the end of the event with a case study in the form of a written exam. Through numerous application examples based on typical situations, increasingly extensive cases, targeted exercises, learning protocols and “homework discussion”, students are systematically guided to this learning outcome during the event.

Course Resources & Communication

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Recommended Literature & Course Materials

- Linda Holbeche, 2009, Aligning Human Resources and Business Strategy
- Angelo S. Denisi / Griffin 2014, HR
- Ricky Griffin, 2012, Organizational Behavior / eStudyGuide
4.4.5. Marketing

SRH University Heidelberg, Course of Study: International Business (B.A.)

Module name and module number: Marketing (1335)

This module is used in the following degree programs:

International Business (B.A.)

<table>
<thead>
<tr>
<th>5-Week block</th>
<th>Frequency of the module</th>
<th>Type</th>
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</tr>
<tr>
<td></td>
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<td></td>
<td>150 hrs. (100%)</td>
</tr>
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<td></td>
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<td></td>
<td>Self-study</td>
</tr>
<tr>
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<td></td>
<td>60 hrs. (40%)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Type / Duration of exam</th>
<th>Module supervisor</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Report/Presentation</td>
<td>Prof. Dr. Laurence Welford</td>
</tr>
</tbody>
</table>

Teaching and Learning Methods

1. Interactive Lecture
2. Group Work
3. Practical Work
4. Problem-Oriented Learning

Pre-requisites
(mandatory or recommended)

Recommended Pre-requisites are the successful completion of basic courses:

• Business Administration I & II

Course Content (Course Overview & Course Structure)

1. Fundamentals
2. Market Analysis
3. Market Research
4. Segmentation and Targeting
5. Marketing Mix
   a. Product
   b. Price
   c. Placement
   d. Promotion
### Class Schedule

<table>
<thead>
<tr>
<th>Week 1:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- The role of marketing</td>
</tr>
<tr>
<td>- Market analysis</td>
</tr>
<tr>
<td>- Market research</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 2:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Segmentation and targeting</td>
</tr>
<tr>
<td>- Product management</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 3:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Brands</td>
</tr>
<tr>
<td>- Marketing communication</td>
</tr>
<tr>
<td>- Distribution channels</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 4:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Pricing</td>
</tr>
<tr>
<td>- Features-benefits-needs analysis</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 5:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- International marketing and e-marketing</td>
</tr>
<tr>
<td>- Course wrap-up</td>
</tr>
<tr>
<td>- Exam</td>
</tr>
</tbody>
</table>

### Learning Objectives

#### Learning outcomes professional skills

Students will obtain a fundamental understanding of marketing as market-oriented managers. Within the scope of the course, students will learn the central instruments of marketing and basic approaches for applying them.

This course is a central element of the “Foundations of Business Management” course block. An essential concern is to demonstrate the interface between this and other disciplines in business administration, and to contribute to bringing these to life in business practice.

**After completion of the module:**

- Students understand the role of marketing in the organization
- Students are familiar with the terms used by marketers, and understand how marketing tools are used in concert when formulating a marketing plan
- Students can demonstrate how the main elements of a product marketing strategy fit together
- Students gain experience in product management activities (e.g., market size estimation, features-benefits-needs analysis, competitor analysis, basic market research)
Learning outcomes methodology

- Students learn to regard the marketing discipline from the perspective of a product manager, thereby giving them an insight into the product marketing process.

- Students are requested to independently perform secondary and primary market research, and make well-considered and rational conclusions from their findings.

- Students gain initial experience in researching a specific theme, in pulling together all available information, analyzing it, and presenting it (as a presentation and in written report format) in a clear, logical manner.

Learning outcomes social skills

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<thead>
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<th>Importance during the lectures</th>
<th>Importance for the examination</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal-oriented moderation of internal meetings</td>
<td>Students’ meetings with the lecturer are time restricted and students need to address most important topics to be discussed in that period.</td>
<td>Ensure that assigned work is evenly-distributed, and that all team members are familiar with all aspects of the deliverables.</td>
</tr>
<tr>
<td>Capacity for teamwork</td>
<td>Problems arising from the distribution of the total workload are discussed with the lecturer.</td>
<td>Ensure that work is distributed in a fair and equitable way, as also defined in the Project Assignments.</td>
</tr>
<tr>
<td>Social learning</td>
<td>Students train their ability to communicate and to solve conflicts during group discussions.</td>
<td>Good team spirit is an essential component to a well-executed presentation.</td>
</tr>
<tr>
<td>Openness to criticism</td>
<td>Students have to cope with critical remarks (by other students as well as by the lecturer) during their meetings and during the presentation.</td>
<td>Taking other people’s viewpoints into consideration helps to improve the quality of a presentation or report.</td>
</tr>
<tr>
<td>Assertiveness</td>
<td>Students need to argue and to defend their positions and/or ideas against other group members.</td>
<td>“Intellectual conflict” should be regarded as a way of achieving a better presentation or report.</td>
</tr>
</tbody>
</table>

Learning outcomes personal skills

<table>
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<tr>
<th>Competence and consideration in the module</th>
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<td>Exposure to ambiguity</td>
<td>Discrepancies resulting from the preparation of tasks are discussed with the lecturer (in the lectures or using other communication channels).</td>
<td>Clarity on the content and quality of key deliverables is of critical importance. Dialog is therefore strongly encouraged by the course instructor.</td>
</tr>
<tr>
<td>Critical faculties</td>
<td>Students need to deal with positive and negative remarks in the team meetings.</td>
<td>Improved team performance in exam setting.</td>
</tr>
<tr>
<td>------------------------</td>
<td>--------------------------------------------------------------------------------</td>
<td>-------------------------------------------</td>
</tr>
<tr>
<td>Self-reflection</td>
<td>Intermediary results are commented by the lecturer. Students are motivated to self-reflect their individual behavior.</td>
<td>Improved individual performance in exam setting.</td>
</tr>
<tr>
<td>Time management</td>
<td>Students need to keep deadlines (for the preparation of intermediary results, handouts, etc.).</td>
<td>This avoids any pre-deadline rush, which usually results in some essential exam preparations being ignored or forgotten.</td>
</tr>
<tr>
<td>Flexibility</td>
<td>Adjustments resulting from group meetings are discussed with the lecturer and afterwards, implemented.</td>
<td>Clarity on the content and quality of key deliverables is of critical importance. Dialog is therefore strongly encouraged by the course instructor.</td>
</tr>
<tr>
<td>Self-organization</td>
<td>An appropriate division of work is an essential part of the performance (individual and group level).</td>
<td>Ensure that work is distributed in a fair and equitable way, as also defined in the Project Assignments.</td>
</tr>
<tr>
<td>Decision-making competence</td>
<td>Since tasks leave room for discussion and interpretation, students need to decide on their focus.</td>
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</table>

**Key Words**

AIDA, BCG Model, Brand Equity, Branding, Brand Architecture, Break-Even-Point, Commodities, Competitor Analysis, Corporate Identity, Customer Journey, Customer value, Demand function, Direct and indirect communication, Distribution, Economies of Scale, E-marketing, Ethnographic research, Evoked Set, Features and benefits, Franchise, Importance-performance analysis, Market research, Marketing implementation, Marketing Myopia, Multibranding, Price, Price elasticity, PEST, Positioning, Product, Product concept levels, Product Placement, Promotion, PR, Push-/Pull, Segmentation, Skimming, Social Media, Sponsoring, STP, Targeting, Value proposition
Course Administration & Evaluation

Assessment Process

- Report (35%) + Presentation (35%) + Written Exam (30%) = final grade

Definition of Assignment(s) used

- **Report:**  
  Deliver an abbreviated “Marketing Plan” for a product, as agreed upon with the Course Instructor.

- **Presentation:**  
  Team Slide Presentation of the marketing plan to two examiners with questions and answers after and during the presentation.

Basis of Grading

The grading of the **report** will be based upon the following:

<table>
<thead>
<tr>
<th>Form</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Table of Content &amp; Structure of the Report</td>
<td>Recognizability of the Students’ contribution</td>
</tr>
<tr>
<td>Orthography &amp; punctuation</td>
<td>Quality of the design components</td>
</tr>
<tr>
<td>Application of our Academic Research Paper Guidelines</td>
<td>Complexity of the concepts</td>
</tr>
<tr>
<td>Usage of theoretical models</td>
<td></td>
</tr>
</tbody>
</table>

The grading of the **presentation** will be based upon the following:

<table>
<thead>
<tr>
<th>Form</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concept &amp; structure</td>
<td>Use of strategic and operation marketing concepts</td>
</tr>
<tr>
<td>Time management</td>
<td>Transfer and application of the marketing concepts</td>
</tr>
<tr>
<td>Body language, face-to-face interaction with the auditorium and/or the examiner</td>
<td>Recognizability of the Students contribution</td>
</tr>
<tr>
<td>Visualization, use of new/other Media</td>
<td>Answers to the questions asked by the examiner</td>
</tr>
</tbody>
</table>

**Basis of Grading**

The grading of the **Exam** will be based upon the following:

<table>
<thead>
<tr>
<th>Total of 100 Points in the exam</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>99 - 100</td>
<td>1,0</td>
</tr>
<tr>
<td>50 - 51</td>
<td>4,0 (pass)</td>
</tr>
<tr>
<td>≤ 49</td>
<td>5,0 (fail)</td>
</tr>
</tbody>
</table>
Formalities of Assignments and Exams

- **Report:**
  The Report needs to be turned in day on the day of the presentation in one printed and one digital document (CD or USB-Stick). Late assignments will not be graded.

- **Presentation:**
  The presentations have to be turned in on the day of the presentation either on CD or USB-Sticks. USB-Sticks will only be returned upon request.

- **Written Exam:**
  This takes place at the end of the five-week block. Time and place of the exam will be announced by the examination office.

Evaluation of the Exam / Meaning of grades

<table>
<thead>
<tr>
<th>Grade</th>
<th>Decimal value</th>
</tr>
</thead>
<tbody>
<tr>
<td>excellent</td>
<td>1,0 to 1,2</td>
</tr>
<tr>
<td>very good</td>
<td>1,3 to 1,5</td>
</tr>
<tr>
<td>good</td>
<td>1,6 to 2,5</td>
</tr>
<tr>
<td>satisfactory</td>
<td>2,6 to 3,5</td>
</tr>
<tr>
<td>sufficient</td>
<td>3,6 to 4,0</td>
</tr>
<tr>
<td>fail</td>
<td>5,0</td>
</tr>
</tbody>
</table>

Constructive Alignment

Students learn the theoretical bases of the main principles of marketing during the class sessions, and are guided as to how to apply these to a specific case (i.e., their chosen branded product). Students demonstrate their understanding of these concepts through the development of their marketing plan, which is presented both in the form of a written report, as well as in the form of a slide presentation. Definitions and understanding of the key concepts are additionally tested in the format of the written examination.

Course Resources & Communication

Campus-Net & SRH-E-Mail Address
The use of Campus-Net and the SRH-E-Mail is inevitable. All course materials will be uploaded on “Campus-Net”. To log-on to Campus-Net go to: https://campus.hochschule-heidelberg.de. All instructions on the use of Campus-Net and the SRH IT infrastructure can be found under the section “Instructions”. All E-Mail communications will be made through our SRH-E-Mail Addresses. Upon matriculation every student will receive their own SRH-E-Mail Address. We highly recommend the use of the SRH-App “SRH Hochschule Heidelberg” available for Apple and Android devices.

Special needs & Requirements

For 40 years, the SRH University Heidelberg has been offering the opportunity to complete a degree program to students handicapped by physical disabilities. This is underpinned by SRH’s high competence in the field of medical and vocational rehabilitation. Since the university has implemented the issue of inclusion as part and parcel of its self-conception, the requirements stipulated by SGB III § 57 have thus
been met.

The campus infrastructure not only provides medical services (offered by on-site internists, orthopedics, psychotherapists, neurologists, specialists in phoniatics/ pedaudiology, doctors and occupational physicians as well as through workshops for individual technical aids) but also respective accommodation facilities. Students can register for assisted accommodation or live independently, and there are also specific facilities for students with allergies or multiple disabilities. Experienced mentors/ professors support students, helping them to succeed with their studies by ensuring appropriate measures are available to compensate their disabilities with regard examinations.

For any issue in this context, please refer to the professors named below, who have been authorized by the university’s senate for this mandate:

Prof. Dr. Christian Johannsen  
Telephone: +49 6221 88-2379  
E-mail: christian.johannsen@hochschule-heidelberg.de

Dr. Bernd Höner  
Telephone: +49 6221 88-2477  
E-mail: bernd.hoener@hochschule-heidelberg.de

<table>
<thead>
<tr>
<th>Academic Integrity</th>
</tr>
</thead>
<tbody>
<tr>
<td>The SRH University Heidelberg is strongly committed to nurturing academic excellence. Therefore any form of academic dishonesty such as plagiarism, counterfeit work, falsification of Academic Records, unauthorized reuse of work, etc. will not be tolerated. The School of Business expects the highest level of ethical behavior from its students both in and out of the classroom. Therefore all students should be familiar with our “Academic research paper guidelines” and “The Code of Conduct” of the Business School.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Recommended Literature &amp; Course Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Kotler 2017: Principals of Marketing</td>
</tr>
</tbody>
</table>
4.4.6. Operations Management

SRH University Heidelberg, Course of Study: International Business (B.A.)

Module name and module number: Operations Management (2239)

This module is used in the following degree programs:

International Business (B.A.)

<table>
<thead>
<tr>
<th>5-Week block</th>
<th>Frequency of the module</th>
<th>Type</th>
<th>ECTS</th>
<th>Student Workload</th>
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<tbody>
<tr>
<td>One 5-Week-Block in the first year of study.</td>
<td>Annually</td>
<td>Compulsory</td>
<td>6 ECTS</td>
<td>Total Workload</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>In class</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>150 hrs. (100%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Self-study</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>60 hrs. (40%)</td>
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<td></td>
<td>90 hrs. (60%)</td>
</tr>
</tbody>
</table>

Type / Duration of exam
- Written Report (10-15 Pages) (50%)
- Presentation (50%)

Module supervisor
Prof. Dr. Friedrich Preiß

Teaching and learning methods
1. Interactive Lecture
2. Group Work
3. Interactive Lecture
4. Problem-Oriented Learning

Pre-requisites (mandatory or recommended)

Recommended Pre-requisites are the successful completion of basic courses:
- Business Administration I & II.

Course Content (Course Overview & Course Structure)

This module examines the major operations function in organization. In doing so it gives students a firm foundation in the principles and concepts of modern production and operations management as they apply in world class manufacturing and service environments.

This course provides knowledge and insights on how firms design and deliver products and services to their customers, how manufacturing and service firms associate themselves with suppliers and distributors in efficient supply-chains, and how managers use optimization techniques to improve quality and increase productivity. This operations perspective is essential in understanding how firms compete in the marketplace, how they add value for their customers, and how they pursue profitability.

The module is delivered primarily in lecture format for the concepts and in team groups working through business examples and application practices.

The students get a structured overview in:
Management of Organizations
Quantitative techniques and methods
Managerial Economics
Corporate environment
Business Skills development
Corporate legal environment
Management of international business
Business policy and strategic management

1. The Fundamentals of Production and Operations Management (POM).
The core concepts and measures used, overview of decision models used in POM, and the contribution of related disciplines such as management science and operations research to POM.

2. The Design and Control of Production Systems.
Product development and transfer from R&D to Production; factory location; process design and facility layout; value engineering, method study and continuous improvement; total quality management and statistical quality control.

Resource planning, forecasting and master scheduling, material requirements planning, production control and purchasing.

4. Strategic Manufacturing and Supply Chain Management.
Manufacturing strategy and competitiveness. Strategic partnering and supply chain management.

In this four areas the following topics are the focus of the course and are Part of the material of Heizer, Render (2014), Operations Management (Global Edition), Pearson:

- Operations and Productivity
- Operations Strategy in a Global Environment
- Project Management
- Forecasting
- Design of Goods and Services
- Managing Quality
- Process Strategy and Sustainability
- Location Strategies
- Layout Strategies
- Human Resources, Job Design, and Work Measurement
- Supply Chain Management
- Inventory Management
- Aggregate Planning and S&OP
- Material Requirements Planning (MRP) and ERP
- Short-Term Scheduling
- JIT, TPS, and Lean Operations
- Maintenance and Reliability
## Class schedule

Number of lectures per week including working on case studies in groups.

### Week 1:
- **Chapter 1** Operations and Productivity
- **Chapter 2** Operations Strategy in a Global Environment
- **Chapter 3** Project Management
- **Chapter 4** Forecasting

### Week 2:
- **Chapter 5** Design of Goods and Services
- **Chapter 6** Managing Quality
- **Chapter 7** Process Strategy and Sustainability
- **Chapter 8** Location Strategies

### Week 3:
- **Chapter 9** Layout Strategies
- **Chapter 10** Human Resources, Job Design, and Work Measurement
- **Chapter 11** Supply Chain Management
- **Chapter 12** Inventory Management

### Week 4:
- **Chapter 13** Aggregate Planning and S&OP
- **Chapter 14** Material Requirements Planning (MRP) and ERP
- **Chapter 15** Short-Term Scheduling

### Week 5:
- **Chapter 16** JIT, TPS, and Lean Operations
- **Chapter 17** Maintenance and Reliability
- **Exam**: Deliver the Report and oral presentation

## Learning Objectives

### Learning outcomes professional skills

After the course the students are able to judge different production strategies and can design sourcing, production and logistics concepts depending on different product and service categories. They can:

- Define location strategies depending on different criteria like cost, political environment, infrastructure, people sourcing, etc.
- Understand and analyze the value chain from sourcing, production to logistics
- Use analyzing methods to design and evaluate production concepts
- Design logistic concepts along the value chain from purchasing over production to the client (B2B and B2C)
Learning outcomes methodology

The students learn and apply methods to decide locations for production and layout strategies in the production. Depending on the number of produced units, they can decide which layout they have to choose.

Learning outcomes social skills

In breakout sessions students work in groups of 3 to 4 people on specific examples of the POM topics and present and discuss the solution in the course.

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<td>Students train their ability to communicate and to solve conflicts during group discussions.</td>
<td>During the breakout sessions, personal and group management is essential.</td>
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<td>Students have to cope with critical remarks (by other students as well as by the lecturer) during their meetings and during the presentation.</td>
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<tr>
<td>Assertiveness</td>
<td>Students need to argue and to defend their positions and/or ideas against other group members.</td>
<td></td>
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</tbody>
</table>

Learning outcomes personal skills

In the final document, students need to think through a complete business model and show the understanding of the different concepts and methods.

<table>
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<td>Students need to keep deadlines (for the preparation of intermediary results, handouts, etc.). During the breakout sessions, personal and group time management is essential.</td>
<td></td>
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<tr>
<td>Flexibility</td>
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<td></td>
</tr>
<tr>
<td>Self-organization</td>
<td>Tasks cannot be fulfilled by single students (due to time restrictions). Therefore, an appropriate division of work is an essential part of the performance (individual and group level).</td>
<td></td>
</tr>
<tr>
<td>Decision-making competence</td>
<td>Since tasks leave room for discussion and interpretation, students need to decide on their focus. Since tasks leave room for discussion and interpretation, students need to decide on their focus.</td>
<td></td>
</tr>
</tbody>
</table>

**Key Words**

- Material sourcing
  - Optimized volume
  - Packaging sizes
  - Quality issues
- Production
  - Kanban
  - Industry 4.0
  - Lean Production
  - Layout strategies
- Logistics
  - Storage Strategies
  - RFID and Bar Codes
  - Logistic Cost
- Supply Chain Management
  - Product and Services Delivery
  - Material Management
  - Optimization of business processes
  - Time and resource management

**Course Administration & Evaluation**

The students develop a 10-12 page paper (Word Document) about a chosen company describing how the company solves the business problems with POM methods. The description includes sourcing, production and logistic concepts. This values 50 % of the overall grade. In a 10 min Power Point presentation about the paper including questions and answers the students show that they have
understood the different concepts and strategies. The presentation values the second 50 \% of the overall grade.

**Assessment process**
- Report (50\%) + Presentation (50\%) = final grade

**Definition of Assignment(s) used**
- **Report:**
  - Develop a 10-12 page paper with a specific problem to solve with Operation Management methods.

- **Presentation:**
  - 10 min. Group Presentation of the paper with max. 5 PowerPoint-slides to two examiners with questions and answers after and during the presentation.

**Basis of grading**
- **Report:**
  - **Form:**
    - Table of Content & Structure of the Report
    - Orthography & punctuation
    - Application of our Academic Research Paper Guidelines
  - **Content:**
    - Recognizability of the Students’ contribution
    - Quality of the design components
    - Dealing with the complexity of the concepts
    - Usage of theoretical models

- **Presentation:**
  - **Form:**
    - Concept & structure
    - Time management
    - Body language, face-to-face interaction with the auditorium and/or the examiner
    - Visualization, use of digital media
  - **Content:**
    - Use of strategic and operation management concepts
    - Transfer and application of the mentioned concepts
    - Recognizably of the Students contribution
    - Answers to the questions asked by the examiner

**Formalities of Assignments and exams**
- **Report:**
  - The Report needs to be turned in on the day of the presentation in one printed and one digital document (CD or USP-Stick). Late assignments will not be graded.

- **Presentation:**
  - The presentations have to be turned in on the day of the presentation either on CD or
USP-Sticks. USP-Sticks will only be returned upon request.

### Evaluation of the Exam / Meaning of grades

<table>
<thead>
<tr>
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<th>Decimal value</th>
</tr>
</thead>
<tbody>
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<td>1,0 to 1,2</td>
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<tr>
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<td>sufficient</td>
<td>3,6 to 4,0</td>
</tr>
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<td>fail</td>
<td>5,0</td>
</tr>
</tbody>
</table>

### Constructive Alignment

Students are working like in a real business environment. They use the same material and resources as companies are using. The group work simulates the situation in companies. The 15 page document should summarize the group work and the oral examination reflects the group outcome. In the discussion in the oral examination students defense their findings and concepts.

Coaching / Tutorials: 3-4 Students are forming a group and developing a max. 15 page paper and present as a group in the oral exam. In the paper students describe based on one company example typical operation management tasks and decisions. During the 5 weeks the students will be guided through lectures, work together in groups and learn through self-studies OM models and theoretical backgrounds under the supervision of the professor. Students are learning a new OM Model and will work on a typical practical example to develop a deeper understanding on how such a Model can be used in practice. During the group work the professor is coaching the students by using the models and concepts.

### Course Resources & Communication

**Campus-Net & SRH-E-Mail Address**

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For any issue in this context, please refer to the professors named below, who have been authorized by the university’s senate for this mandate:

Prof. Dr. Christian Johannsen  
Telephone: +49 6221 88-2379  
E-mail: christian.johannsen@hochschule-heidelberg.de

Dr. Bernd Höner  
Telephone: +49 6221 88-2477  
E-mail: bernd.hoener@hochschule-heidelberg.de

### Academic Integrity

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### Recommended Literature & Course Materials

- Heizer, Render, MyOMLab, Internet case studies and tasks, Pearson.
- Resources: videos and internet based material at MyOMLab
### 4.4.7. Skills & Tools

**SRH University Heidelberg, Course of Study: International Business (B.A.)**

**Module name and -number:** Skills & Tools – Academic Skills (2396)

This module is used in the following degree programs:

<table>
<thead>
<tr>
<th>International Business (B.A.)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>5-Week block</th>
<th>Frequency of the module</th>
<th>Type</th>
<th>ECTS</th>
<th>Student Workload</th>
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<tbody>
<tr>
<td>Three 5-Week-Block in the first year of study.</td>
<td>Annually</td>
<td>Compulsory</td>
<td>6 ECTS (2 per course)</td>
<td>Total Workload</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>In class</td>
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<tr>
<td></td>
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<td></td>
<td></td>
<td>150 hrs. (100%)</td>
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<td>Self-study</td>
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<td></td>
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<td></td>
<td>60 hrs. (40%)</td>
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<tr>
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<td></td>
<td></td>
<td></td>
<td>Self-study</td>
</tr>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>90 hrs. (60%)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Type / Duration of exam</th>
<th>Module supervisor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skills &amp; Tools</td>
<td>Prof. Dr. Markus Breuer</td>
</tr>
<tr>
<td>● Academic Skills – Report (1/3)</td>
<td></td>
</tr>
<tr>
<td>● Presentation Skills – Portfolio Exam (1/3)</td>
<td></td>
</tr>
<tr>
<td>● Intercultural Skills – Portfolio Exam (1/3)</td>
<td></td>
</tr>
</tbody>
</table>

**Teaching and Learning Methods**

1. Interactive Lecture
2. Group Work
3. Problem-Oriented Learning

**Pre-requisites (mandatory or recommended)**

Recommended Pre-requisites are the successful completion of basic courses:

- None

**Course Content (Course Overview & Course Structure)**

The three courses (Academic Skill, Presentation Skills and Intercultural Skills) enable the students to obtain the necessary competences to successfully accomplish their studies. Each course is a five-week block course and every five week block will close with an exam that reviews and reflects the competences learned.

**Academic Skills**

- Basics of scientific work and research
- Researching of professional articles
- Researching in online databases
- Critical analyses of resources
- Referencing of texts and resources
Formal structure of a scientific article/ thesis or abstract

Introducing and analysis of different learning styles and strategies

Introduction and application of different study techniques

Introduction to physiological and psychological effects and factors of the memory and the learning processes

Presentation Skills

Basics of successful and target orientated presentation techniques

Basic principles of a structured presentation

Practicing free speaking

Intercultural Skills

Understand the role of communication in culture

Recognize cultural diversity

Learn about barriers to intercultural communication

Understand the impact of culture on verbal and non-verbal communication

Develop and maintain intercultural competencies

Class Schedule

Academic Skills

Week 1:

Introduction: Learning objectives, contents, examination requirements

Inductive vs. deductive reasoning

Evaluation criteria for (internet) sources

Literature research strategies

Relevant data bases and library catalogues

Week 2:

Structure & logical outline…

Typical challenges at the beginning of a scientific paper

Components of an academic work

topic delimitation and research question

Week 3:

research methods: The literature review …

critical reading and synthesizing information

direct and indirect citation (APA)

language aspects

Week 4:

formal aspects of an academic paper

visualizations

Reference list

Presenting SRH guidelines

Special forms of citation (truncation, omissions etc.)
Week 5:
- Formatting and final questions
- Interactive formatting workshop with WORD
- Workshop CITAVI and presentation of other literature programs in the course

Presentation Skills
Week 1:
- Introduction to course
- Assessment and criteria for the exam
- Openings and Closings of presentations

Week 2:
- Mini presentations
- How to follow a Smooth Structure
- Keys to Voice Power

Week 3:
- Exploring Visual Aids
- Body Language
- Confidence building

Week 4:
- Rapport building with the audience
- Preparing for Q & A
- Bringing it all together

Week 5:
- Exam presentations

Intercultural Skills
Week 1:
- Course introduction, aims & skills
- Exam requirements
- Defining and exploring Intercultural communication

Week 2:
- Dimensions of culture
- Geert Hofstede's theory on cultural dimensions
- Barriers to effective intercultural communications

Week 3:
- Globalization and its role in culture
- Exploring the role of the media
- How audiences have evolved and how culture is changing
Week 4:
- Social media effects on culture
- AI influences and possible impacts on culture

Week 5:
- Stages of intercultural sensitivity
- Importance of intercultural awareness in business
- Mini presentations for good business practices

Learning Objectives

Learning outcomes professional skills

The three courses enable the students to obtain the necessary competences to successfully accomplish their studies. After the completion of the courses students are able to reflect their own learning and study behaviors, to apply different study techniques and to implement them in their studies.

Learning outcomes methodology

Academic writing

A key element for academic studies is the structuring of information and the application of scientific work methods. The regular feedback, the mix of classic lectures, group work and practical exercises during every five week prepare research papers and presentations. Moreover, they understand the basics of scientific work and research methods being a basis for their individual bachelor theses.

Presentation skills

Based on the lectures and the feedback provided students are able to design powerful presentations, consider and master their body language by using techniques to give a professional and memorable performance.

Intercultural skills

Based on the international setting (students from different countries, lecturers with a strong intercultural background) students explore cultural diversity and potential barriers to intercultural communication. By passing the courses students develop intercultural competencies and thus, are prepared to communicate with business partners around the world.

Learning outcomes social skills

<table>
<thead>
<tr>
<th>Competence and</th>
<th>Importance during the lectures</th>
<th>Importance for the examination</th>
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<tr>
<td>Social learning</td>
<td>Students train their ability to communicate and to solve conflicts during group discussions. Presentation skills and body language</td>
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</tr>
<tr>
<td>Openness to criticism</td>
<td>Students have to cope with critical remarks (by other students as well as by the lecturer) during their meetings and during the presentation. Critical thinking and critical writing in the academic paper</td>
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<tr>
<td>Assertiveness</td>
<td>Students need to argue and to defend their positions and/or ideas against other group members.</td>
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**Learning outcomes personal skills**

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<th>Importance during the lectures</th>
<th>Importance for the examination</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exposure to ambiguity</td>
<td>Discrepancies resulting from the preparation of tasks are discussed with the lecturer (in the lectures or using other communication channels).</td>
<td></td>
</tr>
<tr>
<td>Critical faculties</td>
<td>Students need to deal with positive and negative remarks in the team meetings.</td>
<td></td>
</tr>
<tr>
<td>Self-reflection</td>
<td>Intermediary results are commented by the lecturer. Students are motivated to self-reflect their individual behavior.</td>
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</tr>
<tr>
<td>Time management</td>
<td>Students need to keep deadlines (for the preparation of intermediary results, handouts, etc.). During the 5 weeks they need to write their academic paper</td>
<td></td>
</tr>
<tr>
<td>Flexibility</td>
<td>Adjustments resulting from group meetings are discussed with the lecturer and afterwards, implemented. Presentation in front of a plenum</td>
<td></td>
</tr>
</tbody>
</table>
Self-organization: Tasks cannot be fulfilled by single students (due to time restrictions). Therefore, an appropriate division of work is an essential part of the performance (individual and group level).

Decision-making competence: Since tasks leave room for discussion and interpretation, students need to decide on their focus.

Key Words
Learning styles and strategies, study techniques, memory learning process, presentations, scientific writing, research methods, referencing, cultural awareness, communication skills, intercultural relations, intercultural competencies

Assessment Process
- Report (1/3) + Portfolio Exam (1/3) + Portfolio Exam (1/3) = final grade

Definition of Assignment(s) used
- **Report:**
  Students shall demonstrate that they are able to apply the rules of academic research and develop a 8-10 page paper with a specific problem in the field of “organizational learning” using the method of a literature review.

- **Portfolio Exam I (1/3):**
  Students shall demonstrate that they are able to perform a presentation with a logical structure, a suitable body language and a perfect time management.

- **Portfolio Exam II (1/3):**
  Students shall demonstrate that they know cultural differences in business context.

Basis of Grading
The grading of the report will be based upon the following:

Form:
- Table of content & structure of the report
- Correctness and accuracy of content and language
- Meeting formal requirements of an academic paper
- Correct referencing and citation
- Application of our Academic Research Paper Guidelines

Content:
- Recognizability of the students’ contribution
- Quality of the design components
- Complexity of the concepts
- Usage of theoretical models
The grading of the **portfolio exam (I)** will be based upon the following:

**Form (group presentation and written assessment):**
- structure of the report/presentation

**Content:**
- Correct use of sources and theories
- Practical importance of intercultural knowledge

The grading of the **portfolio exam (II)** will be based upon the following:

**Form (group presentation and written assessment):**
- structure of the report/presentation

**Content:**
- Correct use of sources and theories
- Practical importance of intercultural knowledge
- Use of Examples and case studies

**Formalities of Assignments and Exams**
- **Report:**
  - The Report needs to be turned in the last week of the 5 week block in one digital document (only PDF accepted). Late assignments will not be graded.
- **Live presentation:**
  - The presentation will be in the last 5 week block - attendance is obligatory because the presentation will be in front of the plenum (class)

To pass the overall course of Skills & Tools, each exam needs to be passed.

**Evaluation of the Exam / Meaning of grades**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Decimal value</th>
</tr>
</thead>
<tbody>
<tr>
<td>excellent</td>
<td>1,0 to 1,2</td>
</tr>
<tr>
<td>very good</td>
<td>1,3 to 1,5</td>
</tr>
<tr>
<td>good</td>
<td>1,6 to 2,5</td>
</tr>
<tr>
<td>satisfactory</td>
<td>2,6 to 3,5</td>
</tr>
<tr>
<td>sufficient</td>
<td>3,6 to 4,0</td>
</tr>
<tr>
<td>fail</td>
<td>5,0</td>
</tr>
</tbody>
</table>

**Constructive Alignment**

**Academic writing**

In the first week the students will be assigned a topic and task. Each week, students receive theoretical input that helps to write their paper successfully by transferring and applying the methods and requirements. Every week the learning progress is checked by an interim presentation. At the end of the 5-week-block the students assign their paper and it will show if the students have succeeded in adequately implementing the topics covered during.

**Presentation skills**

In order to achieve good presentation skills, the students are provided with a practical toolkit for
developing a professional presentation and improving confidence along the way. Step-by-step advice includes practical help with unpicking the original brief, understanding just what the audience wants and constructing content that will keep the audience in attention. Each week, students receive theoretical input as well as a lot of practical tasks in class. At the end of the 5-week-block they will apply their lessons learned in the final presentation.

**Intercultural skills**

The students get knowledge about appropriate and effective communication, as well as behavior, in intercultural situations. Each week, students get theoretical input and group assignments for applying the methods and requirements. Given the current and future focus on global workforce development and on globalization in general, the students will succeed their examination implementing the topics covered during the course in the presentation and the written assignment.

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**Recommended Literature & Course Materials**

**Academic writing**

- Laws, Anne, 2006: Writing skills, Summertown Publishing
- MacMillan, Kathleen; Weyers, Jonathan (2011): How to write dissertations and project reports. 2. ed. Harlow [u.a.]: Pearson (Smarter study skills)

**Presentation skills**


**Intercultural skills**
- Dignen, Bob “50 ways to improve your Presentation skills in English” Summertown publishing
- Laws, Anne “Presentations- presentation skills, presentation language, evaluation checklist” Summertown publishing
- The Art of Crossing Cultures by Craig Storti, Intercultural Press
4.4.8. International Law

<table>
<thead>
<tr>
<th>Module name and module number: International Law (2337)</th>
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</table>

This module is used in the following degree programs:

<table>
<thead>
<tr>
<th>International Business (B.A.)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>5-Week block</th>
<th>Frequency of the module</th>
<th>Type</th>
<th>ECTS</th>
<th>Student Workload</th>
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<tbody>
<tr>
<td>One 5-Week-Block in the first year of study.</td>
<td>Annually</td>
<td>Compulsory</td>
<td>6 ECTS</td>
<td>Total Workload</td>
</tr>
<tr>
<td></td>
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<td>In class</td>
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<tr>
<td></td>
<td></td>
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<td></td>
<td>60 hrs. (40%)</td>
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<td></td>
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<td></td>
<td>90 hrs. (60%)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Type / Duration of exam</th>
<th>Module supervisor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written Exam (100%), (90 min)</td>
<td>Prof. Dr. Stephan Pfaff</td>
</tr>
</tbody>
</table>

Teaching and Learning Methods

1. Interactive Lecture
2. Practical Work
3. Practical Work
4. Problem-Oriented Learning

Pre-requisites (mandatory or recommended)

Recommended Pre-requisites are the successful completion of basic courses:

- Business Administration I & II

Course Content (Course Overview & Course Structure)

Dealing with the Common law system is supposed to enable students to identify business law issues in companies. If legal issues are made tangible and comprehensible for students, they will be able to identify and classify transnational legal issues in real business situations. Students should be able to dissect case studies and analyze how the respective aspects relate to general business problems. Students primarily learn how to apply strategic components and a basic legal knowledge to real life business decision-making processes. Students are familiarized with Common law and thus attain the ability to deal professionally with legal issues in national and international contexts.

This module aims to:

- Introduce students to the Common Law (Anglo-American) Legal System and to enable them to acquire a broad understanding of the legal principles of the law governing key aspects of international business.
- Enable student to research information, analyse, apply and relate this knowledge and understanding to particular tasks set in an international business context.
- Examine in outline the variety of practical, contractual and financial issues arising from the trading of goods across national frontiers and the legal principles surrounding such contracts.
- Examine a variety of foreign market penetration agreements.
- Know generally the legal features of international transport contracts and the international conventions applicable thereto.
- Students know the purpose and function of comparative law and are able to use this knowledge in practical contexts.
- Students learn about the significance of different legal systems.
- Students are familiar with the specifics of Anglo-American law.
- Students are also familiar with the basics of Roman law.
- Students learn how to analyze legal issues and how to solve them efficiently and in a target-oriented manner.

### Class Schedule

**Week 1: Introduction to the Common Law System**

- Contrast with Civil Law/ Roman law Jurisdictions
- Sources of law
- Case law (including the doctrine of precedent and stare decisis), legislation, EU Law
- Analysis of a case – ratio decidendi and obiter dicta and the role of judicial policy
- Civil and criminal law
- Main areas of civil law – tort, contract law
- Major torts – negligence

**Week 2: International Contracts**

- Jurisdiction and choice of law
- Formation of contract
- Elements of agreement, offer, acceptance, consideration, intention to create legal relations, vitiating factors, the Vienna Convention compared and contrasted with common law.

**Week 3: International Trade Contracts**

- International Sale of goods contracts formation; terms, with particular reference to delivery terms (Incoterms); payment obligations; invoicing and packing; performance; passing of ownership and risk; acceptance and rejection of goods; seller’s rights; frustration.
- international conventions particularly the terms of the Convention on the International Sale of Goods (The Vienna Convention) and standardization of terms in international sales for the sale of specific commodities.
- E-Commerce – contract formation, exclusions and evidentiary issues.

**Week 4: Legal Aspects of Payment Arrangements:**

- Bills of Exchange. Nature; definition, comparison with Convention, parties to bill, negotiation, types of endorsement, noting, protesting.
Factoring: background, disclosed, undisclosed, recourse, non-recourse

Forfaiting; disclosed, non-recourse, differences with factoring, offsetting costs, advantages and disadvantages.

Guarantees

Letters of Credit. Background, parties, stages of a letter of credit transaction, strict compliance, autonomy, tender of documents, short circuiting, fraud, benefits, varieties of letters of credit.

**Week 5: Foreign Market Penetration Arrangements / Transportation of Goods**

Agency Agreements: Background, Self-employed commercial agents Regulations and Directive; rights and obligations of the parties, exclusions, advantages and disadvantages.

Distribution Agreements: Background, Types of distribution agreements, duties on parties, selection process, benefits and disadvantages, standard clauses in distribution agreements.

Licensing: Background, advantages and disadvantages, likely subject matter of licensing agreements, standard clauses.

Franchising: Background, advantages, disadvantages, and practical considerations, obligations, and standard clauses in franchising agreements.

Branch Office/Subsidiaries/Representative Offices: Legal nature & status of each category; contracts of employment of persons engaged abroad; impact of foreign and domestic legislation.

Carriage of Goods by Air:

International conventions. Application of the conventions. Liability of air carriers for loss, damage to goods & delay; time limits.

Carriage of Goods by Road

The CMR Convention. Scope of application of the CMR; successive carriers; consignment notes; liability of the carrier; time limits.

Container and Multimodal Transport

Legal problems of multimodal transport; liability of the container operator.

Carriage of Goods by Sea

Bills of Lading. Functions; evidentiary effect of materials regarding quantity, condition and marks; rights and liabilities of consignee/endorsee.

The Hague Visby Rules; carrier’s duties and liabilities; carriers immunities; Contracting out; limitation of
liability, shippers duties and immunities

### Learning Objectives

#### Learning outcomes professional skills

After having successfully completed the course, students should be familiar with the basics of Common and International Law. They should have a basic understanding of legal issues and should be able to place them in an international context.

#### Learning outcomes methodology

Involvement in class discussion is a critical element of the course. The free and candid exchange of views will be encouraged. The class will analyze cases and problems to highlight specific points within the text and to illustrate the development and application of principles. Obviously, a prerequisite to knowledgeable classroom discussion will be adequate preparation for class. As a part of class discussion, the class members will be assigned to groups to work on a project designed to integrate and apply the materials discussed in class.

#### Learning outcomes social skills

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<td>Intermediary results are commented by the lecturer. Students are motivated to self-reflect their individual behavior.</td>
<td></td>
</tr>
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<td>Students need to keep deadlines (for the preparation of intermediary results, handouts, etc.).</td>
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<tr>
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<td>Since tasks leave room for discussion and interpretation, students need to decide on their focus.</td>
<td>Since tasks leave room for discussion and interpretation, students need to decide on their focus.</td>
</tr>
</tbody>
</table>

**Key Words**

Business law, transnational legal issues, Common law, German corporate and labor law, Comparative law, legal systems, Anglo-American law, Roman law.

**Course Administration & Evaluation**

**Assessment Process**

- Written exam (100%) = final grade

**Basis of Grading**

The grading of the Exam will be based upon the following:

Total of 100 Points in the exam
<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>99 - 100</td>
<td>1,0</td>
</tr>
<tr>
<td>50 - 51</td>
<td>4,0 (pass)</td>
</tr>
<tr>
<td>≤ - 49</td>
<td>5,0 (fail)</td>
</tr>
</tbody>
</table>

### Formalities of Assignments and Exams
- **Written Exam:** With a duration of 90 min. at the end of the five-week block. Time and place of the exam will be announced by the examination office.

### Evaluation of the Exam / Meaning of grades

<table>
<thead>
<tr>
<th>Grade</th>
<th>Decimal value</th>
</tr>
</thead>
<tbody>
<tr>
<td>excellent</td>
<td>1,0 to 1,2</td>
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<td>very good</td>
<td>1,3 to 1,5</td>
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<tr>
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<tr>
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<td>2,6 to 3,5</td>
</tr>
<tr>
<td>sufficient</td>
<td>3,6 to 4,0</td>
</tr>
<tr>
<td>fail</td>
<td>5,0</td>
</tr>
</tbody>
</table>

### Constructive Alignment

After completion of the module „International law“ students are able to understand basic principles of the Common law system. After successfully passing the module students are able to identify and classify transnational legal issues in real business situations. Students are familiarized with Common law and thus attain the ability to deal professionally with legal issues in national and international contexts.

During lectures students have to take part in different roles: In lectures they will learn the fundamentals. During case studies and group works they need to search for individual solutions for Law related risks and in role plays the need to emphasis their approaches and solution in front of a potential client.

### Course Resources & Communication

**Campus-Net & SRH-E-Mail Address**

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been met.

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Dr. Bernd Höner
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The School of Business expects the highest level of ethical behavior from its students both in and out of the classroom.

Therefore all students should be familiar with our “Academic research paper guidelines” and “The Code of Conduct” of the Business School.

---

**Recommended Literature & Course Materials**

- A working schedule of the classroom discussions and reading assignments follow. Chapter references are to Schaffer, Agusti, & Dhooge, *International Business Law and Its Environment* (10th Ed. 2017). Obviously, there may have to be adjustments to the schedule as the course proceeds. Note that the 9th Edition (2014) is available in the SRH library.
4.4.9. **Introduction to Accounting**

<table>
<thead>
<tr>
<th>SRH University Heidelberg, Course of Study: International Business (B.A.)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Module name and module number: Introduction to Accounting (2336-2)</strong></td>
</tr>
<tr>
<td>This module is used in the following degree programs:</td>
</tr>
<tr>
<td>International Business (B.A.)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5-Week block</th>
<th>Frequency of the module</th>
<th>Type</th>
<th>ECTS</th>
<th>Student Workload</th>
</tr>
</thead>
<tbody>
<tr>
<td>One 5-Week-Block in the first year of study.</td>
<td>Annually</td>
<td>Compulsory</td>
<td>6 ECTS</td>
<td>Total Workload 150 hrs. (100%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>In class 60 hrs. (40%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Self-study 90 hrs. (60%)</td>
</tr>
</tbody>
</table>

**Type / Duration of exam**
- Written Exam (100%), (90 min)

**Module supervisor**
- Kay-Uwe Messmer

**Teaching and Learning Methods**
1. Interactive Lecture
2. Problem-Oriented Learning
3. Group Work
4. Case Study

**Pre-requisites (mandatory or recommended)**
Recommended Pre-requisites are the successful completion of basic courses:
- Business Administration I & II

**Course Content (Course Overview & Course Structure)**
1. Legal fundamentals and functions of accounting
2. Balance sheet and income statement. The other financial statements.
3. The double entry accounting system. Business transactions. The recording process.
4. Inventories and merchandising operations.
7. Investments
8. Accounting for partnerships and corporations

**Class Schedule**
Week 1:
- The fundamentals of accounting
- Subsidiary ledgers. Adjusting the accounts

Week 2:
- Completing the accounting cycle
- Accounting for merchandising operations
- Accounting for inventories

Week 3:
- Accounting for receivables and bad debts
- Accounting for plant assets, and natural resources
- Accounting for intangible assets

Week 4:
- Accounting for liabilities
- Accounting for cash (petty cash fund)
- Accounting for partnerships
- Adjusting entries

Week 5:
- Corporations. Share transactions. Dividends.
- Accounting for investments Reviews

### Learning Objectives

**Learning outcomes professional skills**

The students will obtain a fundamental understanding of the rules and techniques of bookkeeping. Basic concepts of recognition, measurement and presentation of assets, liabilities, owners’ equity, income and expenses will be presented. Students will know the underlying rules for recording business transactions using double-entry accounting system. Financial statements and their qualitative characteristics will be presented, as well as accounting concepts and principles governing the preparation of the statements. This course is the prerequisite for the constitutive course “International Accounting”. After the completion of the module:

Students know the accounting rules and principles, know the elements of financial statements and the principles that govern accounting system in the entity

Students know the accounting rules necessary for recognition and measurement of assets, liabilities and equity, as well as financial result achieved by the economic entity.

Students have knowledge of basic accounting terms.

Students are able to classify assets, liabilities and outcomes, are able to gather simple accounting information, are able to notice and name connections between assets, financial data, revenue and expenses.

Students have knowledge of economic transactions recording. Students can apply the principles of
accounting while recording of economic transactions and preparation of the financial statements. They identify revenues and expenses.

Students accept and identify the importance of accounting for economy, business and management, are aware of the need of lifelong learning of accounting.

Students work in a group to solve accounting problems. They discuss topics related to financial accounting.

**Learning outcomes methodology**

Students are requested to take active part in classwork, solve exercises and use online resources provided to get basic idea of how accounting works and what is the purpose of it.

Students improve their skills by studying literature as well as real life examples, and they are asked to participate in discussions on the topics covered.

**Learning outcomes social skills**

<table>
<thead>
<tr>
<th>Competence and consideration in the module</th>
<th>Importance during the lectures</th>
<th>Importance for the examination</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal-oriented moderation of internal meetings</td>
<td>Students’ meetings with the lecturer are time restricted and students need to address most important topics to be discussed in that period.</td>
<td>Instructs the students approach in time restricted exams.</td>
</tr>
<tr>
<td>Capacity for teamwork</td>
<td>Problems arising from the distribution of the total workload are discussed with the lecturer.</td>
<td></td>
</tr>
<tr>
<td>Social learning</td>
<td>Students train their ability to communicate and to solve conflicts during group discussions.</td>
<td></td>
</tr>
<tr>
<td>Openness to criticism</td>
<td>Students have to cope with critical remarks (by other students as well as by the lecturer) during their meetings and during the presentation.</td>
<td>Supports the understanding of the students for assessed exams and results given.</td>
</tr>
<tr>
<td>Assertiveness</td>
<td>Students need to argue and to defend their positions and/or ideas against other group members.</td>
<td></td>
</tr>
</tbody>
</table>

**Learning outcomes personal skills**

<table>
<thead>
<tr>
<th>Competence and consideration in the module</th>
<th>Importance during the lectures</th>
<th>Importance for the examination</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exposure to ambiguity</td>
<td>Discrepancies resulting from the preparation of tasks are discussed with the lecturer (in the lectures or using other communication channels).</td>
<td></td>
</tr>
<tr>
<td>----------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Critical faculties</td>
<td>Students need to deal with positive and negative remarks in the team meetings.</td>
<td></td>
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<tr>
<td>Self-reflection</td>
<td>Intermediary results are commented by the lecturer. Students are motivated to self-reflect their individual behavior.</td>
<td></td>
</tr>
<tr>
<td>Time management</td>
<td>Students need to keep deadlines (for the preparation of intermediary results, handouts, etc.). Helps students to dispose the time to solve the examination questions.</td>
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<tr>
<td>Flexibility</td>
<td>Adjustments resulting from group meetings are discussed with the lecturer and afterwards, implemented.</td>
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<td>Self-organization</td>
<td>Tasks cannot be fulfilled by single students (due to time restrictions). Therefore, an appropriate division of work is an essential part of the performance (individual and group level).</td>
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**Key Words**

- Accounting equation
- Financial statements
- Assets, liabilities, owners’ equity
- The account
- Recording process
- Trial balance
- Journal, ledger, subsidiary ledgers, posting
- Merchandise sales and purchases
- Inventory
- Cost flow assumptions
- Cash controls, petty cash
- Receivables and uncollectible amounts
- Plant assets, intangible assets, natural resources
- Depreciation, amortization, depletion
- Adjusting entries
- Unearned revenues
- Prepaid expenses
- Accruals and deferrals
- Net income
- Revenue
• Expenses
• Gains and losses
• Investments
• VAT and sales tax

Course Administration & Evaluation

Assessment Process
  o Written Exam (100%) = final grade

Definition of Assignment(s) used
  o Written Exam: The exam covers all topics that were covered by lectures. The exam consists of both conceptual and computational questions – in multiple choice and exercise format.

Basis of Grading
  The grading of the Exam will be based upon the following:
  Total of 100 Points in the exam

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<th>Points</th>
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Formalities of Assignments and Exams
  o Written Exam: With a duration of 90 min. at the end of the five-week block. Time and place of the exam will be announced by the examination office.

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</table>

Constructive Alignment

After completion of the module “Introduction of accounting” students are able to understand basic principles of accounting and assess the impact of business transactions on the profit or loss in the income statement and on the proprietor’s equity in the balance sheet. After passing the module they are able to identify different types of business transactions, assets, liabilities and owners’ equity.

The course content is based on accounting law (international financial reporting standards) and imparts knowledge in the European system of value added tax. Thus, students will be able to adopt these general rules to individual cases (e.g. invoices, calculations).
During the lectures students have to take part in different roles: In lectures they learn the fundamentals of accounting. By case studies and group works they need to search for individual solutions for accounting entries and valuation of inventories and liabilities.

The written exam is an appropriate way to assess the students' knowledge and competences in different fields of double entry accounting. Based on open and computational questions in multiple choice and exercise format the specifics of the subject are supported and stimulated by the exam.

Course Resources & Communication

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Recommended Literature & Course Materials

- Eisen, Peter J.: Accounting, New York 2013, Barron’s educational series
- International Financial Reporting Standards (IFRS) 2018; Wiley-VCH
4.4.10. Applied Business Mathematics

SRH University Heidelberg, Course of Study: International Business (B.A.)

Module name and module number: Applied Business Mathematics (2657)

This module is used in the following degree programs:

International Business (B.A.)

<table>
<thead>
<tr>
<th>5-Week block</th>
<th>Frequency of the module</th>
<th>Type</th>
<th>ECTS</th>
<th>Student Workload</th>
</tr>
</thead>
<tbody>
<tr>
<td>Three 5-Week Blocks in the first year of study.</td>
<td>Annually</td>
<td>Compulsory</td>
<td>6 ECTS</td>
<td>Total Workload: 150 hrs. (100%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>In class: 60 hrs. (40%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Self-study: 90 hrs. (60%)</td>
</tr>
</tbody>
</table>

Type / Duration of exam

- Written Exam (90 min.)

Module supervisor

Prof. Dr. Wolfgang Söhner

Teaching and Learning Methods

1. Interactive Lecture
2. Case Study
3. Group Work
4. Practical Work
5. Problem-Oriented Learning

Pre-requisites
(mandatory or recommended)

Recommended Pre-requisites are the successful completion of basic courses:
No mandatory pre-requisites

Course Content (Course Overview & Course Structure)

The course Applied Business Mathematics is a connected business course taught with a final exam at the end of the 15 weeks.

Applied Mathematics in the fields of:

- Financials
  - Interest periods and effective rates
  - Continuous compounding
  - Cash value, capital value, amortization, comparison of investments
  - Geometric series
  - Total cash value
  - Mortgage repayment, annuities
  - Internal rate of return (Internal rate of return method)
  - Finite difference equation (Conditions of equilibrium)
### Class Schedule

**Week 1:**
- Introduction

**Week 2:**
- Financials
  - Interest periods and effective rates
  - Continuous compounding
  - Cash value, capital value, amortization, comparison of investments
  - Geometric series
  - Total cash value
  - Mortgage repayment, annuities
  - Internal rate of return (Internal rate of return method)
  - Finite difference equation (Conditions of equilibrium)

**Week 3:**
- Operations Management
  - Consumer-oriented demand analysis
    - Arithmetic average
    - Sliding average
    - Weighted sliding average
    - Exponential smoothing (first-order)
  - Minimum transport costs
    - Matrix-minimum procedure
    - Linear optimization
  - Productions quantities with maximum profit – linear optimization

In the written exam, practice-oriented tasks have to be solved by using mathematic methods.
Week 4:

- Markets
  - Prize elasticity of demand
  - Profit maximization
  - Operational maximum
  - Operational minimum
  - Cournot point

Week 5:

- Macroeconomics
  - Equations with Parameters
  - Derivatives in Use
  - Systems of Equations
  - The Leontief Model

Learning Objectives

Having successfully completed the course, students should be familiar with:

**Learning outcomes professional skills**

- Students apply the mathematical tools needed to solve problems in the areas of
  - Financials
  - Operations Management
  - Macroeconomics/ Markets
  
  and interpret and evaluate their results.

**Learning outcomes methodology**

- Students carry out independent literature research, mostly without additional help.
- They analyze advanced case studies. They show assumptions and inference in their answers and develop alternative approaches to case study examples.
- They refer to current practical examples in their contributions in class.

**Learning outcomes social skills**

- By working in teams, students organize themselves during group work, motivate each other to excel and assist weaker students to achieve better personal performance. In debates about current events, students learn communication skills, tolerance, and the ability to both deliver and accept constructive criticism.
### Competence and consideration in the module

<table>
<thead>
<tr>
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<tr>
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<td>Students need to argue and to defend their positions and/or ideas against other group members.</td>
</tr>
</tbody>
</table>

#### Learning outcomes personal skills

- Students are able to solve practice exercises independently
- With practice, they should become confident in solving such exercises
- They should achieve more self-confidence through the success they experience.
- Through solving exercises, they learn a structured approach and gain time management skills.
<table>
<thead>
<tr>
<th>Flexibility</th>
<th>Adjustments resulting from group meetings are discussed with the lecturer and afterwards, implemented.</th>
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<td>Self-organization</td>
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<td>Since tasks leave room for discussion and interpretation, students need to decide on their focus. Since tasks leave room for discussion and interpretation, students need to decide on their focus.</td>
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**Key Words**

- **Financials**
  - Interest periods and effective rates
  - Continuous compounding
  - Cash value, capital value, amortization, comparison of investments
  - Geometric series
  - Total cash value
  - Mortgage repayment, annuities
  - Internal rate of return (Internal rate of return method)
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- **Operations Management**
  - Consumer-oriented demand analysis
    - Arithmetic average
    - Sliding average
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    - Exponential smoothing (first-order)
  - Minimum transport costs
    - Matrix-minimum procedure
    - Linear optimization
  - Productions quantities with maximum profit – linear optimization

- **Macroeconomics/ Markets**
  - Prize elasticity of demand
  - Profit maximization
  - Operational maximum
  - Operational minimum
  - Cournot point
  - Linear Optimization
  - Simplex algorithm
  - Equations with Parameters
  - Derivatives in Use
  - Systems of Equations
  - The Leontief Model
Course Administration & Evaluation

Assessment Process
- Written Exam at the end of block 7 (100%) = final grade

Basis of Grading
The grading of the Exam will be based upon the following:
Total of 100 Points in the exam

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</tbody>
</table>

Formalities of Assignments and Exams
- Written Exam:
  With a duration of 90 min. at the end of block 7. Time and place of the exam will be announced by the examination office.

Evaluation of the Exam / Meaning of grades

<table>
<thead>
<tr>
<th>Grade</th>
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</table>

Constructive Alignment
Having successfully completed the course, students will have understood the fundamental principles used to approach economic problems they have learned in Business Mathematics I and will be able apply these in a practical context. They can transfer functional economic relationships to mathematical models, solve optimization tasks and interpret results. In doing so, they mathematically apply the economic principles of optimization of benefit, turnover, costs and profit. The achievement of these learning outcomes is demonstrated in a written exam. Students are systematically guided to these learning outcomes by case studies throughout the course as well as increasingly independent development of content.

Course Resources & Communication

Campus-Net & SRH-E-Mail Address
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Dr. Bernd Höner
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Academic Integrity

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The School of Business expects the highest level of ethical behavior from its students both in and out of the classroom.

Therefore all students should be familiar with our “Academic research paper guidelines” and “The Code of Conduct” of the Business School.

Recommended Literature & Course Materials

- Sydsaeter, Knut; Hammond, Peter: Essential Mathematics for Economic Analysis, Second edition Pearson Education
4.4.11. Business Simulation

SRH University Heidelberg, Course of Study: International Business (B.A.)

Module name and module number: Business Simulation (2341)

This module is used in the following degree programs:

International Business (B.A.)

<table>
<thead>
<tr>
<th>5-Week block</th>
<th>Frequency of the module</th>
<th>Type</th>
<th>ECTS</th>
<th>Student Workload</th>
</tr>
</thead>
<tbody>
<tr>
<td>One 5-Week-Block in the second year of study.</td>
<td>Annually</td>
<td>Compulsory</td>
<td>4 ECTS</td>
<td>Total Workload: 100 hrs. (100%), In class: 40 hrs. (40%), Self-study: 60 hrs. (60%)</td>
</tr>
</tbody>
</table>

Note: the basis for calculation is generally 1 ECTS = 25 hrs. Deviations are covered exclusively by Appendix 2 (Bachelor) and 2a (Master) of the SPO.

Total Workload: 100 hrs. (100%)

Type / Duration of exam
- Presentation (100%)

Module supervisor
- Prof. Dr. Frank Gebert

Teaching and Learning Methods
- Interactive Lecture
- Group Work
- Problem-Oriented Learning
- Practical Work
- Case Study

Pre-requisites (mandatory or recommended)

Recommended Pre-requisites are the successful completion of basic courses:
- Business Administration I, II

Course Content (Course Overview & Course Structure)

Business Administration as a descriptive and decision-orientated science:
- The enterprise and its general rationale as a system
- Scientific theories and concepts about the fundamental drivers and success factors of a business enterprise in a global economic environment
- Case study: Optimization of a company’s business development by applying growth and efficiency strategies, reflecting previously discussed instrumental content of the lecture

Considerations in economics science
- The corporate business model as the central platform for strategies and operations
- Fundamental business decisions
- Key concept and instruments for growth and efficiency
- Conversion of strategic rationales into operation

Simulation exercise
- Entrepreneurial strategies and decisions and their realization
Class Schedule

Week 1:
- Fundamental functioning of a business enterprise
- Business model, its rationale, content and decisions

Week 2:
- Enterprise target system and its key drivers growth and efficiency
- The importance of growth and its key functional areas
- Instruments and success factors of growth

Week 3:
- Efficiency and its base improvement concepts
- The role of efficiency for growth strategies
- Principles of international business expansion
- Introduction and discussion of exam case study for growth and efficiency

Week 4:
- Case study development: Joint lectures, team meetings

Week 5:
- Case study development: Joint lectures, team meetings
- Exam: Presentation of case study: Growth and efficiency development of a company

Learning Objectives

Learning outcomes professional skills
Integrative thinking and methodological competence about corporate growth and efficiency development in a global business environment by understanding, evaluating and applying respective scientific concepts and transferring them into a real business development scenario.

Learning outcomes methodology
Analyzing business situations and applying scientific concepts to a corporate development scenario in a realistic way.

Learning outcomes social skills

<table>
<thead>
<tr>
<th>Competence and consideration in the module</th>
<th>Importance during the lectures</th>
<th>Importance for the examination</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal-oriented moderation of internal meetings</td>
<td>Students’ meetings with the lecturer are time restricted and students need to address most important topics to be discussed in that period.</td>
<td>Focus in spite limited exam time</td>
</tr>
<tr>
<td>Capacity for teamwork</td>
<td>Problems arising from the distribution of the total workload are discussed with the lecturer.</td>
<td>Even exam part for each participant in terms of content and exposure time</td>
</tr>
<tr>
<td>-----------------------</td>
<td>-----------------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------</td>
</tr>
<tr>
<td>Social learning</td>
<td>Students train their ability to communicate and to solve conflicts during group discussions.</td>
<td>The cooperation spirit of a team is a success factor in business and is reflected by the joint exam presentation</td>
</tr>
<tr>
<td>Openness to criticism</td>
<td>Students have to cope with critical remarks (by other students as well as by the lecturer) during their meetings and during the presentation.</td>
<td>It trains quick grasping of questions and their immediate transformation into appropriate answers, which is to be applied in the examination</td>
</tr>
<tr>
<td>Assertiveness</td>
<td>Students need to argue and to defend their positions and/or ideas against other group members.</td>
<td>Helps to deal with controversial, sometimes provocative opinions</td>
</tr>
</tbody>
</table>

**Learning outcomes personal skills**

<table>
<thead>
<tr>
<th>Competence and consideration in the module</th>
<th>Importance during the lectures</th>
<th>Importance for the examination</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exposure to ambiguity</td>
<td>Discrepancies resulting from the preparation of tasks are discussed with the lecturer (in the lectures or using other communication channels).</td>
<td></td>
</tr>
<tr>
<td>Critical faculties</td>
<td>Students need to deal with positive and negative remarks in the team meetings.</td>
<td>Supports appropriate reaction to docent comments during examination</td>
</tr>
<tr>
<td>Self-reflection</td>
<td>Intermediary results are commented by the lecturer. Students are motivated to self-reflect their individual behavior.</td>
<td>Improves reception and learning attitude regarding exam feedback</td>
</tr>
<tr>
<td>Time management</td>
<td>Students need to keep deadlines (for the preparation of intermediary results, handouts, etc.).</td>
<td>Trains to keep time windows</td>
</tr>
<tr>
<td>Flexibility</td>
<td>Adjustments resulting from group meetings are discussed with the lecturer and afterwards, implemented.</td>
<td>Improves learning outcome from examination critics</td>
</tr>
<tr>
<td>Self-organization</td>
<td>Tasks cannot be fulfilled by single students (due to time restrictions). Therefore, an appropriate division of work is an essential part of the performance (individual and group level).</td>
<td>As in business: integrated team effort in displaying joint personal and group competency in important meetings</td>
</tr>
</tbody>
</table>
Since tasks leave room for discussion and interpretation, students need to decide on their focus.

Key Words
Business model, constitutive decisions, enterprise target system, growth strategies, efficiency strategies, globalization, sales organs, marketing, market development strategies

Course Administration & Evaluation

Assessment Process
- Presentation (100%) = final grade

Definition of Assignment(s) used
- Presentation:
  - 45 min. Group Presentation (3 max. 4 students) with two examiners including questions and answers after and during the presentation.

Basis of Grading
The grading of the presentation will be based upon the following:

Form:
- Concept & structure
- Time management
- Body language, face-to-face interaction with the auditorium and/or the examiner
- Visualization

Content:
- Use of strategic and operation management concepts
- Transfer and application of the mentioned concepts
- Recognizably of the Students contribution
- Answers to the questions asked by the examiner

Formalities of Assignments and Exams
- Presentation:
The presentations have to be turned in on the day of the presentation either on CD or USP-Sticks. USP-Sticks will only be returned upon request.

Evaluation of the Exam / Meaning of grades

<table>
<thead>
<tr>
<th>Grade</th>
<th>Decimal value</th>
</tr>
</thead>
<tbody>
<tr>
<td>excellent</td>
<td>1.0 to 1.2</td>
</tr>
<tr>
<td>very good</td>
<td>1.3 to 1.5</td>
</tr>
<tr>
<td>good</td>
<td>1.6 to 2.5</td>
</tr>
<tr>
<td>satisfactory</td>
<td>2.6 to 3.5</td>
</tr>
<tr>
<td>sufficient</td>
<td>3.6 to 4.0</td>
</tr>
<tr>
<td>fail</td>
<td>5.0</td>
</tr>
</tbody>
</table>
Constructive Alignment

After completion of the module „Business Simulation“ students are able to understand the key principles of a business enterprise, growth strategies and the implementation of different business models.

During the group work to prepare the case study that will be presented in the final presentation the professor is coaching the students in individual team meetings.

The exam format of the presentation will demonstrate the student’s ability to analyze business situations and applying scientific concepts to a corporate development scenario in a realistic way.

Course Resources & Communication

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Recommended Literature & Course Materials

- Current statistics and surveys
- Further readings will be distributed in class
5. The second year of study

5.1. Courses, Credits and Exams

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Exam</th>
</tr>
</thead>
<tbody>
<tr>
<td>Macroeconomics</td>
<td>8</td>
<td>WE (50%), RPr (50%)</td>
</tr>
<tr>
<td>International Accounting</td>
<td>6</td>
<td>WE</td>
</tr>
<tr>
<td>Sales</td>
<td>6</td>
<td>R (50%), Pr (50%)</td>
</tr>
<tr>
<td>Cost and Performance Accounting</td>
<td>6</td>
<td>WE</td>
</tr>
<tr>
<td>Microeconomics</td>
<td>6</td>
<td>RPr</td>
</tr>
<tr>
<td>Corporate Finance</td>
<td>6</td>
<td>E (66,6%), CS (33,3%)</td>
</tr>
<tr>
<td>International Taxation</td>
<td>6</td>
<td>WE</td>
</tr>
<tr>
<td>Management Information Systems</td>
<td>6</td>
<td>WE (50%), Pr (50%)</td>
</tr>
<tr>
<td>Statistics</td>
<td>6</td>
<td>PW</td>
</tr>
<tr>
<td>Entrepreneurship</td>
<td>4</td>
<td>PR</td>
</tr>
<tr>
<td>Strategic Management</td>
<td>8</td>
<td>RPr</td>
</tr>
<tr>
<td>Study Abroad Program</td>
<td>28</td>
<td></td>
</tr>
</tbody>
</table>

Type of Exam:
- CS = Case Studies
- WE = Written Exam
- Es = Essay
- P = Paper
- PW = Project Work
- Pr = Presentation
- RPr = Report + Presentation
- Ro = Roleplay
5.2. **Course Outlines**

5.2.1. **Macroeconomics**

**SRH University Heidelberg, Course of Study: International Business (B.A.)**

**Module name and module number:** Macroeconomics (2348)

This module is used in the following degree programs:

**International Business (B.A.)**

<table>
<thead>
<tr>
<th>5-Week block</th>
<th>Frequency of the module</th>
<th>Type</th>
<th>ECTS</th>
<th>Student Workload</th>
</tr>
</thead>
<tbody>
<tr>
<td>One 5-Week-Block in the first year of study.</td>
<td>Annually</td>
<td>Compulsory</td>
<td>8 ECTS</td>
<td>Total Workload 200 hrs. (100%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>In class 80 hrs. (40%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Self-study 120 hrs. (60%)</td>
</tr>
</tbody>
</table>

**Type / Duration of exam**

- Report/Presentation

**Module supervisor**

Prof. Dr. Stefanie Schubert

**Teaching and Learning Methods**

1. Interactive Lecture
2. Group Work
3. Case Study

**Pre-requisites** (mandatory or recommended)

Recommended pre-requisites are the successful completion of basic courses:

- None

**Course Content (Course Overview & Course Structure)**

This course provides an introduction to a broad range of economic concepts, theories and analytical techniques. It considers the microeconomic foundation of macroeconomics - the analysis of choices made by individual decision-making units (households and firms) - and macroeconomics - the analysis of the economy as a whole. The use of a market, supply and demand, model will be the fundamental model in which trade-offs and choices will be considered through comparison of costs and benefits of actions. Production and market structure will be analyzed at the firm level. Macroeconomic issues regarding the interaction of goods and services markets, labor and money at an aggregate level will be modelled. The role of government policy to address microeconomic market failures and macroeconomic objectives will be examined.

**Class Schedule**

Week 1:

- **Economic Foundations**
  - Introduction:
    - 10 principles of economics, thinking like an economist, trade
• The Basics of Supply and Demand:  
  The Market Forces of Supply and Demand, Elasticity and its application  
• Government Policies, Efficiency and Inefficiency:  
  Price controls, taxes, consumer and producer surplus, efficiency, externalities, public goods

Week 2:  
Microeconomic Foundations of Macroeconomics  
• Consumer Behavior:  
  Preferences, budget constraint, optimal choice, demand, income and substitution effect  
• Firms in Competitive Markets:  
  Production technology, costs, cost-minimizing input choice, supply decision, perfectly competitive markets in the long run  
• Monopoly:  
  Quantity and price decision of the monopolist, welfare cost of the monopoly

Week 3:  
Macroeconomic Topics  
• The Data of Macroeconomics:  
  Real and nominal GDP, consumer price index, inflation  
• The Real Economy:  
  Production and growth, business cycles, unemployment, minimum wages, efficiency wages, unions

Week 4:  
Macroeconomic Topics  
• Money and Banks:  
  Definition and characteristics of money, how banks create money, money multiplier, the role of the central bank  
  International finance: nominal and real exchange rates, the foreign exchange market  
• Current Topics in Economics:  
  Will be specified in class for every course. For example: deflation in Japan, why do economies grow, how do certain government policies affect the economy.

Week 5:  
Exam preparation

**Learning Objectives**

**Learning outcomes professional skills**

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

• Describe the nature of economics in dealing with the issue of scarcity  
• Perform supply and demand analysis to investigate the impact of economic events on market outcomes  
• Analyze the behavior of consumers in terms of the demand for products
• Evaluate the factors affecting firm behavior, such as production and costs
• Recognize market failures and the role of government in dealing with those failures
• Compute and interpret different measures of macroeconomic activity such as the national income accounts, inflation and unemployment, and evaluate the shortcomings of traditional economic measures
• Analyze the forces that affect the aggregate level of economic activity and the business cycle
• Recognize how monetary and fiscal policy can be used to achieve policy goals
• Evaluate the determinants of international trade and financial flows

Learning outcomes methodology

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

• Use economic analysis to evaluate controversial issues and policies
• Review the existing literature and find important articles
• Create value through team work and discussions
• Present in front of others

Learning outcomes social skills

This module will provide students with an opportunity to develop the attributes specified below:

• Communication: Ideas and questions need to be discussed in class

Learning outcomes personal skills

This module will provide students with an opportunity to develop the attributes specified below:

• Critical thinking and problem solving: Steeped in the research method, students will be provided with an opportunity to develop both
• Self-organization and time management: Students will have to organize their personal study time to account for the trade-off given by the assessment process

Key Words

Economic principles, supply, demand, elasticity, consumer choice, production, efficiency, externalities, public goods, perfect competition, economic accounting, consumer price index, inflation, money, banking system, savings, investment, growth, economic policy, monetary and fiscal policy, trade, open-economy macroeconomics, Phillips curve
Course Administration & Evaluation

Assessment Process
- Report/Presentation (100%) = final grade

Definition of Assignment(s) used
- Exam: 60 minutes
- Essay: presentation of a specific topic 10-15 min plus discussion max. 15 min
  Submission of max 20 slides

Basis of Grading
The grading of the essay will be based upon the following:
  Form:
  - Table of Content & Structure of the Report
  - Orthography & punctuation
  - Application of our Academic Research Paper Guidelines
  Content:
  - Recognizability of the Students’ contribution
  - Quality of the design components
  - Complexity of the concepts
  - Usage of theoretical models

Basis of Grading
The grading of the exam will be based upon the following:
  - Completeness.
  - Correctness.
  - Reasoning: if the answer is written only, without any work showing how that answer was
    obtained, the score will be lower.
  - The students pass if at least 50% of the total score is achieved:

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>59 - 60</td>
<td>1,0</td>
</tr>
<tr>
<td>30 - 31</td>
<td>4,0 (pass)</td>
</tr>
<tr>
<td>≤ 29</td>
<td>5,0 (fail)</td>
</tr>
</tbody>
</table>

Evaluation of the Exam / Meaning of grades

<table>
<thead>
<tr>
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<th>Decimal value</th>
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<tbody>
<tr>
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<tr>
<td>sufficient</td>
<td>3,6 to 4,0</td>
</tr>
<tr>
<td>fail</td>
<td>5,0</td>
</tr>
</tbody>
</table>
The grading of the essay will be based upon the following:
- Structure: Is your contribution built on a series of well-structured ideas/paragraphs, transitions and conclusions?
- Type and the depth of the content: Does your contribution show decisiveness, feasibility, and usefulness of recommendations? Are concepts applied appropriately?
- Originality: Does your contribution provide original insights, is it relevant?
- Ability to argue: Does your contribution build on evidence and arguments?
- Style: Is your contribution written/explained clearly (do you know what you mean and do you say it plainly)?
- Slides: have the slides a good written quality (including grammar and spelling)? Are the slides well-structured and appealing?
- Discussion: Can you handle questions from the audience?

Formalities of Assignments and Exams
- Written Exam: With a duration of 60 min. at the end of the five-week block. Time and place of the exam will be announced by the examination office.
- Essay: The essays have to be turned in by a specified date. One printed handout and the digital document (as specified) are required.

Constructive Alignment
Students will not only understand economic concepts and methods but also analyze economic situations and develop arguments and insights. In line with the learning methods, learning outcomes will be evaluated based on the methods of examination: Report and Presentation.

Course Resources & Communication
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**Recommended Literature & Course Materials**

- Further readings will be distributed in class
5.2.2. International Accounting

SRH University Heidelberg, Course of Study: International Business (B.A.)

Module name and module number: International Accounting (2350)

This module is used in the following degree programs:

International Business (B.A.)

<table>
<thead>
<tr>
<th>5-Week block</th>
<th>Frequency of the module</th>
<th>Type</th>
<th>ECTS</th>
<th>Student Workload</th>
</tr>
</thead>
<tbody>
<tr>
<td>One 5-Week-Block in the second year of study.</td>
<td>Annually</td>
<td>Compulsory</td>
<td>6 ECTS</td>
<td>Total Workload</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>In class</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>150 hrs. (100%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Self-study</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>60 hrs. (40%)</td>
</tr>
<tr>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>90 hrs. (60%)</td>
</tr>
</tbody>
</table>

Type / Duration of exam  
- Written Exam, (90 min)

Module supervisor  
Prof. Dr. Ziad Bakhaya

Teaching and Learning Methods
1. Interactive Lecture
2. Group Work
3. Problem-Oriented Learning

Pre-requisites  
(mandatory or recommended)

Recommended Pre-requisites are the successful completion of basic courses:
- Introduction to Accounting

Course Content (Course Overview & Course Structure)

The module “International Accounting” provides an introduction to the framework, concepts and practices associated with International Financial Reporting Standards (IFRS). Students will obtain a fundamental understanding of accounting. The role and use of accounting information by external decision makers will be emphasized. Students will perform an in-depth analysis of financial statements and annual reports.

On successful completion of the course, students should be able to understand and to use financial statements that are based on IFRS.

Class Schedule

Week 1:
- Financial reporting and accounting standards
- Conceptual framework for financial reporting
- Income statement and related information
## Learning Objectives

### Learning outcomes professional skills

The main objective of the course is to familiarize students with principles of accounting as stated in International Financial Reporting Standards (IFRS). Students will obtain fundamental understanding of financial statements prepared in accordance with IFRS.

After completing the course:

- Student knows the essence and purpose of financial statements. Student has knowledge about the qualitative characteristics of financial statements.
- Student has basic knowledge of International Financial Reporting Standards and understands the concepts underlying financial statements' preparation and presentation.
- Student knows the accounting rules necessary for determining the value of assets, liabilities and equity, as well as financial result achieved by the economic entity.
- Student has knowledge about the structure and scope of the various elements of financial statements.
- Student knows the rules for preparation of elements of financial statements.
- Student is able to use accounting and financial categories for financial decision-making. He identifies revenues and expenses.
- Student is able to carry out the valuation of balance sheet components on the valuation date and prepare a preliminary financial statement basing on data from the books.
- Student can pre-judge the content of financial statements.
- Student expresses preliminary views on the financial statements and its components.
- Student can find the information needed to prepare financial statements.
- Student is aware of the need for constant update of knowledge about financial reporting.
## Learning outcomes methodology

- Students gather data from actual financial statements published by multinational companies
- Students perform financial analysis of actual financial statements
- Students are required to solve problems during classes and homework, using literature and online resources provided as well as are encouraged to look for other sources of knowledge available
- Students are encouraged to participate in discussion in class and approach problems in groups

## Learning outcomes social skills

<table>
<thead>
<tr>
<th>Competence and consideration in the module</th>
<th>Importance during the lectures</th>
<th>Importance for the examination</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal-oriented moderation of internal meetings</td>
<td>Students’ meetings with the lecturer are time restricted and students need to address most important topics to be discussed in that period.</td>
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</tr>
<tr>
<td>Capacity for teamwork</td>
<td>Problems arising from the distribution of the total workload are discussed with the lecturer.</td>
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<td>Social learning</td>
<td>Students train their ability to communicate and to solve conflicts during group discussions.</td>
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<tr>
<td>Openness to criticism</td>
<td>Students have to cope with critical remarks (by other students as well as by the lecturer) during their meetings and during the presentation.</td>
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<td>Assertiveness</td>
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<tr>
<td>Exposure to ambiguity</td>
<td>Discrepancies resulting from the preparation of tasks are discussed with the lecturer (in the lectures or using other communication channels).</td>
<td></td>
</tr>
<tr>
<td>Critical faculties</td>
<td>Students need to deal with positive and negative remarks in the team meetings.</td>
<td></td>
</tr>
</tbody>
</table>
Self-reflection

Intermediary results are commented by the lecturer. Students are motivated to self-reflect their individual behavior.

Time management

Students need to keep deadlines (for the preparation of intermediary results, handouts, etc.).

Flexibility

Adjustments resulting from group meetings are discussed with the lecturer and afterwards, implemented.

Self-organization

Tasks cannot be fulfilled by single students (due to time restrictions). Therefore, an appropriate division of work is an essential part of the performance (individual and group level).

Decision-making competence

Since tasks leave room for discussion and interpretation, students need to decide on their focus.

Since tasks leave room for discussion and interpretation, students need to decide on their focus.

Key Words

Conceptual foundations of financial statements,
Presentation of financial statements,
Inventories,
Lower of cost-or-market
Revenue recognition,
Property, Plant and Equipment,
Interest capitalization
Impairment of assets,

Intangible assets,

Provisions, contingent liabilities and contingent assets,
Shareholders’ equity, Share transactions.

Financial analysis. Ratios.
Consolidated financial statements.
Qualitative characteristics of financial statements
Time value of money

Course Administration & Evaluation

Assessment Process

- Written Exam (100%) = final grade

The exam covers all topics that were covered by lectures, the exam consist of both conceptual and computational questions – in multiple choice and/or exercise format.
Basis of Grading

The grading of the Exam will be based upon the following:

Total of 100 Points in the exam

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>100 - 99</td>
<td>1,0</td>
</tr>
<tr>
<td>51 - 50</td>
<td>4,0 (pass)</td>
</tr>
<tr>
<td>49 - ≤</td>
<td>5,0 (fail)</td>
</tr>
</tbody>
</table>

Formalities of Assignments and Exams

- Written Exam:
  With a duration of 90 min. at the end of the five-week block. Time and place of the exam will be announced by the examination office.

Evaluation of the Exam / Meaning of grades

<table>
<thead>
<tr>
<th>Grade</th>
<th>Decimal value</th>
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<tbody>
<tr>
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<td>2,6 to 3,5</td>
</tr>
<tr>
<td>sufficient</td>
<td>3,6 to 4,0</td>
</tr>
<tr>
<td>fail</td>
<td>5,0</td>
</tr>
</tbody>
</table>

Constructive Alignment

After completion of the module „International Accounting“ students are able to understand the key principles of International Accounting. They are familiar with the rules of the international accounting system to assess business transactions regarding their impacts on companies financial reports. Furthermore students are able to analyze the information of company annual reports.

The module will prepare students with the required knowledge for a successful career entry in accounting departments as well as in auditing firms and in the field of financial analysis. The written exam is an appropriate way to assess their knowledge and competencies regarding the ability to apply IFRS recognition and measurement rules.

Course Resources & Communication

Campus-Net & SRH-E-Mail Address
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Telephone: +49 6221 88-2379  
E-mail: christian.johannsen@hochschule-heidelberg.de

Dr. Bernd Höner  
Telephone: +49 6221 88-2477  
E-mail: bernd.hoener@hochschule-heidelberg.de

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The School of Business expects the highest level of ethical behavior from its students both in and out of the classroom.

Therefore all students should be familiar with our “Academic research paper guidelines” and “The Code of Conduct” of the Business School.

Recommended Literature & Course Materials

- Choi, F., Meek, G.: International Accounting, Pearson 2010 (or newer editions)
5.2.3. **Sales**

### SRH University Heidelberg, Course of Study: International Business (B.A.)

<table>
<thead>
<tr>
<th>Module name and module number: Sales (1416)</th>
</tr>
</thead>
<tbody>
<tr>
<td>This module is used in the following degree programs:</td>
</tr>
</tbody>
</table>

**International Business (B.A.)**

<table>
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<tr>
<th>5-Week block</th>
<th>Frequency of the module</th>
<th>Type</th>
<th>ECTS</th>
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<td>Compulsory</td>
<td>6 ECTS</td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>150 hrs. (100%)</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Self-study</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>60 hrs. (40%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>90 hrs. (60%)</td>
</tr>
</tbody>
</table>

**Type / Duration of exam**

- Presentation and Report (50% & 50%)

**Module supervisor**

- Laurence Welford

### Teaching and Learning Methods

1. Interactive Lecture
2. Group Work
3. Practical Work
4. Problem-Oriented Learning

### Pre-requisites (mandatory or recommended)

Recommended Pre-requisites are the successful completion of basic courses:

- Any bachelor-level course which covers the basic principles of marketing and sales

### Course Content (Course Overview & Course Structure)

By successfully completing the course, students will develop a good understanding of the management role in an organization’s sales function, and the contribution required of sales managers to lead teams that achieve their potential in today’s fast-changing business environment.

Students will acquire a detailed knowledge of the multifarious tasks and responsibilities of the management role which they will apply to the activities of a typical company, analyzing and recommending sales management improvements to a senior company team. In doing this, they will learn how to write and present persuasive and convincing management reports that demonstrate their new knowledge.

### Class Schedule

**Week 1:**

- Management – what is it?
- The 21st Century selling context
- The job of sales management
Week 2:
- Planning & organizing a sales force
- Forecasting and budgeting
- Sales force metrics and the role of CRM systems
- Management reporting

Week 3:
- Time and territory management
- The role of the sales leader
- Effective supervision of the team
- Recruitment and selection
- Motivating sales staff

Week 4:
- Developing a total reward package
- Training and development – key activities and planning
- Coaching for performance
- Negotiation for sales managers

Week 5:
- Evaluating the team and its performance
- Key challenges for the future
- Exam

### Learning Objectives

#### Learning outcomes professional skills

Students will gain a broad understanding of the role of sales and the activities of sales management within a commercial organization. They will learn how to undertake sales planning and organization activities, as well as the skills necessary to perform the manager role successfully – including job interviewing, negotiating, and coaching sales personnel. The students will develop insights and abilities by analyzing sales management issues and developing plans and reports that are used by most ‘real world’ organizations.

**After completion of the module students will:**

- Understand the full scope of sales management
- Be able to undertake planning and management activities related to a sales territory
- Know how to assess sales compensation and total reward packages
- Be able to conduct coaching and development interventions
- Know the key aspects of Customer Relationship Management and its role in managing and measuring sales force activity and performance
- Be able to face “normal” business situations with an open, sensitive approach
- Know how to adapt to business and negotiators in dress, speech and appearance
- Be able to develop a meaningful and credible, fact-based arguments: in the context of a negotiation dialogue, as well as in the context of a presentation to management
Learning outcomes methodology

- Gain insight into the role of the sales manager and his/her relationship with other organizational stakeholders
- Research specific management issues, compiling all available information, analyzing and presenting it - in a clear logical manner - as a presentation and written report

Learning outcomes social skills

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<th>Competence and consideration in the module</th>
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<tr>
<td>Goal-oriented moderation of internal meetings</td>
<td>Students’ meetings with the lecturer are time-restricted and students need to address most important topics to be discussed in that period.</td>
<td>Ensure that assigned work is evenly-distributed, and that all team members are familiar with all aspects of the deliverables.</td>
</tr>
<tr>
<td>Capacity for teamwork</td>
<td>Problems arising from the distribution of the total workload are discussed with the lecturer.</td>
<td>Ensure that work is distributed in a fair and equitable way, as also defined in the Project Assignments.</td>
</tr>
<tr>
<td>Social learning</td>
<td>Students train their ability to communicate and to solve conflicts during group discussions.</td>
<td>Good team spirit is an essential component to a well-executed presentation.</td>
</tr>
<tr>
<td>Openness to criticism</td>
<td>Students have to cope with critical remarks (by other students as well as by the lecturer) during their meetings and during the presentation.</td>
<td>Taking other people’s viewpoints into consideration helps to improve the quality of a presentation or report.</td>
</tr>
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<td>Assertiveness</td>
<td>Students need to argue and to defend their positions and/or ideas against other group members.</td>
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Learning outcomes personal skills

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<td>Clarity on the content and quality of key deliverables is of critical importance. Dialog is therefore strongly encouraged by the course instructor.</td>
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<td>Critical faculties</td>
<td>Students need to deal with positive and negative remarks in the team meetings.</td>
<td>Improved team importance in exam setting.</td>
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<tr>
<td>Self-reflection</td>
<td>Intermediary results are commented by the lecturer. Students are motivated to self-reflect their individual behavior.</td>
<td>Improved individual importance in exam setting.</td>
</tr>
<tr>
<td>-----------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>Time management</td>
<td>Students need to keep deadlines (for the preparation of intermediary results, handouts, etc.).</td>
<td>This avoids any pre-deadline rush, which usually results in some essential exam preparations being ignored or forgotten.</td>
</tr>
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<td>Flexibility</td>
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**Key Words**

Management, sales management, the sales process, negotiation, sales force organization, marketing, recruitment, selection, interviewing, compensation, reward, motivation, training and development, coaching, sales forecasting, performance management

**Course Administration & Evaluation**

**Assessment Process**

- Presentation (50%) + Report (50%) = final grade

**Definition of Assignment(s) used**

- **Presentation:**
  Team Slide Presentation of the “the Sales Management Report” to two examiners with questions and answers after and during the presentation.

- **Report:**
  Deliver a comprehensive written report, as a formalized representation of the presentation content.

**Basis of Grading**

The grading of the report will be based upon the following:

- Table of Content & Structure of the Report
- Orthography & punctuation
- Application of our Academic Research Paper Guidelines
Content:
- Recognizability of the students’ contribution
- Quality of the research and analysis
- Suitability, feasibility and acceptability of the recommendations and action plan
- Usage of theoretical models

The grading of the presentation will be based upon the following:

Form:
- Concept & structure
- Time management
- Body language, face-to-face interaction with the auditorium and/or the examiners
- Visualization, use of new/other Media

Content:
- Use of strategic and sales management operation concepts
- Transfer and application of the above concepts
- Recognizability of the student’s contribution
- Answers to the questions asked by the examiners

Evaluation of the Exam / Meaning of grades

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<td>fail</td>
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</tr>
</tbody>
</table>

Constructive Alignment

Students learn the essentials of sales and sales management during the class sessions, and are guided as to how to apply these to a specific case study.

Students demonstrate their understanding of the themes covered in the course, through the development of their Sales Management Report, which is presented both in the form of a written document, as well as in the form of a slide presentation.

Definitions and understanding of the key concepts are additionally tested in oral Q+A following the presentation.

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## Recommended Literature & Course Materials

5.2.4. Cost and Performance Accounting

SRH University Heidelberg, Course of Study: International Business (B.A.)

Module name and module number: Cost and Performance Accounting (2342-2)

This module is used in the following degree programs:

International Business (B.A.)

<table>
<thead>
<tr>
<th>5-Week block</th>
<th>Frequency of the module</th>
<th>Type</th>
<th>ECTS</th>
<th>Student Workload</th>
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<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>90 hrs. (60%)</td>
</tr>
</tbody>
</table>

Type / Duration of exam
- Written Exam (100%), (90 min)

Module supervisor
- René Blickhan

Teaching and Learning Methods
- Interactive Lecture
- Group Work
- Problem-Oriented Learning

Pre-requisites
(mandatory or recommended)

Recommended Pre-requisites are the successful completion of basic courses:
- None

Course Content (Course Overview & Course Structure)

1. Fundamentals
2. Subsystems of accounting
3. External vs. internal accounting
4. Cost and activity accounting (management accounting)
   a. Definitions (cost/activity)
   b. Delimitation of accounting terms
   c. Cost categories
   d. Cost function
   e. Principles of cost allocation
   f. Budgeting
   g. Standard Costing
   h. Profit Variance Analysis
<table>
<thead>
<tr>
<th>Class Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1:</strong></td>
</tr>
<tr>
<td>• Introduction to management accounting</td>
</tr>
<tr>
<td>• Cost-volume-profit analysis</td>
</tr>
<tr>
<td>• Relevant costs and revenues for decision making (including opportunity costs)</td>
</tr>
<tr>
<td><strong>Week 2:</strong></td>
</tr>
<tr>
<td>• Costing methods and pricing</td>
</tr>
<tr>
<td>• Overhead costs assignment and overhead allocation rates</td>
</tr>
<tr>
<td>• Activity-based costing</td>
</tr>
<tr>
<td><strong>Week 3:</strong></td>
</tr>
<tr>
<td>• Budgeting</td>
</tr>
<tr>
<td>• Standard costing and variance analysis</td>
</tr>
<tr>
<td><strong>Week 4:</strong></td>
</tr>
<tr>
<td>• Management control systems</td>
</tr>
<tr>
<td>• Profit Variance Analysis</td>
</tr>
<tr>
<td>• Divisional Financial Performance Management</td>
</tr>
<tr>
<td><strong>Week 5:</strong></td>
</tr>
<tr>
<td>• Revision - Cost accounting</td>
</tr>
<tr>
<td>• Revision – Performance accounting</td>
</tr>
<tr>
<td>• Examination</td>
</tr>
</tbody>
</table>

**Learning Objectives**

**Learning outcomes professional skills**

After having completed this course successfully, the students will have grasped the fundamental structure of cost and activity accounting. Thus, they should be able to understand the relevant make-up and procedures in simple cost calculation systems used by companies and organizations and to interpret reports generated from these systems. In addition, they should be capable of carrying out some simple tasks in real systems after having been given some instruction.

**Learning outcomes methodology**

- Students can summarize information and transfer it to a practical questions
- Students can present written solutions for case-solving
- Students are able to develop criteria and working methods for management accounting and
- Students are able to build a simple cost accounting system using pc-based spreadsheets

**Learning outcomes social skills**

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<tr>
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<tr>
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<td>Problems arising from the distribution of the total workload are discussed with the lecturer.</td>
<td></td>
</tr>
<tr>
<td>Social learning</td>
<td>Students train their ability to communicate and to solve conflicts during group discussions.</td>
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<tr>
<td>Openness to criticism</td>
<td>Students have to cope with critical remarks (by other students as well as by the lecturer) during their meetings and during the presentation.</td>
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</tr>
<tr>
<td>Assertiveness</td>
<td>Students need to argue and to defend their positions and/or ideas against other group members.</td>
<td></td>
</tr>
</tbody>
</table>

**Learning outcomes personal skills**

<table>
<thead>
<tr>
<th>Competence and consideration in the module</th>
<th>Importance during the lectures</th>
<th>Importance for the examination</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exposure to ambiguity</td>
<td>Discrepancies resulting from the preparation of tasks are discussed with the lecturer (in the lectures or using other communication channels).</td>
<td></td>
</tr>
<tr>
<td>Critical faculties</td>
<td>Students need to deal with positive and negative remarks in the team meetings.</td>
<td></td>
</tr>
<tr>
<td>Self-reflection</td>
<td>Intermediary results are commented by the lecturer. Students are motivated to self-reflect their individual behavior.</td>
<td></td>
</tr>
<tr>
<td>Time management</td>
<td>Students need to keep deadlines (for the preparation of intermediary results, handouts, etc.). The preparation-time of the exam is limited.</td>
<td></td>
</tr>
</tbody>
</table>
Flexibility

Adjustments resulting from group meetings are discussed with the lecturer and afterwards, implemented.

Self-organization

Tasks cannot be fulfilled by single students (due to time restrictions). Therefore, an appropriate division of work is an essential part of the performance (individual and group level).

Decision-making competence

Since tasks leave room for discussion and interpretation, students need to decide on their focus.

Since tasks leave room for discussion and interpretation, students need to decide on their focus.

Key Words

balance sheet, cost accounting, operating result, income statement, profit and loss account, expenses, operating expenses, extraordinary expenses, direct costs, fixed costs, overhead costs, proportional costs, marginal costs, cost classification, budgeting, standard costing, profit variance analysis, accounting control systems, cost center accounting, cost object accounting, cost unit accounting, product cost accounting, period costing, cost unit period accounting, standard costing, normal costing, full costing, direct costing, decision accounting, contribution margin, unit profit, net operating results, operating income, total cost accounting, costs of sales accounting, income

Course Administration & Evaluation

Assessment Process

- Written Exam (100%) = final grade

The exam generally covers all topics that were covered by lectures, group works, case studies etc. The exam consists of 4-6 different questions/cases. A choice of three questions has to be answered individually, the questions are scored equally.

Questions are designed to evaluate students’ knowledge (e.g. general rules and regulations) and their evaluate ability to transfer knowledge to new, unknown facts and circumstances.

Basis of Grading

The grading of the Exam will be based upon the following:

Total of 100 Points in the exam

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>100 – 99</td>
<td>1,0</td>
</tr>
<tr>
<td>51 – 50</td>
<td>4,0 (pass)</td>
</tr>
<tr>
<td>49 – ≤</td>
<td>5,0 (fail)</td>
</tr>
</tbody>
</table>
Formalities of Assignments and Exams

- **Written Exam:**
  With a duration of 90 min. at the end of the five-week block. Time and place of the exam will be announced by the examination office.

Evaluation of the Exam / Meaning of grades

<table>
<thead>
<tr>
<th>Grade</th>
<th>Decimal value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>1,0 to 1,2</td>
</tr>
<tr>
<td>very good</td>
<td>1,3 to 1,5</td>
</tr>
<tr>
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<td>Satisfactory</td>
<td>2,6 to 3,5</td>
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<tr>
<td>Sufficient</td>
<td>3,6 to 4,0</td>
</tr>
<tr>
<td>Fail</td>
<td>5,0</td>
</tr>
</tbody>
</table>

Constructive Alignment

For the purposeful use of cost accounting in the operational practice a broad specialized and methodical competence is of fundamental importance. At the end of the basic event, the students will demonstrate this competence acquisition in an exam consisting of several questions. In the context of the exam, the ability of the student to apply the acquired knowledge in an application-oriented manner will be tested on the basis of typical questions. The lectures, which build on practical applications, create the basis for successful completion of the exam with interactive lectures, the guided mapping of business processes and the calculation and presentation of case studies - alone or in small groups.

Course Resources & Communication

Campus-Net & SRH-E-Mail Address
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Special needs & Requirements

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The campus infrastructure not only provides medical services (offered by on-site internists, orthopedics, psychotherapists, neurologists, specialists in phoniatrics / pedaudiology, doctors and occupational physicians as well as through workshops for individual technical aids) but also respective accommodation facilities. Students can register for assisted accommodation or live independently, and there are also specific facilities for students with allergies or multiple disabilities.

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The School of Business expects the highest level of ethical behavior from its students both in and out of the classroom.

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Recommended Literature & Course Materials

- Boyd, Kenneth 2013: Cost Accounting For Dummies, Whiley
- Colin Drury, 2016: Management Accounting for Business, 6th Edition
5.2.5. Microeconomics

<table>
<thead>
<tr>
<th>Module name and module number: Microeconomics (2658)</th>
</tr>
</thead>
</table>

This module is used in the following degree programs:

<table>
<thead>
<tr>
<th>International Business (B.A.)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>5-Week Block</th>
<th>Frequency of the module</th>
<th>Type</th>
<th>ECTS</th>
<th>Student Workload</th>
</tr>
</thead>
<tbody>
<tr>
<td>Three 5-Week-Blocks in the second year of study.</td>
<td>Annually</td>
<td>Compulsory</td>
<td>6 ECTS</td>
<td>Total Workload: 150 hrs. (100%) In class: 60 hrs. (40%) Self-study: 90 hrs. (60%)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Type / Duration of exam</th>
<th>Module supervisor</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Report &amp; Presentation (100%)</td>
<td>Prof. Dr. Stefanie Schubert</td>
</tr>
</tbody>
</table>

Teaching and Learning Methods

1. Interactive Lecture
2. Group Work
3. Case Study
4. Experiments

Pre-requisites (mandatory or recommended)

Recommended pre-requisites are the successful completion of basic courses:

• None

Course Content (Course Overview & Course Structure)

This course covers fundamental concepts of game theory and strategic decision making. As game theory covers decision making with interactions, which are situations with more than one person who has to decide, each person’s payoff depends on the behavior of other persons. Based on game theoretic models, the methodology of experimental economics will be applied using real research projects the students will be designing and conducting in small groups. Thus, the goals of the course are to provide students with a foundation to game theory and experimental economics so they can start their own research in this field.

Class Schedule

Week 1-5:

Strategic decision making: game theory

• Theory of Games and Moves
• Prisoners’ dilemma
• Zero-sum games
• Discoordination games
• Battle of the sexes games
• Coordination and anti-coordination games

Week 6-10:
Experimental economics
• Discussion of journal articles: theory and experiment
• Development of own research questions
• Design of classroom experiments
• Conducting experiments in class

Week 11-15:
Synthesis of game theory and experimental results
• Comparison of theoretical predictions and actual human behavior
• Analysis of data from the experiments
• Developing ideas of how to improve the theory
• Presentation of results from the classroom experiment and underlying theory

Learning Objectives

Learning outcomes professional skills
Upon completion of this module, students will be able to:

• Explain the basic principles of game theory and strategic decision making
• Derive equilibrium predictions using standard solution concepts
• Develop an interesting research question
• Apply game theory and experimental economics to design and conduct and an experiment
• Analyze how people actually made decisions and explain if behaviors can or cannot be explained using basic game theory

Learning outcomes methodology
Upon completion of this module, students will be able to:

• Review the existing literature and find important articles
• Create value through team work and discussions
• Design and conduct an experiment
• Instruct participants
• Analyze the experimental data by applying statistical techniques
• Present in front of others
• Write high-quality papers
Learning outcomes social skills

This module will provide students with an opportunity to develop the attributes specified below:

- Self-organization within groups: Tasks require organization and division of responsibilities within the group
- Time management within groups: Groups need to meet deadlines to reach milestones
- Teamwork and leadership readiness: Students are supposed to contribute to the group project and find a balance between group discussions and to carry own points
- Communication: Ideas and questions need to be addressed within the group and meetings with the instructor

Learning outcomes personal skills

This module will provide students with an opportunity to develop the attributes specified below:

- Critical thinking and problem solving: Steeped in the research method, students will be provided with an opportunity to develop both
- Feedback assessment: Students have to cope with critical remarks (by other students as well as by the lecturer) during their meetings and during the presentation
- Self-organization and time management: To contribute to the group project, students will have to organize their personal study time

Key Words

Strategy, game theory, experimental economics, experiments, case studies, decision making, best responses, Nash equilibrium, prisoners' dilemma, discoordination games, mixed strategies, battle of the sexes, zero-sum games, coordination and anti-coordination games

Course Administration & Evaluation

Assessment Process
  o Report (50%) + Presentation (100 %)= final grade

Definition of Assignment(s) used
  o Report: 6-8 pages (main body of the paper) per student
  o Presentation: 10-15min per student plus discussion approx. 10min per student

Basis of Grading
  The grading of both the report and the presentation will be based upon the following:
  - Structure: Is your contribution built on a series of well-structured ideas/paragraphs, transitions and conclusions?
  - Type and the depth of the content: Does your contribution show decisiveness, feasibility, and usefulness of recommendations? Are concepts applied appropriately?
Originality: Does your contribution provide original insights, is it relevant?
Ability to argue: Does your contribution build on evidence and arguments?
Style: Is your contribution written/explained clearly (do you know what you mean and do you say it plainly)?

Additionally, for the report, the following grading criterion applies:
- Writing: has the paper a good written quality (including grammar and spelling)?

Additionally, for the presentation, the following grading criteria applies:
- Slides: Are the slides well-structured and appealing?
- Discussion: Can you handle questions from the audience?

Formalities of Assignments and Exams
- Report:
The Report needs to be turned in by a specified date. One printed paper and the digital document (as specified) are required. Late assignments will not be graded.

- Presentation:
The presentations have to be turned in by a specified date. One printed handout and the digital document (as specified) are required.

Evaluation of the Exam / Meaning of grades

<table>
<thead>
<tr>
<th>Grade</th>
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</tr>
</tbody>
</table>

Constructive Alignment

Students will not only understand game theoretic concepts and experimental economic methods but also analyze strategic decision making situations and create new insights. In line with the learning methods, learning outcomes will be evaluated based on the methods of examination: report and presentation.

Course Resources & Communication

Campus-Net & SRH-E-Mail Address
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### Recommended Literature & Course Materials

- Further readings will be distributed in class
5.2.6. Corporate Finance

**SRH University Heidelberg, Course of Study: International Business (B.A.)**

**Module name and module number:** Corporate Finance (2343)

**This module is used in the following degree programs:**

**International Business (B.A.)**

<table>
<thead>
<tr>
<th>5-Week block</th>
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<th>Student Workload</th>
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<tr>
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<td></td>
<td></td>
<td></td>
<td>In class 60 hrs. (40%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Self-study 90 hrs. (60%)</td>
</tr>
</tbody>
</table>

**Type / Duration of exam**

- Written Exam (2/3)
- Case Study (1/3)

**Module supervisor**

Konstantin Druker

**Teaching and Learning Methods**

1. Interactive Lecture
2. Group Work
3. Case Study
4. Practical Work

**Pre-requisites (mandatory or recommended)**

Recommended Pre-requisites are the successful completion of basic courses:

- Cost Performance Accounting
- External Accounting
- Introduction to Accounting (Bookkeeping)

**Course Content (Course Overview & Course Structure)**

Statistical capital investment methods
- Cost comparison method, critical load factor
- Profit comparison method (break-even analysis)
- Payback analysis
- Average return method

Introduction to cash flow-oriented approaches

Dynamic investment methods
- Net present value method
- Annuity method
- Internal rate of return method
Forms of financing
- Equity financing
- Credit financing
- Special forms of financing

Financing under given degrees of uncertainty
- Leverage effect,
- Modigliani-Miller theorem

Investment and financing under uncertainty
- Aggregate risk for the enterprise
- Dominance principle
- Expected value, variance, covariance, correlation coefficient

Class Schedule

Week 1:
- Structure of lecture and exam terms
- Introduction to Corporate Finance
- Introduction, scope, and task of the case study presentation in week 2
- Contents of the case study: Financial ratios, Analysis of financial reports (P/L statements, cash flow statements, balance sheets, working capital)

Week 2:
- Case study presentation in groups…
- Investment / capital budgeting (Cost comparison method, critical load factor, Profit comparison, method (break-even analysis), Payback analysis, Average return method)

Week 3:
- Introduction to cash flow-oriented approaches (Net present value method, Annuity method, Internal rate of return method)
- Investment and financing under uncertainty, Aggregate risk for the enterprise, Dominance principle, Expected value, variance, covariance, correlation coefficient

Week 4:
- Financing under given degrees of uncertainty, Leverage effect, Modigliani-Miller theorem
- Forms of financing (Equity financing Credit financing, Special forms of financing)

Week 5:
- Revision and Exam preparation
- Written exam

Learning Objectives

Learning outcomes professional skills

After participation in this course, students will be prepared to solve fundamental problems in investment and financing. Also, the students are able to explain the fundamental rules of the capital market and the
meaning of a net present value. Moreover, students learn the meaning of cash flow in an enterprise’s functions.

Learning outcomes methodology

Students are requested to search for financial reports of companies, to understand how to read them and to analyze the financial situation of the company. Furthermore, students can calculate and interpret the (net present) value of cash flow and the value of a project or a company.

Learning outcomes social skills

<table>
<thead>
<tr>
<th>Competence and consideration in the module</th>
<th>Importance during the lectures</th>
<th>Importance for the examination</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal-oriented moderation of internal meetings</td>
<td>Students’ meetings with the lecturer are time restricted and students need to address most important topics to be discussed in that period.</td>
<td></td>
</tr>
<tr>
<td>Capacity for teamwork</td>
<td>Problems arising from the distribution of the total workload are discussed with the lecturer.</td>
<td></td>
</tr>
<tr>
<td>Social learning</td>
<td>Students train their ability to communicate and to solve conflicts during group discussions.</td>
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Learning outcomes personal skills

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<tbody>
<tr>
<td>Exposure to ambiguity</td>
<td>Discrepancies resulting from the preparation of tasks are discussed with the lecturer (in the lectures or using other communication channels).</td>
<td></td>
</tr>
<tr>
<td>Critical faculties</td>
<td>Students need to deal with positive and negative remarks in the team meetings.</td>
<td></td>
</tr>
</tbody>
</table>
Self-reflection
Intermediary results are commented by the lecturer. Students are motivated to self-reflect their individual behavior.

Time management
Students need to keep deadlines (for the preparation of intermediary results, handouts, etc.). Since the exams only allow for a limited amount of time, students have to manage their time budget.

Flexibility
Adjustments resulting from group meetings are discussed with the lecturer and afterwards, implemented.

Self-organization
Tasks cannot be fulfilled by single students (due to time restrictions). Therefore, an appropriate division of work is an essential part of the performance (individual and group level).

Decision-making competence
Since tasks leave room for discussion and interpretation, students need to decide on their focus.

Key Words
Statistical capital investment, critical load factor, cost comparison, break-even analysis, payback analysis, cash flow, Annuity, Equity, Leverage effect, Modigliani-Miller theorem

Course Administration & Evaluation

Assessment Process
- Written Exam (66% of final grade)
- Case Study (33% of final grade)

The written exam generally covers all topics that were covered by lectures and group works except the contents of the case study. These contents will be covered in the presentation exam.

Basis of Grading
The grading of the Exam will be based upon the following:
Total of 100 Points in the exam

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>100 - 99</td>
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</tr>
<tr>
<td>49 - ≤</td>
<td>5,0 (fail)</td>
</tr>
</tbody>
</table>
Formalities of Assignments and Exams

- Written Exam:
  Written exam with a duration of 60 min. at the end of the five-week block. Time and place of the exam will be announced by the examination office.

- Case study (exam):
  Will be elaborated and presented in groups. Each group will present their results in at 60 min. presentation.

Evaluation of the Exam / Meaning of grades

<table>
<thead>
<tr>
<th>Grade</th>
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</tr>
<tr>
<td>fail</td>
<td>5.0</td>
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</tbody>
</table>

Constructive Alignment

After completion of the module “Corporate Finance” students are able to understand basic principles of capital markets, capital budgeting and the valuation of cash flow (i.e. projects or companies). After passing the module they are also able to analyses financial reports, the financial situation of a company and to calculate the value of a project or a company.

During classes students have to take part in different roles: in lectures they will learn the fundamentals, capital market rules and valuation methods. During the case study and group works they will have to search for individual solutions in order to evaluate the financial performance of a company.

The case study presentation gives students the opportunities to show and to explain how they proceeded during the analysis of a company’s financial report and how is the financial performance of that company. The written exam is an appropriate way to assess their knowledge and competences in using of different capital budgeting methods (i.a. net present value), in understanding of the meaning of risk, in explaining of the basic functionality of capital markets, and in differentiation of financing.

Course Resources & Communication

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### Recommended Literature & Course Materials


Additional literature:

- Jonathan Berk, Peter DeMarzo (2014): Corporate Finance, Pearson Education (any older Edition is also suitable)
5.2.7. International Taxation

SRH University Heidelberg, Course of Study: International Business (B.A.)

Module name and module number: International Taxation (2344)

This module is used in the following degree programs:

International Business (B.A.)

<table>
<thead>
<tr>
<th>5-Week block</th>
<th>Frequency of the module</th>
<th>Type</th>
<th>ECTS</th>
<th>Student Workload</th>
</tr>
</thead>
<tbody>
<tr>
<td>One 5-Week-Block in the first year of study.</td>
<td>Annually</td>
<td>Compulsory</td>
<td>6 ECTS</td>
<td>Total Workload</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>In class</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>150 hrs. (100%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Self-study</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>60 hrs. (40%)</td>
</tr>
<tr>
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</tr>
</tbody>
</table>

Type / Duration of exam

- Written Exam (100%), (90 min)

Module supervisor

Prof. Dr. Markus Breuer

Teaching and Learning Methods

1. Interactive Lecture
2. Group Work
3. Role Play
4. Case Study

Pre-requisites (mandatory or recommended)

Recommended Pre-requisites are the successful completion of basic courses:

- Business Administration I & II

Course Content (Course Overview & Course Structure)

The course examines the importance of international tax laws for all kinds of for-profit organizations and individuals. It provides insights in the general principles of international taxation (income taxes) following the OECD rules. The OECD rules are applied by most industrialized countries and can be regarded as the international standard. By focusing on the OECD rules it is ensured that students are enabled to transfer their knowledge to individual transactions between two different countries.

The module delivered combines lectures, group works, case studies and presentations. Thus, students train their social and personal skills throughout the entire five week block.

The module is structured as followed:

1. Fundamentals of cross-border taxation

Students understand the general problem of international taxation (i.e. double taxation) and the opportunities from international tax planning (lowering a company’s overall tax burden). Moreover,
economic principles of taxation are discussed. Finally, a short overview of German tax law fundamentals is provided. Most German fundamentals (e.g. on the unlimited liability to taxes) are applied in a similar way other by OECD countries and thus, can be regarded as a template.

2. The OECD Model Tax Convention

The OECD Model Tax Convention is the world’s most important template for the negotiation of double tax treaties. Based on their new competences in applying the OECD template to cross-border taxation students will be able to deal with individual double tax treaties between two different states. Apart from the basic articles (articles one to five) the distribution articles are the main subject for the class (e.g. interests, royalties, dividends). Moreover, articles 23 A/B (exemption method, credit method) are discussed and compared with regards to their results (overall tax burden).

3. Transfer Pricing

In the last years transfer pricing has been one of the mayor subjects of international taxation and plays a prominent role in mutual agreement procedures. Against the background of the arm’s length principle different transfer pricing methods (accepted by the OECD) are discussed and compared. Special focus lies on a company’s functional and risk profile and documentation of transfer prices. In this context students are asked to prepare a documentation report for a fictional company.

4. Tax Planning

Based on the OECD Model Tax Convention and the OECD Standards on Transfer Pricing certain tax optimization structures including but not limited to the well-known “double Irish with a Dutch sandwich” are discussed. Students are enabled to understand the general idea of tax planning tools and are able to identify weaknesses in different approaches.

5. Current Trends in International Taxation

The module ends by discussing current trends including the OECD’s BEPS initiative and tax impacts on company restructurings.

Class Schedule

Week 1:
- Introduction
- Economic principles
- Taxation of individuals and legal entities
- German tax fundamentals (German income (corporate) taxation)
- Problems resulting from international business transactions (??)

Week 2:
- OECD Model tax Convention (introductory lecture)
OECD Model Tax Convention (group work on selected articles)
OECD Model Tax Convention (student presentations, discussion of open questions)
Practical cases

Week 3:
- Transfer Pricing (introduction)
- Transfer Pricing (methods)
- Transfer Pricing (documentation requirements)
- Introduction into the case study

Week 4:
- Group work
- Interview with the (fictional) CFO
- Preparation of the TP master file
- Documentation of sales and service agreements

Week 5:
- Tax planning
- Transfer of functions and tax effects of company restructurings
- Case studies on transfer of functions
- BEPS
- Exam

Learning Objectives

Learning outcomes professional skills

Tax laws influence nearly every part of a company’s value chain. Not only do they play a role in multinational companies but they affect every individual as well if e.g. a student owns an apartment in his home country and studies in Germany. Moreover, tax laws and regulations are steadily changing. This implies that current knowledge is outdated probably faster than anywhere else in business administration.

The overall goal of the module is to enable students to discover problems in cross border taxation, to do autonomous research and to find and discuss potential solutions with experts like tax advisors, lawyers and tax officers.

After the completion of the module:
- Students know the economic reason for taxation and challenges due to tax competition
- Students are able to describe the basic problems/challenges resulting from international taxation (i.e. double taxation in two countries).
- Students know the most relevant ways to prevent double taxation (unilateral and bilateral regulations), especially double tax treaties.
- Students can interpret supra-national regulations on taxation and transfer pricing
- Students can rank different legal sources (national law, international law, regulations set by
supranational organizations, etc.) and know which of them are applicable in a cross border transaction

- Students can answer tax-related questions (taxation of individuals and taxation of legal entities) applying relevant law and regulations.
- Students are able to develop strategies to defend tax positions in tax audits (including but not limited to the documentation of transfer prices).
- Students are able to compare different settings and to derive a tax optimal strategy.

**Learning outcomes methodology**

- Students are requested to search for related literature and thus strengthen their individual research skills. Improvements are not limited to the search for references in a narrow sense. Rather, students need to assess tax related recommendations that are published by different organizations/authorities (international tax advising companies vs. tax authorities vs. scientific publications).
- Students improve their skills in dealing with complex texts, e. g. OECD publications on international taxation.

**Learning outcomes social skills**

<table>
<thead>
<tr>
<th>Competence and consideration in the module</th>
<th>Importance during the lectures</th>
<th>Importance for the examination</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal-oriented moderation of internal meetings</td>
<td>Students’ meetings with the lecturer are time restricted and students need to address most important topics to be discussed in that period.</td>
<td></td>
</tr>
<tr>
<td>Capacity for team work</td>
<td>Problems arising from the distribution of the total workload are discussed with the lecturer.</td>
<td></td>
</tr>
<tr>
<td>Social learning</td>
<td>Students train their ability to communicate and to solve conflicts during group discussions.</td>
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<td>Openness to criticism</td>
<td>Students have to cope with critical remarks (by other students as well as by the lecturer) during their meetings and during the presentation.</td>
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<tr>
<td>Assertiveness</td>
<td>Students need to argue and to defend their positions and/or ideas against other group members.</td>
<td></td>
</tr>
</tbody>
</table>
## Learning outcomes personal skills

<table>
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<tr>
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<th>Importance during the lectures</th>
<th>Importance for the examination</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exposure to ambiguity</td>
<td>Discrepancies resulting from the preparation of tasks are discussed with the lecturer (in the lectures or using other communication channels).</td>
<td></td>
</tr>
<tr>
<td>Critical faculties</td>
<td>Students need to deal with positive and negative remarks in the team meetings.</td>
<td></td>
</tr>
<tr>
<td>Self-reflection</td>
<td>Intermediary results are commented by the lecturer. Students are motivated to self-reflect their individual behavior.</td>
<td></td>
</tr>
<tr>
<td>Time management</td>
<td>Students need to keep deadlines (for the preparation of intermediary results, handouts, etc.).</td>
<td></td>
</tr>
<tr>
<td>Flexibility</td>
<td>Adjustments resulting from group meetings are discussed with the lecturer and afterwards, implemented.</td>
<td></td>
</tr>
<tr>
<td>Self-organization</td>
<td>Tasks cannot be fulfilled by single students (due to time restrictions). Therefore, an appropriate division of work is an essential part of the performance (individual and group level).</td>
<td></td>
</tr>
<tr>
<td>Decision-making competence</td>
<td>Since tasks leave room for discussion and interpretation, students need to decide on their focus.</td>
<td>Since tasks leave room for discussion and interpretation, students need to decide on their focus.</td>
</tr>
</tbody>
</table>

### Key Words

- Economic fundamentals of taxation
- Limited and unlimited tax liability
- Taxation of individuals, permanent establishments and legal entities according to the OECD Model Tax Convention
- BEPS
- Transfer pricing (arm’s length principle, functional and risk profiles, documentation of transfer prices)
- Arm’s length standard
- Tax optimization and tax planning
- Tax related impacts of company restructurings
Course Administration & Evaluation

Assessment Process

- Written exam (100%) = final grade

The exam generally covers all topics that were covered by lectures, group works, case studies etc. The exam consists of 6-10 different questions/cases. Each question has to be answered individually. If a student is not able to answer one question there is no negative impact on the remaining questions.

Questions are designed to evaluate students’ knowledge (e.g. general rules and regulations) but also to evaluate their ability to transfer knowledge to new, unknown facts and circumstances. Therefore, most questions are based on small cases taken from the field of international taxation.

Basis of Grading

The grading of the Exam will be based upon the following:

Total of 100 Points in the exam

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>100 - 99</td>
<td>1,0</td>
</tr>
<tr>
<td>51 - 50</td>
<td>4,0 (pass)</td>
</tr>
<tr>
<td>49 - ≤</td>
<td>5,0 (fail)</td>
</tr>
</tbody>
</table>

Formalities of Assignments and Exams

- Written Exam:
  With a duration of 90 min. at the end of the five-week block. Time and place of the exam will be announced by the examination office.

Evaluation of the Exam / Meaning of Grades

<table>
<thead>
<tr>
<th>Grade</th>
<th>Decimal value</th>
</tr>
</thead>
<tbody>
<tr>
<td>excellent</td>
<td>1,0 to 1,2</td>
</tr>
<tr>
<td>very good</td>
<td>1,3 to 1,5</td>
</tr>
<tr>
<td>good</td>
<td>1,6 to 2,5</td>
</tr>
<tr>
<td>satisfactory</td>
<td>2,6 to 3,5</td>
</tr>
<tr>
<td>sufficient</td>
<td>3,6 to 4,0</td>
</tr>
<tr>
<td>fail</td>
<td>5,0</td>
</tr>
</tbody>
</table>

Constructive Alignment

After completion of the module “International Taxation” students are able to understand basic principles and assess the impact of national tax rates on the income/profit of individuals, domestic entities/permanent establishments and the overall group profit. After passing the module they are able to identify tax related threats, discuss the challenges with experts (e.g. tax advisors, lawyers, etc.) and evaluate different solutions (including chances and risks). The course content is based on OECD rules and regulations. Thus, students will be able to adopt these general rules to individual cases (e.g. a potential double taxation between Germany and France).
During the lectures students have to take part in different roles: In lectures they will learn the fundamentals. During the case studies and group works they need to search for individual solutions for tax related risks and in role plays they need to articulate their approaches and solution in front of the (virtual) CFO of an international enterprise.

The written exam is an appropriate way to assess their knowledge and competences in different fields of cross-border taxation. Based on small cases and open questions on the fundamentals of taxation students need to evaluate settings and define solutions based on the OECD Model Tax Convention and other OECD recommendations.

### Course Resources & Communication

**Campus-Net & SRH-E-Mail Address**

The use of Campus-Net and the SRH-E-Mail is inevitable. All course materials will be uploaded on “Campus-Net”. To log-on to Campus-Net go to: [https://campus.hochschule-heidelberg.de](https://campus.hochschule-heidelberg.de). All instructions on the use of Campus-Net and the SRH IT infrastructure can be found under the section “Instructions”. All E-Mail communications will be made through our SRH-E-Mail Addresses. Upon matriculation every student will receive their own SRH-E-Mail Address.

We highly recommend the use of the SRH-App “SRH Hochschule Heidelberg” available for Apple and Android devices.

### Special needs & Requirements

For 40 years, the SRH University Heidelberg has been offering the opportunity to complete a degree program to students handicapped by physical disabilities. This is underpinned by SRH’s high competence in the field of medical and vocational rehabilitation. Since the university has implemented the issue of inclusion as part and parcel of its self-conception, the requirements stipulated by SGB III § 57 have thus been met.

The campus infrastructure not only provides medical services (offered by on-site internists, orthopedics, psychotherapists, neurologists, specialists in phoniatics/ pedaudiology, doctors and occupational physicians as well as through workshops for individual technical aids) but also respective accommodation facilities. Students can register for assisted accommodation or live independently, and there are also specific facilities for students with allergies or multiple disabilities.

Experienced mentors/ professors support students, helping them to succeed with their studies by ensuring appropriate measures are available to compensate their disabilities with regard examinations.

For any issue in this context, please refer to the professors named below, who have been authorized by the university’s senate for this mandate:

Prof. Dr. Christian Johannsen  
Telephone: +49 6221 88-2379  
E-mail: christian.johannsen@hochschule-heidelberg.de

Dr. Bernd Höner  
Telephone: +49 6221 88-2477  
E-mail: bernd.hoener@hochschule-heidelberg.de
### Academic Integrity

The SRH University Heidelberg is strongly committed to nurturing academic excellence. Therefore any form of academic dishonesty such as plagiarism, counterfeit work, falsification of Academic Records, unauthorized reuse of work, etc. will not be tolerated. The School of Business expects the highest level of ethical behavior from its students both in and out of the classroom. Therefore all students should be familiar with our “Academic research paper guidelines” and “The Code of Conduct” of the Business School.

### Recommended Literature & Course Materials

5.2.8. Management Information Systems

SRH University Heidelberg, Course of Study: International Business (B.A.)

Module name and module number: Management Information Systems

This module is used in the following degree programs:

International Business (B.A.)

<table>
<thead>
<tr>
<th>5-Week block</th>
<th>Frequency of the module</th>
<th>Type</th>
<th>ECTS</th>
<th>Student Workload</th>
</tr>
</thead>
<tbody>
<tr>
<td>One 5-Week-Block in the second year of study.</td>
<td>Annually</td>
<td>Compulsory</td>
<td>6 ECTS</td>
<td>Total Workload 150 hrs. (100%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>In class 60 hrs. (40%)</td>
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<td></td>
<td>Self-study 90 hrs. (60%)</td>
</tr>
</tbody>
</table>

Type / Duration of exam

- Written Exam (50%), (60 min.)
- Presentation (50%)

Module supervisor

Prof. Dr. Claus-Peter H. Ernst

Teaching and Learning Methods

1. Interactive Lecture
2. Group Work
3. Practical Work
4. Problem-Oriented Learning
5. Case Study

Pre-requisites (mandatory or recommended)

Recommended Pre-requisites are the successful completion of basic courses:

- None

Course Content (Course Overview & Course Structure)

Information systems and other technologies have changed how companies work. They create both opportunities and challenges and the course deals with the most important ones, especially with regards to the automation of internal processes, integration with suppliers and customers, the selection/development of standard/individual software, the further development/creation of existing/new business models, and current trends in the Web.

Class Schedule

Week 1:

- Assign presentation topics
- Introduction to IS
- Basics of programming
- Computers
- Computer networks and Internet
Integrated information systems

Week 2:
- Practice of the graded presentation assignment based on the different aspects of BI
- Presentations: BI
- Presentation Skills

Week 3:
- Software selection
- Phases of software development process
- Process models in software development
- Modeling languages
- Omnichannel strategy

Week 4:
- IS Project management
- Internet economy

Week 5:
- Presentations
- Repetition
- Exam

Learning Objectives

An integrated thinking and acting approach is indispensable for professionals and executives in information systems. But it is not just professional expertise that characterizes professionals and executives. Accordingly, the various teaching and learning methods of the course are geared to the acquisition of a comprehensive competence grid:

Learning outcomes professional skills

First of all, successful professionals and executives must have a sound background in order to be able to handle tasks that are typical for their jobs independently and with their own responsibility. After attending the course, students have …
- knowledge of the goals and tools of information systems
- knowledge of the concepts and structure of information systems in business
- fundamental skills in important IT functions and their application in enterprises and organizations
- the ability to meaningfully participate in the new or further development of business information systems as well as standardized software selection
- the ability to recognize market trends triggered by information-technological developments and evaluate their potential application in business

Learning outcomes methodology

The application of knowledge requires the ability to put it into practice by means of appropriate methods. By attending the course, students know and are able to apply essential methods such as ...
- creativity techniques
- analytical methods
- modeling languages
- project management methods
- business plan development
- methods of information gathering
- methods for the assessment of source quality

**Learning outcomes personal skills**

Successful professionals and leaders need the willingness and ability to recognize their own development opportunities and limitations, and to reflect and develop themselves. The acquisition of these competences also forms a focal point of the course.

<table>
<thead>
<tr>
<th>Competence and consideration in the module</th>
<th>Importance during the lectures</th>
<th>Importance for the examination</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exposure to ambiguity</td>
<td>Discrepancies resulting from the preparation of tasks are discussed with the lecturer (in the lectures or using other communication channels).</td>
<td>Apparent ambiguity will be discussed in the context of the presentation assignment by the lecturer.</td>
</tr>
<tr>
<td>Critical faculties</td>
<td>Students need to deal with positive and negative remarks in the team meetings.</td>
<td>The handling of the remarks is taken into account in the grading of the case study.</td>
</tr>
<tr>
<td>Self-reflection</td>
<td>Intermediary results are commented by the lecturer. Students are motivated to self-reflect their individual behavior.</td>
<td>The handling of the comments is taken into account in the grading of the presentation assignment.</td>
</tr>
<tr>
<td>Time management</td>
<td>Students need to keep deadlines (for the preparation of intermediary results, handouts, etc.).</td>
<td>The students have a firmly defined timeframe available for the development of the graded group presentation assignment.</td>
</tr>
<tr>
<td>Flexibility</td>
<td>Adjustments resulting from group meetings are discussed with the lecturer and afterwards, implemented.</td>
<td>In the course of the competence measurement within the presentation assignment, the students have to deal with potential changes in the task (e.g., due to changing environmental parameters) and react flexibly to it.</td>
</tr>
<tr>
<td>Self-organization</td>
<td>Tasks cannot be fulfilled by single students (due to time restrictions). Therefore, an appropriate division of work is an essential part of the performance (individual and group level).</td>
<td>As part of the final presentation, students must explain and justify their actions.</td>
</tr>
</tbody>
</table>
Since tasks leave room for discussion and interpretation, students need to decide on their focus. As part of the final presentation, students must present and defend their prior decisions.

**Learning outcomes social skills**

Finally, cooperation with others is essential for successful professionals and executives. Thus, the acquisition of diverse social skills is in the focus of the course.

<table>
<thead>
<tr>
<th>Competence and consideration in the module</th>
<th>Importance during the lectures</th>
<th>Importance for the examination</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal-oriented moderation of internal meetings</td>
<td>Students’ meetings with the lecturer are time restricted and students need to address most important topics to be discussed in that period.</td>
<td>The implementation of the results of the group discussions with the lecturer is taken into account in the evaluation of the presentation assignment.</td>
</tr>
<tr>
<td>Capacity for teamwork</td>
<td>Problems arising from the distribution of the total workload are discussed with the lecturer.</td>
<td>The quality of the group work has a decisive effect on the success of the results and their presentation.</td>
</tr>
<tr>
<td>Social learning</td>
<td>Students train their ability to communicate and to solve conflicts during group discussions.</td>
<td>Without the intensive interaction and goal-oriented cooperation within the group, working on the presentation assignment is difficult or even impossible.</td>
</tr>
<tr>
<td>Openness to criticism</td>
<td>Students have to cope with critical remarks (by other students as well as by the lecturer) during their meetings and during the presentation.</td>
<td>Students’ dealing with potential criticism by the lecturer is taken into account in the evaluation of presentation assignment.</td>
</tr>
<tr>
<td>Assertiveness</td>
<td>Students need to argue and to defend their positions and/or ideas against other group members.</td>
<td>When presenting the results of the group presentation assignment, students may have to defend their decisions against the opposition of classmates and the lecturer.</td>
</tr>
</tbody>
</table>

**Key Words**

Management Information Systems, information technology, e-business, project management, software development, software selection.

**Course Administration & Evaluation**

**Assessment Process**

- Written Exam (50%) + Presentation (50%) = final grade
Definition of Assignment(s) used

- Presentation:
  The students work in teams on a topic that covers current trends and challenges of information systems such as mobile computing and security in the cloud.

- Written Exam:
  Under supervision, students demonstrate in limited time and with limited resources that they can reproduce the knowledge imparted in the lecture and that they effectively and efficiently solve problems using the methods learned and the knowledge acquired.

Basis of Grading

The grading of the presentation will be based upon the following:

Form:
- Group presentation

Content:
- Recognizability of the students’ contribution
- Quality of the content
- Structuring of the content
- Quality of the used sources
- Correct citation
- Application of the covered presentation skills
- Quality of the slides

The grading of the exam will be based upon the following:

Total of 60 Points in the exam

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>60</td>
<td>1,0</td>
</tr>
<tr>
<td>33</td>
<td>4,0 (pass)</td>
</tr>
<tr>
<td>&lt; 33</td>
<td>5,0 (fail)</td>
</tr>
</tbody>
</table>

Formalities of Assignments and Exams

- Written Exam:
  With a duration of 60 min. at the end of the five-week block. Time and place of the exam will be announced by the examination office.

- Case Studies:
  The case study slides are presented on the day assigned by the lecturer.

Evaluation of the Exam / Meaning of grades

<table>
<thead>
<tr>
<th>Grade</th>
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<tbody>
<tr>
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</tr>
<tr>
<td>fail</td>
<td>5,0</td>
</tr>
</tbody>
</table>
Constructive Alignment

The focus of the course is the recognition, analysis, practice-oriented application, and further development of information system’s methods and concepts. On the basis of practical case studies, the course’s competences are discussed and tested both conceptually and methodologically on the benchmark of real corporate practice. The review of the competences takes place in the form of a group presentation and a final exam.

Course Resources & Communication

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Therefore all students should be familiar with our “Academic research paper guidelines” and “The Code
of Conduct” of the Business School.

<table>
<thead>
<tr>
<th>Recommended Literature &amp; Course Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Provided lecture notes</td>
</tr>
</tbody>
</table>
5.2.9. Statistics

SRH University Heidelberg, Course of Study: International Business (B.A.)

Module name and module number: Statistics (2659)

This module is used in the following degree programs:

International Business (B.A.)

<table>
<thead>
<tr>
<th>5-Week block</th>
<th>Frequency of the module</th>
<th>Type</th>
<th>ECTS</th>
<th>Student Workload</th>
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<tr>
<td>Three 5-Week-Block in the second year of study.</td>
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<td>In class</td>
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<td>150 hrs. (100%)</td>
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<td>Self-study</td>
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<td>60 hrs. (40%)</td>
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</tbody>
</table>

Type / Duration of exam

- Project Work (100%)

Module supervisor

Prof. Dr. Benedikt Römmelt

Teaching and Learning Methods

1. Interactive Lecture
2. Practical Work
3. Group Work
4. Problem-Oriented Learning

Pre-requisites (mandatory or recommended)

None mandatory pre-requisites
Recommended is the successful completion applied business mathematics

Course Content (Course Overview & Course Structure)

The course Statistics is a connected business course taught with a final report and presentation at the end of the 15 weeks.

Students apply in the context of a small research project the following topics:

- Basics of empirical research
- Levels of measurement
- Statistical characteristics
  - Absolute and relative frequencies
  - Measures of central tendency (mean, median, mode)
  - Measures of variability (range, interquartile ranges, variance, standard deviation)
- Graphical representation of feature distributions
- Basics of probability theory
- Basics of statistical modeling: random variables, distribution functions, expectation
- Sample statistics and data collection
- Basic concepts of estimation and testing theory: hypotheses, test procedures for statistical
hypothesis (z-test, t-test, chi-square test of independence)
- Correlation
- Simple Regression
- Application of software (Excel) for data processing and analysis

Class Schedule

Week 1-3:
- Introduction
- Basics of empirical research
- Graphics
- Levels of measurement
- Absolute and relative frequencies
- Measures of central tendency
- Measures of variability

Week 4-6:
- Basics of statistic modelling
- Distributions
- Point and interval estimations
- Testing of hypothesis

Week 7-9:
- Basics of bivariate statistics
- Correlation
- Regression

Week 10-12:
- Start of team projects
- Questionnaire design
- Data collection and structuring
- Applying all statistical methods from week 1 to 9 with own data
- Working with software to analyze own data
- Meetings with the lecturer

Week 13-15:
- Repeating general statistical methods from week 1 to 9
- Meetings with the lecturer
- Writing report
- Preparing presentation
- Presentation and defense of the results

Learning Objectives

Having successfully completed the course, students should be familiar with basic statistical procedures. They also should be able to apply basic methods of descriptive statistics and interpret the results obtained correctly. Furthermore they have a certain critical understanding regarding the performance and
limitations of the statistical methodology.

**Learning outcomes professional skills**

- Students can describe the basic process of empirical research.
- They recognize the scale level of different types of data.
- They are able to calculate statistical parameters of quantitative data.
- They can compare different statistical testing procedures and can delimit their areas of application.
- They are able to calculate correlations and apply simple regression analyzes.

**Learning outcomes methodology**

- Students are able to collect quantitative data and use them.
- They can apply software for data processing and statistical analysis.
- They are able to calculate statistical parameters of descriptive and inductive statistics.
- They can transfer the results of statistical calculations adequately into diagrams.

**Learning outcomes social skills**

<table>
<thead>
<tr>
<th>Competence and consideration in the module</th>
<th>Importance during the lectures</th>
<th>Importance for the examination</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal-oriented moderation of internal meetings</td>
<td>Students’ meetings with the lecturer are time restricted and students need to address most important topics to be discussed in that period.</td>
<td></td>
</tr>
<tr>
<td>Capacity for teamwork</td>
<td>Problems arising from the distribution of the total workload are discussed with the lecturer.</td>
<td>The individual parts of the report and the presentation are coordinated in the team.</td>
</tr>
<tr>
<td>Social learning</td>
<td>Students train their ability to communicate and to solve conflicts during group discussions.</td>
<td></td>
</tr>
<tr>
<td>Openness to criticism</td>
<td>Students have to cope with critical remarks (by other students as well as by the lecturer) during their meetings and during the presentation.</td>
<td></td>
</tr>
<tr>
<td>Assertiveness</td>
<td>Students need to argue and to defend their positions and/or ideas against other group members.</td>
<td></td>
</tr>
</tbody>
</table>
## Learning outcomes personal skills

<table>
<thead>
<tr>
<th>Competence and consideration in the module</th>
<th>Importance during the lectures</th>
<th>Importance for the examination</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exposure to ambiguity</td>
<td>Discrepancies resulting from the preparation of tasks are discussed with the lecturer (in the lectures or using other communication channels).</td>
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<td>Students need to deal with positive and negative remarks in the team meetings.</td>
<td></td>
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<td>Self-reflection</td>
<td>Intermediary results are commented by the lecturer. Students are motivated to self-reflect their individual behavior.</td>
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<tr>
<td>Time management</td>
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<td>Self-organization</td>
<td>Tasks cannot be fulfilled by single students (due to time restrictions). Therefore, an appropriate division of work is an essential part of the performance (individual and group level).</td>
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</table>

### Key Words

- Levels of measurement
- Frequencies
- Measures of central tendency (mean, median, mode)
- Measures of variability (range, interquartile ranges, variance, standard deviation)
- Probability theory
- Distributions
- Data collection
- Hypotheses testing
- Z-test, t-test
- chi-square test of independence
- Correlation
- Regression
### Course Administration & Evaluation

#### Assessment Process
The project work consists of several stages and outputs. The final grade consists of four parts:
- Learning Process (25%)
- Report (25%)
- Presentation (20%)
- Individual question (30%)

#### Definition of Assignment(s) used
- Learning process:
  During the project students report the progress of their project to the lecturer. They have to explain the steps and statistical methods. Each student must take part in the specific group meetings with the lecturer and participate in the discussion. Furthermore, the lecturer can use diverse (written) tests and hand-in exercises to control the learning progress.

- Report:
  Develop a 10-12 pages paper with a specific problem to solve with statistical methods. The individual contribution of each student has to be marked to ensure an individual assessment.

- Presentation:
  20 min. Group presentation of the paper with max. 15 Powerpoint-slides with questions and answers after and during the presentation.

- Individual questions:
  After the presentation each student has to answer at least one individual question about a general topic covering the whole course.

#### Basis of Grading
The grading of the **learning process** will be based upon the following:
- Preparation of the meetings with the lecturer
- Quality of the proposed measures and application of statistic methods
- Understanding of the relevant statistical concepts during the discussion
- Quality of the tests and hand-in exercises

The grading of the **report** will be based upon the following:
**Form:**
- Table of Content & Structure of the Report
- Orthography & punctuation
- Application of our Academic Research Paper Guidelines
- Use of adequate graphics to visualize statistical results

**Content:**
- Recognizability of the Students’ contribution
- Quality of the components (e.g. questionnaire, data set n>50, data collection method)
- Usage of all statistical models discussed during the course
The grading of the presentation will be based upon the following:

Form:
- Concept & structure
- Time management
- Body language, face-to-face interaction with the auditorium and/or the examiner
- Visualization

Content:
- Recognizability of the Students’ contribution
- Transfer and application of the mentioned statistical concepts to the own project
- Recognizably of the Students contribution
- Answers to the questions asked by the examiner

The grading of the individual questions will be based upon the following:
- Quality of the answers to the individual questions
- Extent of help a student can provide to other students who cannot answer their individual questions

Formalities of Assignments and Exams
- Report: The Report needs to be turned in on the day of the presentation in one printed and one digital document (CD or USP-Stick). Late assignments will not be graded.

- Presentation: The presentations have to be turned in on the day of the presentation either on CD or USP-Sticks. USP-Sticks will only be returned upon request.

- Group process: Possible group conflicts which cannot be solved within the group have to be addressed at an early stage to the lecturer.

Evaluation of the Exam / Meaning of grades

<table>
<thead>
<tr>
<th>Grade</th>
<th>Decimal value</th>
</tr>
</thead>
<tbody>
<tr>
<td>excellent</td>
<td>1,0 to 1,2</td>
</tr>
<tr>
<td>very good</td>
<td>1,3 to 1,5</td>
</tr>
<tr>
<td>good</td>
<td>1,6 to 2,5</td>
</tr>
<tr>
<td>satisfactory</td>
<td>2,6 to 3,5</td>
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<tr>
<td>sufficient</td>
<td>3,6 to 4,0</td>
</tr>
<tr>
<td>fail</td>
<td>5,0</td>
</tr>
</tbody>
</table>

Constructive Alignment

The goal is to gain theoretical and practical knowledge and experience in dealing with basic statistical issues. After a theoretical introduction, the students work on a small, quantitative research project based on practice-relevant questions. Both the content of the results as well as the reflection on the learning and research process are presented in a final project presentation and an accompanying written report. In the course we will work with alternating input, training and feedback phases, so that an increasing independence of the statistical working is achieved.
Course Resources & Communication

Campus-Net & SRH-E-Mail Address
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The campus infrastructure not only provides medical services (offered by on-site internists, orthopedics, psychotherapists, neurologists, specialists in phoniatrics / pedaudiology, doctors and occupational physicians as well as through workshops for individual technical aids) but also respective accommodation facilities. Students can register for assisted accommodation or live independently, and there are also specific facilities for students with allergies or multiple disabilities.

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Telephone: +49 6221 88-2379
E-mail: Christian.Johannsen@hochschule-heidelberg.de

Dr. Bernd Höner
Telephone: +49 6221 88-2477
E-mail: bernd.hoener@hochschule-heidelberg.de

Academic Integrity

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The School of Business expects the highest level of ethical behavior from its students both in and out of the classroom.
Therefore all students should be familiar with our “Academic research paper guidelines” and “The Code of Conduct” of the Business School.

Recommended Literature & Course Materials

SAGE.

### 5.2.10. Entrepreneurship

<table>
<thead>
<tr>
<th>Module name and module number: Entrepreneurship (2462)</th>
</tr>
</thead>
</table>

This module is used in the following degree programs:

**International Business (B.A.)**

<table>
<thead>
<tr>
<th>5-Week block</th>
<th>Frequency of the module</th>
<th>Type</th>
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<td>In class 40 hrs. (40%)</td>
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<td>Self-study 60 hrs. (60%)</td>
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</tbody>
</table>

**Type / Duration of exam**

- Presentation (100%)

**Module supervisor**

- Prof. Dr. Rüdiger Fischer

### Teaching and Learning Methods

1. Interactive Lecture
2. Group Work
3. Practical Work
4. Problem-Oriented Learning
5. Case Study

### Pre-requisites (mandatory or recommended)

- Recommended Pre-requisites are the successful completion of basic courses:
  - Business Administration I & II

### Course Content (Course Overview & Course Structure)

The course deals with the basics of entrepreneurship and entrepreneurial thinking. It provides insights in all necessary elements for a successful foundation. During the course the students have to work in teams on their own business ideas.

The module delivered combines lectures, group works, case studies and presentations. Thus, students train their social and personal skills throughout the entire five week block.

The module is structured as followed:

1. Basics

The students learn about the importance of entrepreneurship for the economy of countries. Startups are the motor of the economy. Some good examples of successful startups are discussed. In addition to this the necessity to be able to present a business model with some sentences (elevator pitch) will be explained.
2. Ideation

Students understand the importance of recognizing and evaluating business opportunities. They learn that the idea for a product, a service or the combination of both is the basis for everything. Tools like Design Thinking are introduced at this stage.

3. Business Model Generation

The next step after the ideation is the developing of the business model. The worldwide most often used tool, the Business Model Canvas together with the Value Proposition Canvas are used for that. The students have to use these tools for their own business ideas. Step by step the nine elements of the Business Model Canvas (Value Proposition, Customer Segment, Channels, Customer Relationship, Key Resources, Key Activities, Key Partners, Cost Structure and Revenue Streams) have to be discussed, worked out and presented. The result is the business model.

4. Market Entry

The market entry strategy is a further key element of the course. How can a startup enter the market without a large amount of money and the fact, that neither the product or service delivered, or the company names is known.

Class Schedule

Week 1:
- Introduction and basics
- Tools like Design Thinking
- Team building
- Discussion of own ideas (team wise)

Week 2:
- Basics
- Tool Value Proposition Canvas
- Presentation of own idea(s)
- Decision making about business idea
- Team work

Week 3:
- Basics Financial Planning
- Tool Business Model Canvas
- Presentation of Value Proposition and Customer Segment(s)
- Team work

Week 4:
- Basics Legal Entities
- Presentation of all 9 elements of the Business Model Canvas
- Team work

Week 5:
- Summary
- Team work
- Preparation of final presentation
- Exam
Learning Objectives

Learning outcomes professional skills

Startups play an important role in today’s economy. Innovative new products or services are very often developed by Entrepreneurs. They see business opportunities and are willing and able to work with these ideas.

The overall goal of the module is to enable students to think outside the box, to find business ideas and to develop a business model together with a market entry strategy.

After the completion of the module:

- Students know the importance of Entrepreneurship and Intrapreneurship.
- Students are able to describe tools for ideation and business module development.
- Students can present their ideas very precise and short (Elevator pitching).
- Students can describe very clear the value proposition and the customer target group(s).
- Students have done market and competitor analyses and can interpret them.
- Students can describe the cost structure as well as the pricing and the revenue generation.
- Students can present the market entry strategy.
- Students can evaluate if their project could have a chance in the market.

Learning outcomes methodology

- Students are requested to search for own business ideas, develop these ideas with standardized tools and present the outcome.
- Students improve their skills in dealing with complex situations, e.g. unknown customers or markets.
- Students improve their ability to present complex issues in.

Learning outcomes social skills

<table>
<thead>
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<tr>
<td><strong>Competition and consideration in the module</strong></td>
<td>Importance during the lectures</td>
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<tr>
<td>Exposure to ambiguity</td>
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Key Words

- Business Opportunity
- Business Model
- Value proposition and customer segment
- Teambuilding
- Thinking out of the box
- Market entry
- Elevator pitch
- Business plan
- Interdisciplinary skills

Course Administration & Evaluation

Assessment Process
- Presentation (100%) = final grade
  A handout (max. two pages) is expected.

Definition of Assignment(s) used
- Presentation:
  - Oral group presentation of 20 minutes with following topics
    - Elevator pitch
    - Story
    - Business Model Canvas
    - Market entry strategy
  - Each team member presents a section.

Basis of Grading
The grading of the presentation will be based upon the following:
- Form:
  - Concept & structure
  - Time management
  - Body language, face-to-face interaction with the auditorium and/or the examiner
  - Visualization
- Content:
  - Elevator pitch and Story
  - Business Model Canvas
  - Market entry strategy
  - Answers to the questions asked by the examiner

Formalities of Assignments and Exams
- Presentation:
  The presentations and the handout have to be sent via e-mail the day before the exam, not later than 6 pm.
Evaluation of the Exam / Meaning of grades

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</tr>
</tbody>
</table>

Constructive Alignment

After completion of the module „Entrepreneurship“ students are able to understand basic principles and are able to describe the different steps from the idea to a market entry. After passing the module they are able to deal with business ideas, to discuss ideas with other students and with experts (e.g. coaches, business angles, investors) and to evaluate different business models.

During the lectures students have to take part in different roles: In lectures they will learn the fundamentals. During the group works they need to search for individual solutions for elements of the business model, they need to articulate their findings within their team and to the supervisors.

The exam presentation is an appropriate way to assess the knowledge and competences in different areas. The task is to convince the (virtual) business angels of the idea, the business model and the business opportunities.

Course Resources & Communication

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**Recommended Literature & Course Materials**

5.2.11. Strategic Management

SRH University Heidelberg, Course of Study: International Business (B.A.)

Module name and module number: Strategic Management (2354)

This module is used in the following degree programs:

<table>
<thead>
<tr>
<th>International Business (B.A.)</th>
</tr>
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<tbody>
<tr>
<td>5-Week block</td>
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</tbody>
</table>

Type / Duration of exam

- Presentation (100%)

Module supervisor

- Prof. Dr. Joachim Gläser

Teaching and Learning Methods

1. Interactive Lecture
2. Group Work
3. Role Play
4. Case Study

Pre-requisites

(mandatory or recommended)

Recommended Pre-requisites are the successful completion of basic courses:

- Business Administration I & II

Course Content (Course Overview & Course Structure)

Strategic thinking and the use of appropriate Strategy-Tools is a crucial success factor for businesses worldwide regardless of the industry. Therefore, this module focuses on "strategic thinking" in a corporate context and generates competencies for the application of strategy tools in business scenarios.

In the first part of the module, the relevant terminology of Strategic Management will be taught as well as key tools of strategy analysis, selection and implementation (SWOT, competitive advantages, differentiation approaches, etc.) In this part, the key goal for the students is a good understanding of the relevant topics. Hereby, knowledge acquired in the first two academic years will be built upon.

The basics of strategic management are used in a second step to discuss typical strategy-relevant situations in group work. Furthermore, the students link them with relevant knowledge areas from other business functions.

The module concludes with an examination of real-life company strategies and the application of the
acquired knowledge to real cases. These analyzes (and in some cases also recommendations for action) are presented and discussed before the entire course. This includes identifying the strategic challenges and formulating basic measures.

The module is structured as followed:

1. Introduction
   After an introduction to the basic aspects of this module the class starts with an overview on strategy. The students will be exposed to key definitions and get a first hand working understanding of Strategy. Furthermore, different approaches within strategic management will be discussed. An additional important aspect in this part of the module is the discussion of empirical evidence regarding the success of strategic planning. (Chapter 1)

2. Vision and Goals
   A strategy is only as good as the underlying goals. Therefore, the students will be familiarized with relevant aspects of formalizing goals. The elements of a mission statement are discussed and analyzed using real world examples. On a more general level, the students will learn what it means to have “SMART” goals. (Chapter 2)

3. SWOT
   In order to generate an appropriate strategy and in order to make sure this strategy is matching a company’s changing environment it is crucial to be aware of internal strengths and weaknesses (Chapter 3). Here the students will learn about sources of Competitive Advantages (discussing the use of strategies to exploit and built resources and distinctive competencies). As a general framework to describe the pillars of Competitive Advantages the value chain is used. Not only is the internal view important. The class also focuses on opportunities and strengths that occur from external forces such as market or political change. (Chapter 4) Among other tools the students will learn to use Porter’s Five Forces and typical Industry Lifecycles as frameworks for analyzing external impact.

4. Strategy Selection
   Based on real world examples, the students will discuss the different levels of Strategy Selection. The initial focus is on the so called Functional Level (Chapter 5). Here it will be analyzed with detail how the find and measure the building blocks of Comparative Advantage.
   Business Level Strategies (Chapter 6) built upon Porters Generic Strategies. Here we use case studies to fully understand the concept and apply its core meaning to different company and market environments. The next step is to analyze strategy options companies have on the Corporate Level (Chapter 7). Basically, that means deciding whether to integrate related business units (Market vs Hierarchy) and/or to diversify into business units that are distinct from the company’s core business. Finally, on the Global Level (Chapter 8) we focus on different types of competitive pressure in a globalized market and on different ways in order to design the International Strategies.

5. Implementation
   This concluding part of the module shows how to find points of leverage for implementing a strategy. In addition to that the Balanced Score Card offers a tool that helps to monitor and fine tune how a chosen strategy is brought to live within a company. (Chapter 9)
| Class Schedule                                                                                                                                                                                                 |
|---|---|
| **Week 1:**                                                                                                                                   |
| Introduction                                                                                                                                |
|   • Definitions  
   • Business Units  
   • Strategic Management as a process                                                                 |
| Mission and Goals                                                                                                                          |
|   • SMART Goals  
   • Elements of a Mission Statement  
   • Shareholder vs. Stakeholder                                                                 |
| (Short cases for week 1: Southwest Airlines, Microsoft)                                                                                       |
| **Week 2:**                                                                                                                                |
| Analyze External View                                                                                                                      |
|   • PEST Analysis  
   • Porter’s Five Forces  
   • Scenario Analysis  
   • Strategic Groups  
   • Market Definition and Elasticity  
   • Industry Life Cycle                                                                 |
| Analyze Internal View                                                                                                                      |
|   • Value Creation  
   • Resources, Capabilities, Competitive Advantages  
   • Intro to Building Blocks of Competitive Advantages  
   • Value Chain  
   • ROI of Social Media as Example                                                                 |
| (Short Case for week 2: Starbucks)                                                                                                          |
| **Week 3:**                                                                                                                                |
| Functional Level Strategy                                                                                                                  |
|   • Levels of Strategy Selection  
   • Functional Level and the Building Blocks of Competitive Advantage  
   • Mass Customizing                                                                 |
| Business Level Strategy                                                                                                                    |
|   • Generic Business Level Strategies                                                                                                          |
- Fragmented Industries
- Different phases in Industry Life Cycle
- High-Tech Industries

(Short Cases for week 3: Allegiant Airlines, Happy Cow)

Week 4

Corporate Level Strategy
- Integration
- Market vs. Hierarchy
- Diversification

Global Level Strategy
- Competitive Pressure and Strategy Options
- PEP UP Grid
- Methods for Market Entry

(Short Case for week 4: Compaq)

Week 5

Implementation
- Basics of Strategy Implementation
- Balanced Score Card
- Corporate Governance

Final Presentation

Learning Objectives

Learning outcomes professional skills

After the completion of the module:

- Students are capable of detecting and understanding the general strategic decisions within real world companies:
- The students can explain the basic concepts, principles and practices associated with strategy formulation and implementation, based on an applicable knowledge of strategic decisions that organizations make.
- On a basic level the students are able to integrate and apply knowledge gained in basic business courses in order to formulate strategic aspects in a multi-functional perspective.
### Learning outcomes social skills

<table>
<thead>
<tr>
<th>Competence and consideration in the module</th>
<th>Importance during the lectures</th>
<th>Importance for the examination</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal-oriented moderation of internal meetings</td>
<td>Students’ meetings with the lecturer are time restricted and students need to address most important topics to be discussed in that period.</td>
<td>The Students present as a team, therefore is the way the elements of the presentation are divided between the team-members is part of the grading.</td>
</tr>
<tr>
<td>Capacity for teamwork</td>
<td>Since the assignments have to be solved in a team setting, the students’ competencies in this field will increase.</td>
<td></td>
</tr>
<tr>
<td>Social learning</td>
<td>Students train their ability to communicate and to solve conflicts during group discussions.</td>
<td></td>
</tr>
</tbody>
</table>

### Learning outcomes personal skills

<table>
<thead>
<tr>
<th>Competence and consideration in the module</th>
<th>Importance during the lectures</th>
<th>Importance for the examination</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exposure to ambiguity</td>
<td>Discrepancies resulting from the communication preparation of tasks are discussed with the lecturer (in the lectures or using other communication channels).</td>
<td>Q &amp; A during the presentation can involve areas where no “blue-print-solution” exists.</td>
</tr>
<tr>
<td>Time management</td>
<td>Students need to keep deadlines (for the preparation of intermediary results, handouts, etc.).</td>
<td>Clearly set timeframe for presentation.</td>
</tr>
<tr>
<td>Flexibility</td>
<td>Adjustments resulting from group meetings are discussed with the lecturer and afterwards, implemented.</td>
<td></td>
</tr>
</tbody>
</table>

### Key Words

- arbitrage
- balanced score card
- business level strategies
- business philosophy
- business units
- commodities
- competitive advantage
- corporate level strategies
- cross-selling
- differentiation
- diseconomies of scale
- diversification
- economies of scale
- economies of scope
- elasticity
- emergent strategy
- fragmented markets
- functional level strategies
- harvest-strategy
- horizontal integration
- industry Life Cycle
- internal locus of control
- killer application
- learning effect
- lock-in
- lock-out
- market vs. hierarchy
- mass customizing
- mission
- network effects
- no-frills strategy
- PEP UP
- PEST analysis
- Porter’s five forces
- Porter’s generic strategies
- resources vs capabilities
- ROI
- scenario analysis
- shareholder
- stakeholder
- strategic groups
- strategic vs. operational management
- strategy as a guard rail
- sunk costs
- SWOT-analysis
- up-selling
- value chain
- value creation
- vertical integration
- vision
- WACC.
Course Administration & Evaluation

In the first week the students choose a company within a given industry. During the 5 weeks the students are applying strategic knowledge and tools to the situation of that company/industry.

In the final presentation the students deliver an assessment of the strategic situation of this company. They point out challenges and deliverer suggestions for solutions. The presentation (in which the students can be interrupted) is followed by a questions and answers session related but not limited to the situation at hand.

No „PowerPoint“ or similar for the presentation.

Criteria for grading:

Clear structure of argumentation

Selection of appropriate tools to describe the situation

Use of relevant terminology

Understanding, selecting and applying the central tools and concepts.

The grading of the Presentation will be based upon the following:

Total of 100 Points in the exam

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>100 - 99</td>
<td>1,0</td>
</tr>
<tr>
<td>51 – 50</td>
<td>4,0 (pass)</td>
</tr>
<tr>
<td>49 - ≤</td>
<td>5,0 (fail)</td>
</tr>
</tbody>
</table>

Evaluation of the Exam / Meaning of Grades

<table>
<thead>
<tr>
<th>Grade</th>
<th>Decimal value</th>
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<tbody>
<tr>
<td>excellent</td>
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<tr>
<td>Good</td>
<td>1,6 to 2,5</td>
</tr>
<tr>
<td>satisfactory</td>
<td>2,6 to 3,5</td>
</tr>
<tr>
<td>sufficient</td>
<td>3,6 to 4,0</td>
</tr>
<tr>
<td>Fail</td>
<td>5,0</td>
</tr>
</tbody>
</table>

Course Resources & Communication

Campus-Net & SRH-E-Mail Address

The use of Campus-Net and the SRH-E-Mail is inevitable. All course materials will be uploaded on “Campus-Net”. To log-on to Campus-Net go to: [https://campus.hochschule-heidelberg.de](https://campus.hochschule-heidelberg.de). All instructions on the use of Campus-Net and the SRH IT infrastructure can be found under the section “Instructions”. All E-Mail communications will be made through our SRH-E-Mail Addresses. Upon
matriculation every student will receive their own SRH-E-Mail Address.
We highly recommend the use of the SRH-App “SRH Hochschule Heidelberg” available for Apple and Android devices.

<table>
<thead>
<tr>
<th>Special needs &amp; Requirements</th>
</tr>
</thead>
</table>
For 40 years, the SRH University Heidelberg has been offering the opportunity to complete a degree program to students handicapped by physical disabilities. This is underpinned by SRH’s high competence in the field of medical and vocational rehabilitation. Since the university has implemented the issue of inclusion as part and parcel of its self-conception, the requirements stipulated by SGB III § 57 have thus been met.
The campus infrastructure not only provides medical services (offered by on-site internists, orthopedics, psychotherapists, neurologists, specialists in phoniatrics/pedaudiology, doctors and occupational physicians as well as through workshops for individual technical aids) but also respective accommodation facilities. Students can register for assisted accommodation or live independently, and there are also specific facilities for students with allergies or multiple disabilities. Experienced mentors/professors support students, helping them to succeed with their studies by ensuring appropriate measures are available to compensate their disabilities with regard examinations.

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E-mail: bernd.hoener@hochschule-heidelberg.de

<table>
<thead>
<tr>
<th>Academic Integrity</th>
</tr>
</thead>
</table>
The SRH University Heidelberg is strongly committed to nurturing academic excellence. Therefore any form of academic dishonesty such as plagiarism, counterfeit work, falsification of Academic Records, unauthorized reuse of work, etc. will not be tolerated. The School of Business expects the highest level of ethical behavior from its students both in and out of the classroom. Therefore all students should be familiar with our “Academic research paper guidelines” and “The Code of Conduct” of the Business School.

<table>
<thead>
<tr>
<th>Recommended Literature &amp; Course Materials</th>
</tr>
</thead>
</table>
### 5.2.12. Study Abroad Program

**SRH University Heidelberg, Course of Study: International Business (B.A.)**

**Module name: Semester Abroad**

<table>
<thead>
<tr>
<th>5-Week block</th>
<th>Frequency of the module</th>
<th>Type</th>
<th>ECTS</th>
<th>Student Workload</th>
</tr>
</thead>
<tbody>
<tr>
<td>Four 5-Week-Blocks minimum</td>
<td>Annually</td>
<td>Compulsory for IBB, Optional for other degrees</td>
<td>28 ECTS</td>
<td>28 ECTS As required by partner university</td>
</tr>
</tbody>
</table>

**Type / Duration of exam**

- Transcript from partner university

**Module supervisor**

Michelle Hett

---

**Teaching and Learning Methods**

Methods will vary dependent on the partner university the student is attending.

**Pre-requisites (mandatory or recommended)**

- No more than 20% failed courses.
- TOEFL as required.
- Modules should normally be taken from the final year at the host institution.
- Courses must be Business-related, not taken previously at the SRH.
- Failed SRH courses cannot be replaced by partner institution courses.

**Course Content (Course Overview & Course Structure)**

Students select 4 – 5 universities, from the list of partner universities they wish to attend for their semester abroad, using an online tool.

Student placements are allocated by the year end.
Allocation of placement is dependent on available spaces, grade average, international activities of students at SRH, and exceptional circumstances (health).

Applications to partner universities for exchange take place between January and May of each year.
Students are required to take courses amounting to the equivalent number of ECTS they would be taking if staying at SRH from the equivalent of levels 2 or 3 at the host institution (this is usually level 3 or 4 in the USA).

The courses taken should ideally relate to topics or modules that would be missed by not attending SRH during the semester abroad.

All grades achieved abroad will be applied to the SRH Transcript.
Conversion tables of grades from partner universities to SRH grades can be provided upon request.
Failure of exams whilst abroad could extend the study at SRH to allow for repeat exams or courses. Students who fail to complete the Learning Agreement could have the semester abroad discounted towards their degree, thereby extending the time to complete the degree programme.

All contact with students will be through the SRH email address. All students must adhere to the crisis plan for both the SRH and partner university.

### Class Schedule

- **October**: Information session with application process explained and partner university details.
- **November**: Students apply online and select 4 – 5 partner universities for their semester abroad.
- **December**: Placements are allocated by the year end.
- Allocation of placement is dependent on available spaces, grade average, international activities of students at SRH, and exceptional circumstances (health).
- **January**: Applications to partner universities for exchange
- **March following year**: Student grades transferred to SRH grades and added to SRH Transcript

### Learning Objectives

#### Learning outcomes professional skills

Having completed a semester abroad Business student’s will have

- Increased their knowledge of business tools
- Expanded and enhanced their intercultural competencies and cope to significant change of environment and adapt to a new culture.
- Learned to cope independently in an international environment
- Handled tasks in international and intercultural teams
- Improved decision making in unfamiliar situations.
- Undertaken a foreign study program requiring systematic deadline management
- Adapted to a new, international environment and demonstrate a deeper understanding of the country in which they are studying.
- Prioritize in order to deal with the extensive preparations and later the tasks in the foreign study course.
- Develop a broader understanding and knowledge of business and its international context, either by taking further modules in their own discipline or by taking modules in related business disciplines

#### Learning outcomes methodology

This module aims to provide students with the opportunity to develop skills and knowledge that will enhance their employability and global & cultural citizenship by studying at a partner institution and living overseas.

Students will have the option to apply to a number of topics / challenges related to the international business environment at a partner university.

#### Learning outcomes social skills

Upon completion of this module students will be able to:

- Develop transferable skills in openness and sensitivity to diversity in terms of people and culture
- Enhance their foreign language skills (in exchanges where the language is not English)

<table>
<thead>
<tr>
<th>Competence and consideration in the module</th>
<th>Importance during semester abroad</th>
<th>Importance long term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal-oriented</td>
<td>Students' are time restricted and need to address most important topics to be covered within stated deadline.</td>
<td>Understand the necessity to plan and prioritise</td>
</tr>
<tr>
<td>Capacity for team work</td>
<td>Problems arising from working within a new culture.</td>
<td>Life skill</td>
</tr>
<tr>
<td>Social learning</td>
<td>Students train their ability to communicate and to solve intercultural conflicts during group activities.</td>
<td>Life skill</td>
</tr>
<tr>
<td>Openness to criticism</td>
<td>Students have to cope with critical remarks (by other students as well as by the lecturer) during their university and social life.</td>
<td>Life skill</td>
</tr>
<tr>
<td>Assertiveness</td>
<td>Students need to argue and to defend their positions and/or ideas against other group members sensitively.</td>
<td>Life skill</td>
</tr>
</tbody>
</table>

**Learning outcomes personal skills**

<table>
<thead>
<tr>
<th>Competence and consideration in the module</th>
<th>Importance during semester abroad</th>
<th>Importance long term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exposure to ambiguity</td>
<td>Discrepancies resulting from misunderstandings due to language or culture.</td>
<td>Life skill</td>
</tr>
<tr>
<td>Critical faculties</td>
<td>Students need to deal with positive and negative remarks in the host country.</td>
<td>Life skill</td>
</tr>
<tr>
<td>Self-reflection</td>
<td>Students are motivated to self-reflect their individual behavior.</td>
<td></td>
</tr>
<tr>
<td>Time management</td>
<td>Students need to keep deadlines (for the preparation of applications, travel, completion of academic requirements etc.).</td>
<td>Life skill</td>
</tr>
<tr>
<td>Flexibility</td>
<td>Adjustments resulting from change of situation, cultural differences etc.</td>
<td></td>
</tr>
</tbody>
</table>

School of Business / Betriebswirtschaft / International Business  WS 2018
Self-organization

Tasks have to be fulfilled by single students without supervision at times.

Decision-making competence

Students need to decide on priorities, timelines and options available to them.

Key Words

Semester abroad, Erasmus, international business, business tools, business environment, culture shock

Course Administration & Evaluation

Assessment Process

- Students are required to take courses amounting to the equivalent number of ECTS they would be taking if staying at SRH. The courses taken should ideally relate to topics or modules that would be missed by not attending SRH during the semester abroad.

Basis of Grading

All grades achieved abroad are converted and applied to the SRH Transcript. The German equivalent grade is calculated using the modified Bavarian formula upon receipt of original transcripts from the partner university and not before.

- If the course taken is similar to an SRH course scheduled for the time away, the grade achieved in that course will be allocated to the SRH course.
- If course/s taken are in no way similar to SRH courses scheduled for the time away, a grade for the semester abroad module/s will be awarded.

Formalities of Exams

Failure of exams whilst abroad could extend the study at SRH to allow for repeat exams or courses.

- Students who fail to complete the Learning Agreement could have the semester abroad discounted towards their degree, thereby extending the time to complete the degree programme.
- Failed SRH exams can be taken at a host university at the expense of the student.

Evaluation of the Exam / Meaning of grades

<table>
<thead>
<tr>
<th>Grade</th>
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<tbody>
<tr>
<td>excellent</td>
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</tr>
<tr>
<td>good</td>
<td>1.6 to 2.5</td>
</tr>
</tbody>
</table>
satisfactory 2.6 to 3.5  
sufficient 3.6 to 4.0  
fail 5.0  

Constructive Alignment

After completion of the semester abroad students will have developed their intercultural competence by analyzing communication processes within their “new” cultural environment, understood alternative cultural models, learnt to overcome cultural shock, developed their own life skills and learnt to manage problems arising from working within a new culture.

Course Resources & Communication

The SRH BWL international office

- supports the students from the time of application until return.
- provides general advice about the application process for the host university
- provides relevant information about the host university
- provides practical country-specific advice
- provides general advice on how to find accommodation overseas
- provides briefing sessions and orientations
- provides practical support for whilst abroad.

All contact with students will be through the SRH email address.

Special needs & Requirements

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**Recommended Literature & Course Materials**

- Application process will be provided to all students personally.
- Pre departure information session will be offered to all students.
6. The third year of study

6.1. Courses, Credits and Exams

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Exam</th>
</tr>
</thead>
<tbody>
<tr>
<td>Study Abroad Program</td>
<td>28</td>
<td></td>
</tr>
<tr>
<td>Current Topics of International Business</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Current Topics of International Business I</td>
<td>16</td>
<td>Pr (50%)</td>
</tr>
<tr>
<td>Current Topics of International Business II</td>
<td></td>
<td>Pr (50%)</td>
</tr>
<tr>
<td>Marketing management</td>
<td>16</td>
<td>RPr (50%)</td>
</tr>
<tr>
<td>Global Marketing</td>
<td></td>
<td>RPr (50%)</td>
</tr>
<tr>
<td>Sales for Marketers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Internship</td>
<td>24</td>
<td>IR (50%), Pr (50%)</td>
</tr>
<tr>
<td>Bachelor-Thesis</td>
<td>12</td>
<td>Th</td>
</tr>
</tbody>
</table>

Type of Exam:
- IR = Internship Report
- RPr = Report + Presentation
- PE = Portfolio Exam
- Pr = Presentation
- Th = Thesis
## Course Outlines

### 6.2.1. Current Topics I & II

<table>
<thead>
<tr>
<th>SRH University Heidelberg, Course of Study: International Business (B.A.)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Module name and module number:</strong> Current Topics in Business I &amp; II (2812 + 2924)</td>
</tr>
<tr>
<td><strong>This module is used in the following degree programs:</strong></td>
</tr>
<tr>
<td>International Business (B.A.)</td>
</tr>
<tr>
<td>Betriebswirtschaft (B.A.)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5-week block</th>
<th>Frequency of the module</th>
<th>Module Type</th>
<th>ECTS</th>
<th>Student Workload</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two 5 week blocks; taken consecutively or independently</td>
<td>Annually</td>
<td>Elective</td>
<td>8 ECTS for each 5 week block</td>
<td>Total Workload: 200 hrs. (100%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>In class: 80 hrs. (40%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Self-study: 120 hrs. (60%)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Type / Duration of exam</th>
<th>Module Supervisor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentation (100%)</td>
<td>Prof. Dr. Stephan Pfaff</td>
</tr>
</tbody>
</table>

### Teaching and Learning Methods

1. Interactive Lecture
2. Group Work
3. Case Study

### Pre-requisites

- None

### Course Content (Course Overview & Course Structure)

This course addresses current topics of international business and the effects from a local and international perspective.

**Proposed topics of International Business I and II:**

- Fundamental concepts and approaches to international business economics,
- International Economic, International Political/Legal and Trading Systems
- Global cultures and institutional framework of international trade and investment; Aspects of selected managerial functions within the international environment;
- The context of global business;
- Globalization: Yesterday-Today-Tomorrow;
The Globalization of Industries and Firms; How to Enter Foreign Markets: Foreign Market Selection;
How to Enter Foreign Markets: Entry Mode Choices and Other Considerations;
How to Compete in Foreign Markets; How to Grow in Foreign Markets;
Organizational Design for Global Operations: Organizational Structures
Organization Design for Global Operations: Control Systems
Global Learning, Capability Building, and the MNE, Innovation and the MNE;
OECD Guidelines for Multinational Enterprises

Note: In an attempt to improve students’ ongoing learning outcome throughout the semester, the
professor reserves the right to edit or delete some aspects of the proposed topics so as to optimize
learning outcomes.

Course Structure
These courses are “stand alone” and can be taken individually or consecutively.

Either a real world challenge, or conceived, will be introduced and teams of students will develop
solutions. A case study approach will be used to explore the major current issues in international business
and bring together the general concepts and ethical dimensions. Each team will discuss and present
business options available to circumnavigate the issues relating to the current event.

The teams will choose a topic of interest to them and can include but not limited to:
The future of cryptocurrency and its impact on traditional banking globally
Impact of Brexit on EU international trade and investment
The future of global governance for corporations
Debate on Free Trade Versus Fair Trade in the 21st century
Managing political risk on international business by multinational enterprises
An evaluation of IMF - World Bank
Changing pattern of international production
Cross-border mergers and acquisitions
Debate on offshoring
American emerging new trade policy on bilateralism and its impact on free trade and international trade
as well as investment
Volkswagen deception/software manipulation re CO2 emissions and its impact on the industry globally
Does Geography matter in international trade and investment?
Effects of religion on economic growth and international trade
Effects of location and culture on innovation
Impact of internet on international trade and investment
Network and virtual forms of organization within contemporary global economy
Pros and Cons of outsourcing innovation
Porter’s national Competitive Advantage Theory and its implication for development in developing
countries
Debate on Child labour in developing countries and business practices of MNCs
Workplace trends and organizational forms
Issues and challenges of international project management
Income and purchasing power parity around the globe
CSR and international development
Global e-marketing
The future of International business
Effective International business structure as a competitive strategy
Debate on Supply chain complexity and labor exploitation
Building and leading a strong team *Developing a winning culture *How social media is changing marketing in the today’s digital age *The minimum wage debate *Effect of the smoking ban *Current trends in website design and applications *The Connected Manager *Workplace Bullying *Women & Work / Business case for Diversity and true Inclusion, gender parity *CrossWork-Life Balance *The Change Challenge / Working Agile - embracing change and adapting effectively *Employee engagement *Encouraging leadership over management *Transparency and Governance,

The course will include group activities, discussions, and lectures, video presentations plus role plays as well as real case studies.

### Class Schedule

To be discussed and determent during the 1st lecture, pending feedback on students’ prior knowledge of the contents relating to this module. In other words, the foregoing course overview and proposed topics will be adapted on order to ensure student’s optimal learning outcome while minimizing repetition of topics learned in other classes by students previously.

### Learning Objectives

#### Learning outcomes professional skills

Having completed Current Topics in Business

- Student’s knowledge of business tools will be expanded
- Students will enhance their capability of implementing business tools to a number of topics / challenges that apply to the current international business environment.
- Students will be able to analyze the arguments or major conflicts surrounding an issue, including current affairs relating to the subject
- Will be enabled to apply their knowledge and research to real problems and to communicate their conclusions in a professional environment.

#### Learning outcomes methodology

- Students are requested to search for related literature and thus strengthen their individual research skills. Improvements are not limited to the search for references in a narrow sense. Rather, students need to assess various relevant media and related sources of material daily during the operation of this module.
### Learning outcomes social skills

<table>
<thead>
<tr>
<th>Competence and consideration in the module</th>
<th>Importance during the lectures</th>
<th>Importance for the examination</th>
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<tbody>
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<td></td>
</tr>
<tr>
<td>Capacity for teamwork</td>
<td>Problems arising from the distribution of the total workload are discussed with the lecturer.</td>
<td></td>
</tr>
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<td>Social learning</td>
<td>Students develop their ability to communicate and to solve conflict during group discussions.</td>
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<tr>
<td>Openness to criticism</td>
<td>Students learn to cope with critical remarks (by other students and lecturer) during their meetings and during presentations.</td>
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<td>Assertiveness</td>
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### Learning outcomes personal skills

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<td>Time management</td>
<td>Students need to keep deadlines (for the preparation of intermediary results, handouts, etc.).</td>
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</table>
Flexibility
Adjustments resulting from group meetings are discussed with the lecturer and implemented later.

Self-organization
Tasks cannot be fulfilled by single students (due to time restrictions). Therefore, an appropriate division of work is an essential part of the performance (individual and group level).

Decision-making competence
Since tasks leave room for discussion and interpretation, students need to decide on their focus.

Key Words
International business, challenges, business tools, business environment, ethical dimensions, current international affairs, political economy and strategic managerial directions

Course Administration & Evaluation

Assessment Process
- Presentation (100%)

The presentation exam will include questions which generally cover all topics covered by lectures, group work, case studies etc. The exam consists of 6-10 different questions. Each question has to be answered individually. If a student is not able to answer one question there is no negative impact on the remaining questions.

Questions are designed to evaluate students’ knowledge and also to evaluate their ability to transfer knowledge to new, unknown circumstances.

Basis of Grading
The final assessment grade will be based upon the following:
Total of 100% from the presentation;

<table>
<thead>
<tr>
<th>%</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>100 - 99</td>
<td>1,0</td>
</tr>
<tr>
<td>51 - 50</td>
<td>4,0 (pass)</td>
</tr>
<tr>
<td>49 - ≤</td>
<td>5,0 (fail)</td>
</tr>
</tbody>
</table>

Formalities of Assignment and Presentation
- Presentation:
  Duration of 30 minutes in the final 5th week of the block. Time and place of the exam will be announced by the examination office.
Evaluation of the Exam / Meaning of Grades

<table>
<thead>
<tr>
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</tr>
<tr>
<td>fail</td>
<td>5.0</td>
</tr>
</tbody>
</table>

Constructive Alignment

After completion of the module “Current Topics in Business” students will be able to;

- Develop analytical skills to apply to a number of topics / challenges that relate to the current international business environment.
- Analyze the arguments or major conflicts surrounding an issue.
- Apply their knowledge and research to real problems.
- Communicate their conclusions in a professional environment.

Course Resources & Communication

Campus-Net & SRH-E-Mail Address
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Special needs & Requirements

For 40 years, the SRH University Heidelberg has been offering the opportunity to complete a degree program to students handicapped by physical disabilities. This is underpinned by SRH’s high competence in the field of medical and vocational rehabilitation. Since the university has implemented the issue of inclusion as part and parcel of its self-conception, the requirements stipulated by SGB III § 57 have thus been met.

The campus infrastructure not only provides medical services (offered by on-site internists, orthopedics, psychotherapists, neurologists, specialists in phoniatrics/ pediaudiology, doctors and occupational physicians as well as through workshops for individual technical aids) but also respective accommodation facilities. Students can register for assisted accommodation or live independently, and there are also specific facilities for students with allergies or multiple disabilities.
Experienced mentors/ professors support students, helping them to succeed with their studies by ensuring appropriate measures are available to compensate their disabilities with regard examinations.
For any issue in this context, please refer to the professors named below, who have been authorized by the university’s senate for this mandate:

Prof. Dr. Christian Johannsen  
Telephone: +49 6221 88-2379  
E-mail: christian.johannsen@hochschule-heidelberg.de

Dr. Bernd Höner  
Telephone: +49 6221 88-2477  
E-mail: bernd.hoener@hochschule-heidelberg.de

## Academic Integrity

The SRH University Heidelberg is strongly committed to nurturing academic excellence. Therefore any form of academic dishonesty such as plagiarism, counterfeit work, falsification of Academic Records, unauthorized reuse of work, etc. will not be tolerated. The School of Business expects the highest level of ethical behavior from its students both in and out of the classroom. Therefore all students should be familiar with our “Academic research paper guidelines” and “The Code of Conduct” of the Business School.

### Recommended Literature & Course Materials

- Helen Deresky (2008) International Management Pearson, USA

### Recommended Journals:

...
- Journal of International Business Studies
- Journal of International Management
- Journal of World Business
- International Business Review
- Harvard Business Review
- Academy of Management Review
- Journal of Economic Literature
- Strategic Management Journal
- Journal of Economic Perspectives
- Journal of Political Economy
6.2.2. Marketing Management (1): “Sales for Marketers”

SRH University Heidelberg, Course of Study: International Business (B.A.)

Module name and module: Marketing Management (1): “Sales for Marketers”

This module is used in the following degree programs:

International Business (B.A.)
Betriebswirtschaft (B.A.)

<table>
<thead>
<tr>
<th>5-Week block</th>
<th>Frequency of the module</th>
<th>Type</th>
<th>ECTS</th>
<th>Student Workload</th>
</tr>
</thead>
</table>
| One 5-Week-Block in the second year of study. | Annually | Elective | 8 ECTS | Total Workload 200 hrs. (100%)
| | | | | In class 80 hrs. (40%)
| | | | | Self-study 120 hrs. (60%)

Type / Duration of exam

- Report and Presentation (100%)

Module supervisor

Prof. Dr. Laurence Welford

Teaching and Learning Methods

1. Interactive Lecture
2. Group Work
3. Practical Work
4. Problem-Oriented Learning

Pre-requisites

(mandatory or recommended)

Recommended Pre-requisites are the successful completion of basic courses:

- Any bachelor-level course which covers the basic principles of marketing.

Course Content (Course Overview & Course Structure)

Upon completion of the course students have a deeper and more thorough understanding of the interface between the sales and marketing roles within the corporation. Consequently, students will understand the functions, responsibilities and activities of salespeople, so will therefore have learned how to more effectively engage with colleagues in sales. During this course, students learn how to research a market (using a diverse range of methodologies) to obtain market insights. They then develop a new communication strategy for their sales team, and they create the requisite sales collateral for this. Students also learn how to “sell ideas” to management, and they learn how to create and execute a top-class “Presentation to Management”.

Class Schedule

Week 1:

- Introduction to sales
- Selling products
- The selling process
Week 2:
- Researching the market
- Adaptive selling
- SPIN selling

Week 3:
- Sales channels
- B2B and B2C selling
- Key Account Management
- Sales force management
- Sales training

Week 4:
- Sales force organization
- Territory design and sales force sizing
- Sales force control and CRM systems
- Motivation and compensation, sales ethics

Week 5:
- Workshop and tutorials
- Course review and briefing
- Exam

Learning Objectives

Learning outcomes professional skills

On completion of the course:

- Students understand the role of the sales professional, and how marketers can work more effectively and synergistically with sales teams within the organization.
- Students research customer needs and preferences and use this to develop a new sales initiative which will be spearheaded by their sales staff.
- Students know how to develop a top-class execution plan for the roll-out of the new sales initiative, and how to present this in the format of a credible and convincing presentation to their senior management team.

Learning outcomes methodology

- On completion of the course, students are able to develop and present a well-conceived operational plan for an assigned project, and can deliver this in the context of a comprehensive and detailed “Presentation to Management”.

Learning outcomes social skills

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<th>Importance during the lectures</th>
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<td>Goal-oriented moderation of internal meetings</td>
<td>Students’ meetings with the lecturer are time-restricted and students need to address most important topics to be discussed in that period.</td>
<td>Ensure that assigned work is evenly-distributed, and that all team members are familiar with all aspects of the deliverables.</td>
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### Capacity for team work
Problems arising from the distribution of the total workload are discussed with the lecturer. Ensure that work is distributed in a fair and equitable way, as also defined in the Project Assignments.

### Social learning
Students train their ability to communicate and to solve conflicts during group discussions. Good team spirit is an essential component to a well-executed presentation.

### Openness to criticism
Students have to cope with critical remarks (by other students as well as by the lecturer) during their meetings and during the presentation. Taking other people’s viewpoints into consideration helps to improve the quality of a presentation or report.

### Assertiveness
Students need to argue and to defend their positions and/or ideas against other group members. “Intellectual conflict” should be regarded as a way of achieving a better presentation or report.

## Learning outcomes personal skills

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<td>Critical faculties</td>
<td>Students need to deal with positive and negative remarks in the team meetings.</td>
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<td>Intermediary results are commented by the lecturer. Students are motivated to self-reflect their individual behavior.</td>
<td>Improved individual performance in exam setting.</td>
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<td>Time management</td>
<td>Students need to keep deadlines (for the preparation of intermediary results, handouts, etc.).</td>
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**Key Words**

Sales, selling skills, adaptive selling, communication styles, SPIN selling, sales cycle, sales dialogue, sales collateral, B2B sales, B2C sales, key account management, sales management, CRM systems, sales force organization.

**Course Administration & Evaluation**

**Assessment Process**

- Presentation + Report = (100%) final grade

**Definition of Assignment(s) used**

- **Presentation:**
  Team Slide Presentation of the “Presentation to Management” to two examiners with questions and answers after the presentation.

- **Report (1):**
  Deliver a comprehensive written report, as a formalized representation of the presentation content.

- **Report (2):**
  Deliver a brief written report, based on comprehension and presentation of an assigned sales-specific topic.

**Basis of Grading**

The grading of the **report** will be based upon the following:

**Form:**

- Table of Content & Structure of the Report
- Orthography & punctuation
- Application of our Academic Research Paper Guidelines

**Content:**

- Recognizability of the students’ contribution
- Quality of the research and analysis
- Usage of theoretical models

The grading of the **presentation** will be based upon the following:

**Form:**

- Concept & structure
- Time management
- Body language, face-to-face interaction with the auditorium and/or the examiners
- Visualization, use of new/other Media

**Content:**

- Use of strategic and marketing management operation concepts
- Transfer and application of the above concepts
Recognizability of the student’s contribution
Answers to the questions asked by the examiners

Evaluation of the Exam / Meaning of grades

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Constructive Alignment

Students learn about the critical interface between the sales and marketing functions, learn the main essentials of sales and the salesperson’s roles and responsibilities, and are guided as to how to apply their new knowledge and skills to a specific assignment.

Students demonstrate their understanding of the themes covered in the course, as well as their ability to credibly and convincingly „sell ideas”, through the development of their „Presentation to Management“ Report, which is presented both in the form of a written document, as well as in the form of a slide presentation.

Definitions and understanding of the key concepts are additionally tested in oral Q+A following the presentation.

Course Resources & Communication

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Recommended Literature & Course Materials

Literature:

- Manning, Gerrard: Selling Today, Pearson, 2017

Resources (videos, publications, etc.):

- These are provided during the course
6.2.3. Marketing Management (2): “Global Marketing”

SRH University Heidelberg, Course of Study: International Business (B.A.)

Module name and module number: Marketing Management (2): “Global Marketing”

This module is used in the following degree programs:

| International Business (B.A.) |
| Betriebswirtschaft (B.A.) |

<table>
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<td>Annually</td>
<td>Elective</td>
<td>8 ECTS</td>
<td>Total Workload 200 hrs. (100%)</td>
</tr>
<tr>
<td>In class</td>
<td>80 hrs. (40%)</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Self-study</td>
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<tr>
<th>Type / Duration of exam</th>
<th>Module supervisor</th>
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<tr>
<td>Report and Presentation (100%)</td>
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Teaching and Learning Methods

1. Interactive Lecture
2. Group Work
3. Practical Work
4. Problem-Oriented Learning

Pre-requisites (mandatory or recommended)

Recommended Pre-requisites are the successful completion of basic courses:

- Any bachelor-level course which covers the basic principles of marketing

Course Content (Course Overview & Course Structure)

Upon completion of the course students have a deep and thorough understanding of marketing principles. The Bachelor students can use the central concepts of global marketing, innovation and innovation management (especially in terms of new product development and product launch), and also apply and understand how the internet marketing and “e-business“ has transformed the marketing process.

Class Schedule

Week 1:

- Key issues in marketing
- The global marketplace
- Segmentation, targeting and positioning – global perspectives
Week 2:
- Products and brands – global perspectives
- Marketing communication – global perspectives
- Global product launches

Week 3:
- Think global, act local!
- Innovation strategies
- Working with ad agencies, and how to brief them

Week 4:
- Innovation in practice
- E-marketing and the impact of the world-wide web (part 1)
- Roles and potential of big data

Week 5:
- E-marketing and the impact of the world-wide web (part 2)
- Course review and briefing
- Exam

Learning Objectives

Learning outcomes professional skills

On completion of the course, students will be able to:
- Prepare and execute effective consultation meetings with external experts
- Identify, research and apply at a practical level, information and insights which are essential to the decision-making process, as well as to the optimal execution of a global marketing strategy
- Produce an "Agency Briefing Document" to a very high standard, including all necessary elements thereof
- Develop and present a top-class “Management Update” presentation, outlining all requisite elements of an operational marketing strategy for a globally marketed product

Learning outcomes methodology
- After the course, students are able to develop a detailed operational marketing strategy, in the format of a “Management Update Review”, presenting this orally and/or in written format.

Learning outcomes social skills

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**Learning outcomes personal skills**

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<td>Self-organization</td>
<td>Tasks cannot be fulfilled by single students (due to time restrictions). Therefore, an appropriate division of work is an essential part of the performance (individual and group level).</td>
<td>Ensure that work is distributed in a fair and equitable way, as also defined in the Project Assignments.</td>
</tr>
<tr>
<td>Decision-making competence</td>
<td>Since tasks leave room for discussion and interpretation, students need to decide on their focus.</td>
<td>Since tasks leave room for discussion and interpretation, students need to decide on their focus.</td>
</tr>
</tbody>
</table>
Key Words

Globalization, Internationalization, Innovation, E-marketing, Data analytics, Big data, Features-Benefits-Needs Analysis, Segmentation-Targeting-Positioning, Brand management, Think Global – Act Local, Marketing metrics, Marketing communication, Customer Experience

Course Administration & Evaluation

Assessment Process
- Presentation + Report = (100%) final grade

Definition of Assignment(s) used
- Presentation:
  Team Slide Presentation of the “Global Marketing Update to Management” to two examiners with questions and answers after the presentation.

- Report (1):
  Deliver a comprehensive written report, as a formalized representation of the presentation content.

- Report (2):
  Deliver a brief written report, based on comprehension and presentation of an assigned marketing-specific topic.

Basis of Grading

The grading of the report will be based upon the following:
- Form:
  - Table of Content & Structure of the Report
  - Orthography & punctuation
  - Application of our Academic Research Paper Guidelines
- Content:
  - Recognizability of the students’ contribution
  - Quality of the research and analysis
  - Usage of theoretical models

The grading of the presentation will be based upon the following:
- Form:
  - Concept & structure
  - Time management
  - Body language, face-to-face interaction with the auditorium and/or the examiners
  - Visualization, use of new/other Media
- Content:
  - Use of strategic and marketing management operation concepts
  - Transfer and application of the above concepts
  - Recognizability of the student’s contribution
  - Answers to the questions asked by the examiners
Evaluation of the Exam / Meaning of grades

<table>
<thead>
<tr>
<th>Grade</th>
<th>Decimal value</th>
</tr>
</thead>
<tbody>
<tr>
<td>excellent</td>
<td>1,0 to 1,2</td>
</tr>
<tr>
<td>very good</td>
<td>1,3 to 1,5</td>
</tr>
<tr>
<td>good</td>
<td>1,6 to 2,5</td>
</tr>
<tr>
<td>satisfactory</td>
<td>2,6 to 3,5</td>
</tr>
<tr>
<td>sufficient</td>
<td>3,6 to 4,0</td>
</tr>
<tr>
<td>fail</td>
<td>5,0</td>
</tr>
</tbody>
</table>

Constructive Alignment

Students learn deeper aspects and the corresponding skills required of marketing managers, and are
guided as to how to apply these to a specific assignment.

Students demonstrate their understanding of the themes covered in the course, through the development
of their „Management Update“ Report, which is presented both in the form of a written document, as
well as in the form of a slide presentation.

Definitions and understanding of the key concepts are additionally tested in oral Q+A following the
presentation.

Course Resources & Communication

Campus-Net & SRH-E-Mail Address
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“Campus-Net”. To log-on to Campus-Net go to: https://campus.hochschule-heidelberg.de. All
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program to students handicapped by physical disabilities. This is underpinned by SRH’s high competence
in the field of medical and vocational rehabilitation. Since the university has implemented the issue of
inclusion as part and parcel of its self-conception, the requirements stipulated by SGB III § 57 have thus
been met.

The campus infrastructure not only provides medical services (offered by on-site internists, orthopedics,
psychotherapists, neurologists, specialists in phoniatrics / pedaudiology, doctors and occupational
physicians as well as through workshops for individual technical aids) but also respective accommodation
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Experienced mentors/ professors support students, helping them to succeed with their studies by ensuring
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Telephone: +49 6221 88-2379
E-mail: christian.johannsen@hochschule-heidelberg.de

Dr. Bernd Höner
Telephone: +49 6221 88-2477
E-mail: bernd.hoener@hochschule-heidelberg.de

#### Academic Integrity

The SRH University Heidelberg is strongly committed to nurturing academic excellence. Therefore any form of academic dishonesty such as plagiarism, counterfeit work, falsification of Academic Records, unauthorized reuse of work, etc. will not be tolerated.

The School of Business expects the highest level of ethical behavior from its students both in and out of the classroom.

Therefore all students should be familiar with our “Academic research paper guidelines” and “The Code of Conduct” of the Business School.

#### Recommended Literature & Course Materials

**Literature:**

- Goffin, Keith: Innovation Management, Palgrave, 2016

**Resources (videos, publications, etc.):**

- These are provided during the course
6.2.4. Internship

SRH University Heidelberg, Course of Study: International Business (B.A.)

Module name and module number: Internship (2352-2)

This module is used in the following degree programs:

International Business (B.A.)

<table>
<thead>
<tr>
<th>5-week block</th>
<th>Frequency of the module</th>
<th>Type</th>
<th>ECTS</th>
<th>Student Workload</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum of three 5-week blocks in the third year of study (60 working days)</td>
<td></td>
<td>Compulsory</td>
<td>24 ECTS</td>
<td>Total of minimum 60 working days</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Type / Duration of exam</th>
<th>Module Supervisor</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Internship Report (50%)</td>
<td>Program Director</td>
</tr>
<tr>
<td>• Presentation (50%)</td>
<td></td>
</tr>
</tbody>
</table>

Teaching and Learning Methods

1. Internship

Pre-requisites (mandatory or recommended)

Recommended Pre-requisites are the successful completion of basic courses:

• Basic courses of the first and second year of study

Learning Objectives

The objective of the practical section is to increase, apply, consolidate, enhance and round off the competences acquired during the course of studies through actively participating in real business projects and working in a field of business under the instruction of experienced practitioners.

The internship is intended to offer students the opportunity to apply their skills and to acquire knowledge of actual business practice and to gain experience in dealing with specific tasks and problems. The students are encouraged to actively try to take on one tasks of their own in the company for the duration of their internship. In this way, students gain insight into professional fields of activity and into the economic and administrative processes of the organizations they work in.

Learning outcomes professional skills

• Students are able to apply business and management tools in a real word setting.

Learning outcomes methodology

• Students are able to present and defend their own practical work results, based on proven tools.
of business administration.
- Students are able to analyses and resolve challenges within on-the-job tasks and apply their professional methodologically skills in the various fields

**Learning outcomes social skills**

<table>
<thead>
<tr>
<th>Competence and consideration in the module</th>
<th>Importance during the lectures</th>
<th>Importance for the examination</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal-oriented moderation of internal meetings</td>
<td>Students’ meetings with the lecturer are time restricted and students need to address most important topics to be discussed in that period.</td>
<td></td>
</tr>
<tr>
<td>Capacity for teamwork</td>
<td>Problems arising from the distribution of the total workload are discussed with the lecturer.</td>
<td></td>
</tr>
<tr>
<td>Social learning</td>
<td>Students train their ability to communicate and to solve conflicts during group discussions.</td>
<td></td>
</tr>
<tr>
<td>Openness to criticism</td>
<td>Students have to cope with critical remarks (by other students as well as by the lecturer) during their meetings and during the presentation.</td>
<td></td>
</tr>
<tr>
<td>Assertiveness</td>
<td>Students need to argue and to defend their positions and/or ideas against other group members.</td>
<td></td>
</tr>
</tbody>
</table>

**Learning outcomes personal skills**

<table>
<thead>
<tr>
<th>Competence and consideration in the module</th>
<th>Importance during the lectures</th>
<th>Importance for the examination</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exposure to ambiguity</td>
<td>Discrepancies resulting from the preparation of tasks are discussed with the lecturer (in the lectures or using other communication channels).</td>
<td></td>
</tr>
<tr>
<td>Critical faculties</td>
<td>Students need to deal with positive and negative remarks in the team meetings.</td>
<td></td>
</tr>
<tr>
<td>Self-reflection</td>
<td>Intermediary results are commented by the lecturer. Students are motivated to self-reflect their individual behavior.</td>
<td></td>
</tr>
<tr>
<td>Time management</td>
<td>Students need to keep deadlines (for the preparation of intermediary results, handouts, etc.).</td>
<td>Clarity on the content and quality of key deliverables in the presentation is of critical importance.</td>
</tr>
</tbody>
</table>
Flexibility

Adjustments resulting from group meetings are discussed with the lecturer and afterwards, implemented.

Self-organization

Tasks cannot be fulfilled by single students (due to time restrictions). Therefore, an appropriate division of work is an essential part of the performance (individual and group level).

Decision-making competence

Since tasks leave room for discussion and interpretation, students need to decide on their focus.

Since tasks leave room for discussion and interpretation, students need to decide on their focus.

Key Words

Internship, trainee, work experience, practical experiences

Course Administration & Evaluation

Assessment Process

- Internship Report (50%) + Presentation (50%) = final grade

Basis of Grading

The grading of the Report and Presentation will be based upon the following:
Total of 100 Points in each exam

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>100 - 99</td>
<td>1,0</td>
</tr>
<tr>
<td>51 - 50</td>
<td>4,0 (pass)</td>
</tr>
<tr>
<td>49 - ≤</td>
<td>5,0 (fail)</td>
</tr>
</tbody>
</table>

Formalities of Assignments and Exams

- Please see Paragraph § 7 and 8 of the current Intern/Trainee Regulations for the Bachelor Programs of the School of Business

Evaluation of the Exam / Meaning of grades

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Constructive Alignment

The final goal of this module is the capability to apply business tools to a real business scenario. Therefore, the internship will be evaluated through the internship report and the presentation. The report and the presentation need to give a clear indication and reflect the tasks, assignments and problems that were given/encountered by the students during their internship. Here a strong link to structure and methods of state of the art business administration and management is key.

The combination of

a) a sound business foundation
b) the practical task within the company
c) the mentoring of the Business School supervisor

enables the students to make best use of their skills and prove that by presenting their scientific and methodology approach in solving their given tasks and given projects.

During the internship the students need to conduct at least three appointments with their internship supervisor. During those meetings the content and structure of the final presentation and the report are discussed.

Course Resources & Communication

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<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>• Intern/Trainee Regulations for Bachelor degree programs at the School of Business of SRH University Heidelberg</td>
</tr>
</tbody>
</table>
Intern/Trainee Regulations
for Bachelor degree programs
at the School of Business
of SRH University Heidelberg

§ 1 Scope of application
§ 2 Objective of the internship
§ 3 Integration in the degree course
§ 4 Internship companies
§ 5 Duration of the internship
§ 6 Statutory work relationship during the internship
§ 7 Reports and final presentation
§ 8 Grading, recognition and repeat of the internship
§ 9 Internship abroad
§ 10 Internship Office
§ 11 Date effective
§ 1 Scope of Application

The Intern/Trainee Regulations refer to the practical section of the course (internship) which is mandatory and part of the curriculum, as stated in the Study and Examination Regulations for Bachelor degree programs at the School of Business of SRH University Heidelberg. They comprise the general regulations for internship duration and selection as well as the type of job involved.

§ 2 Objective of the Internship

The objective of the practical section is to apply, consolidate, enhance and round off the competences acquired during the course of studies through participating in business management projects and working in a field of business under the instruction of experienced practitioners. The internship is intended to offer students the opportunity to acquire knowledge of actual business practice and to gain experience in dealing with specific tasks and problems. The students are encouraged to actively try to take on tasks of their own in the company for the duration of their internship. In this way, students gain insight into professional fields of activity and into the economic and administrative processes of the organizations they work in.

§ 3 Integration into the Degree Course

(1) As a general rule, the internship should take place after the on-campus phase of study. The internship is a mandatory part of the curriculum.

(2) The aim of the internship is to deepen the knowledge and improve competencies acquired throughout the course of study to real-life business situations. For this, it is necessary that students possess a sufficient level of competency prior to the beginning of the internship, i.e. students must have obtained minimum of 60 ECTS.

(3) The Examination Board of the School of Business can allow exceptions to the rulings in §3 (1+2) in justified cases.

§ 4 Internship Companies

(1) Students are obliged to look for an internship company on their own. It is the intern’s/trainee’s responsibility to ensure that the internship in question corresponds with the Intern/Trainee Regulations.

(2) The internship must be undertaken at a suitable company that focuses on commercial activities. Basically, a suitable company is one where the student is able to acquire the competences defined in §2. This is normally subject to the following conditions:

- The company must comprise at least ten employees.
- The company must have an annual revenue of more than 1 million euros p.a.

(3) If the internship is to take place at a company which is partly or fully owned by the student or his family or circle of friends, this must be indicated separately and the required approval by the university supervisor (§7) must be submitted to the Internship Office. The same applies to companies in which a member of the student’s family or circle of friends is employed in an executive position.

The representative of the Internship Office of the Business School is responsible for assessing suitability. The Examination Board of the School can allow exceptions to the rulings in §4 (2) in justified cases. The justification submitted by the student must be supplemented by a report from the internal supervisor.
§ 5 Duration of the Internship

The internship runs for a continuous period of 60 (net) working days (~12 weeks) up to a maximum of 6 months, excluding sick leave, holidays, bank holidays and other days of absence.

Subject to application to the Bachelor Internship Office, splitting the internship between different companies is possible in justified cases, providing that the following conditions are met:

- The split internship will only be recognized providing that at least twenty days are worked at the same company;
- The internship work relationship is not terminated by the host company;
- Recognition of the internship by SRH University Heidelberg is effected in accordance with §8 of these Intern/Trainee Regulations.

§ 6 Statutory Work Relationship during the Internship

(1) The internship/trainee relationship becomes legally binding through the internship agreement, which has to be signed by the company and the trainee. The agreement should set down all the rights and obligations of the intern/ trainee and the host company and also specify the type and duration of the internship.

(2) The interns/ trainees must ensure that they have sufficient insurance coverage during the period of their internship.

(3) SRH University Heidelberg is not liable for any damage caused by the interns/trainees during their internship period.

§ 7 Support, Reports and Final Presentation

(1) Before the beginning of the internship, students choose an internal supervisor from the lecturers at the School of Business. The supervisors support the students in all issues relating to the internship. The supervision officially commences when the supervisor signs the internship approval form (a).

(2) At the beginning (a) and at the end of the internship (b-h), the students must hand in the documents listed below to the Internship Office. The relevant deadlines are announced by the Internship Office.

(3) If the specified deadline for handing in the approval form and the copy of the internship agreement cannot be met by the student, he/she must submit a written application for extension of the deadline to the Internship Office (by e-mail).

a) Approval form and internship agreement
For approval of the internship, the approval form provided by the Internship Office (original, copy or electronic version) along with the internship agreement signed by the company (copy) must be submitted.

b) Internship check
The internship check is a form on which the interns/ trainees summarize the central aspects of the structure of their internship. The internship check is used by the Internship Office for statistical evaluations and must be submitted in the original (signed and stamped by the company).

c) Internship poster
The internship poster is intended to give a brief depiction of the internship and the company. It is to be publicly displayed at the Internship Fair (Connect@SRH). Students should submit their poster in digital format (saved as a PDF file in A3 format on a data storage device).
d) Internship report
A report must be written on the practical activities and tasks or on a project carried out autonomously during the period of the internship. The written report normally has a length of 15 full pages of text, including indexes, figures, tables and annexes.
If a project is carried out by more than one student, the number of pages of the written report is increased proportionately.
The Business School guidelines on writing academic papers apply to the report. Any deviations are to be discussed with the internal supervisor.
The deadline for handing in the internship report (both as a hard copy and digitally, as a PDF and Word file, on a data storage device) is fixed and announced by the Internship Office.
Non-submission, late or wrong submission of the report will be graded as 5.0 (fail) for this examination module.

e) Documentation of supervision
Students have to prove that they have contacted their internal supervisors at least three times at various stages of their internship.
This can be done in person, by telephone, skype or email, as agreed with the supervisor. The times of contact are documented and signed by the supervisor on the form (“Documentation of supervision conversations”) issued by the Internship Office.
Students should submit the signed form on a date to be fixed and announced by the Internship Office.
If a student cannot produce proof of having contacted the supervisor three times, 10 points will be deducted from the total awardable score for the internship examination for each of the non-proven contacts (see appendix to the Intern/Trainee Regulations).

f) Final presentation
After the mandatory internship, each student has to give a final ten-minute presentation on the internship or on a project carried out independently during the internship.
The same applies when the final presentation is given by more than one student after completing a joint project. The trainees coordinate the content and structure of the presentation beforehand with their internal supervisors.
Digital documents (such as PowerPoint presentations) for use in the final presentation must be submitted to the Internship Office by the official deadline and must comply with the conditions imposed by the Internship Office (digitally, as a PowerPoint file, on a data storage device).
If the student does not intend to use any digital documents, he/she needs to notify the Internship Office before expiry of the official deadline.
Any non-submitted, late or wrongly submitted documents will result in a grade of 5.0 (fail) for this particular module.
Points can be deducted from the total score achieved in the internship examinations if there are any disruptions or delays in the examination procedure (see appendix to the Intern/Trainee Regulations).
During the final presentations attendance is compulsory at all public presentations.

g) Internship Fair “Connect @SRH”
Based on the submitted internship poster, each student holds a presentation on the company and their internship placement at the Internship Fair. The object of the fair is to give other students a chance to find out about potential internship placements by sharing in the experiences of their peers.
Attendance at the Internship Fair is compulsory.

h) Work log / internship certificate
A copy of the work log /internship certificate issued by the host company must be handed in on the date fixed by the Internship Office. This certificate must specify the tasks carried out and the exact dates of the internship.

§ 8 Grading, Recognition and Repeat of the Internship
(1.) The precondition for recognition and grading of the internship is that all required documents have been submitted and all modules passed in accordance with § 4, § 5 and § 7.

(2.) The grade for the internship is made up of two parts: the internship report (50%) and the final presentation (50%). In each part, a maximum of 100 points can be achieved.

(3.) The grade for the internship report is awarded by the university supervisor; the grade for the final presentations is awarded by an examination team selected by the Internship Office of the School of Business. The university supervisor is not normally a member of the examination team.

(4.) If one or both parts of the examination (internship report and/or final presentation) has been graded as 5.0 (fail), the student must retake the part(s) he or she failed. All documents required for retaking the relevant examination part(s) must be resubmitted to the Internship Office. A new deadline of four weeks is granted for resubmission.

(5.) The examination board and/or the Internship Office may deduct points from the total scored in the internship examinations on the basis of the reasons indicated in the appendix. The Internship Office recognizes the trainee’s internship once all necessary documents and proofs of performance have been provided as set down in §4, §5 and §7.

If two fixed deadlines have been missed without excuse, the internship will not be recognized and will have to be repeated.

(6.) The module examination is only passed providing that the internship has been completed successfully. The general implementation provisions specified in the applicable Study and Examination Regulations (SER) remain unaffected.

§ 9 Internship Abroad

(1) The School of Business recommends that students do an internship abroad. Nevertheless, any such internship must satisfy all the requirements set down in the Intern/Trainee Regulations.

(2) In the case of an internship abroad, the documents required to be submitted may be in English. Presentations on internships abroad may also be given in English.

(3) Contract documents and reports that are not submitted in either German or English must be accompanied by a certified translation.

(4) In the case of a long stay abroad, the intern/trainee must ensure that the following issues are clarified as early as possible before departure:

- Travel and health insurance
- Visa or work permit
- Necessary vaccinations
- Availability of necessary medicine, etc.

§ 10 Internship Office

The Internship Office is available to answer any questions concerning the internship, such as:

- necessary preparation
- selection of a company
- assessment/grading of the internship
The address of the Internship Office is:

SRH Hochschule Heidelberg
Fakultät für Wirtschaft
Frank Müller (arc 317)
Ludwig-Guttmann-Straße 6
69123 Heidelberg, Germany
Tel.: +49 (0)6221-88-1092
Fax: +49 (0)6221-88-1010
E-Mail: FMueller@srh.de

§ 11 Date effective

These Intern/Trainee Regulations are effective as of April 2018. They apply to bachelor students of the School of Business.
6.2.5. Bachelor Thesis

The following preconditions must be met:

- The Bachelor thesis will only be released if evidence of at least 140 ECTS points from curricular seminars is provided.
- The minimum duration of the Bachelor’s Thesis is two months.
- The Bachelor’s Thesis has to be completed within four months.

6.2.5.1. Choice and release of the topic of the Bachelor thesis

Students are expected to attempt to find a topic for their Bachelor thesis during their internship. They have found a contact person in the company that is prepared to supervise the thesis and they have discussed the intended topic with lecturers beforehand. A lecturer from one of the student’s chosen specializations, who is in close contact with the external supervisor for the Bachelor thesis, is in charge of the internal assessment. The topic has to be submitted to and released by the lecturer by the beginning of May at the latest.

6.2.5.2. Writing and evaluation of the Bachelor thesis

From the date of release of the topic, students have four months to write their Bachelor thesis. The final thesis is an academic paper. The principles and formalities applicable to academic writing are to be followed in choosing a topic and in writing the thesis. The evaluation of the Bachelor thesis takes into account the quality of the academic approach (internal supervisor) as well as the practicability of the results obtained (external supervisor).

6.2.5.3. Implementation provisions of the Code of Studies and Examinations (Bachelor thesis)

Objective, topic, scope of performance

In writing their Bachelor thesis, students show that they are able to work on a business or technical subject using academic and scientific methods. Students can make topic suggestions, but the final formulation of the topic lies with the supervising lecturer. Furthermore, the lecturer determines the targeted scope of performance of the thesis individually with the student being supervised.

Selection of the Supervisor

Every Bachelor thesis is assigned to a lecturer of one curricular subject (ideally a focus subject). The students themselves are responsible for requesting this assignment. The lecturer takes on the function of the primary supervisor during the thesis. He/she usually supervises the final thesis if the topic and quality of the thesis meet the requirements of his subject and if he/she does not have to supervise more than 15 other students.

A second supervisor will be assigned by the Examination Office at the latest after submission of the Bachelor thesis. His/her name will not be made known to the student.

Thesis preparation and completion, official release and submission

The period allowed for completion of the Bachelor thesis is four months. Once a topic has been agreed on, it is then released by the Dean or the Examination Office. The original topic sheet remains with the Examination Office. Proper submission of the Bachelor thesis is confirmed by the receipt stamp of the Examination Office for the School of Business. Proper submission comprises handing in three bound copies of the thesis as well as the electronic files in the original format required for printing the thesis in paper form (on CD).
Contact Person:
All information and requirements for the Bachelor-Thesis will be given at upcoming events and the following contact person:

Christian Müller
Ludwig-Guttmann-Str. 6
69123 Heidelberg
E-Mail: christian.mueller@hochschule-heidelberg.de
Phone: +49 (0) 6221 88-2479

<table>
<thead>
<tr>
<th>SRH University Heidelberg, Course of Study: International Business (B.A.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module name and module number: Thesis (1001)</td>
</tr>
<tr>
<td>This module is used in the following degree programs:</td>
</tr>
<tr>
<td>International Business (B.A.)</td>
</tr>
<tr>
<td>5-week block</td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>Minimum of two, maximum of 4 months in the third year of study</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Type / Duration of exam</th>
<th>Module Supervisor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internship Report (50%)</td>
<td>Program Director</td>
</tr>
<tr>
<td>Presentation (50%)</td>
<td></td>
</tr>
</tbody>
</table>

Teaching and Learning Methods

1. Thesis

Pre-requisites (mandatory or recommended)

To start the Bachelor's Thesis a minimum of 140 ECTS credit points obtained in curricular courses is required.

Learning Objectives

**Learning outcomes professional skills**

- In writing their Bachelor thesis, students acquire and demonstrate that they are able to work on a relevant business or management subject using academic and scientific methods.

**Learning outcomes methodology**
• Students are able to present and portray their own work results in writing.
• Students are able to analyses (independent or reliant on their supervisor/colleagues if a topic is written in cooperation with company) current hypotheses/ theories and developments and apply their professional methodologically skills in the various fields.

**Learning outcomes personal skills**

• Due to limited time extensive tasks such as: defining the thesis topic, comprehensive academic research and communication with the thesis supervisor, can only be organized and realized with good self-organization and good time management.

**Key Words**

• Thesis
• Academic research
• Citation format and foot notes
• Scientific methods
• Bibliography, referencing

**Course Administration & Evaluation**

**Assessment Process**

- Thesis (100%) = final grade

**Basis of Grading**

The grading of the Thesis will be based upon the following:

Total of 100 Points

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>100 - 99</td>
<td>1,0</td>
</tr>
<tr>
<td>51 - 50</td>
<td>4,0 (pass)</td>
</tr>
<tr>
<td>49 - ≤</td>
<td>5,0 (fail)</td>
</tr>
</tbody>
</table>

**Formalities of Assignments and Exams**

The period allowed for completion of the Bachelor thesis is four months. The minimum duration of the Bachelor’s Thesis is two months. Proper submission comprises handing in three bound copies of the thesis as well as the electronic files in the original format required for printing the thesis in paper form (on CD or USB-Stick).

The supervisor evaluates the student’s overall performance as evidenced by the Bachelor thesis. Recommended evaluation criteria include:

**Evaluation of Content**:

• Clear and logical structure
• Structure is coherent with regard to content
• Essential influencing factors have been taken into account appropriately
• Content has been dealt with in a sound and practice-oriented manner
• Students’ own intellectual work is clearly recognizable and evident
• Argumentation is coherent
• Argumentation and solutions stated are practice-relevant
• Appropriate visualization of the content

Evaluation of Formality:
• Academic character of the argumentation
• Correct citation format and footnotes; verifiable data
• Bibliography: original sources, contemporary references, diversity, appropriateness

Evaluation of the Exam / Meaning of grades
The Bachelor thesis counts as successfully completed if an average grade in performance evaluation of 4.0 or better is achieved. Failure to meet deadlines will be graded as “fail” (5.0) according to section 11 part 1 of the code of studies and examinations.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Decimal value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>1.0 to 1.2</td>
</tr>
<tr>
<td>Very good</td>
<td>1.3 to 1.5</td>
</tr>
<tr>
<td>Good</td>
<td>1.6 to 2.5</td>
</tr>
<tr>
<td>Satisfactory</td>
<td>2.6 to 3.5</td>
</tr>
<tr>
<td>Sufficient</td>
<td>3.6 to 4.0</td>
</tr>
<tr>
<td>Fail</td>
<td>5.0</td>
</tr>
</tbody>
</table>

Constructive Alignment
The final thesis is an academic paper. The principles and formalities applicable to academic writing are to be followed in choosing a topic and in writing the thesis. In writing their Bachelor thesis, students increase their skills and prove that they are able to work on a business or management subject using academic and scientific methods.

During the thesis period it is the student’s responsibility to conduct appointments with their thesis supervisors in order to verify and review their current thesis progress. The evaluation of the Bachelor thesis takes into account the quality of the academic approach (internal supervisor) as well as the practicability of the results obtained.

The final thesis summarizes the abilities of the students’ academic, scientific and personal skills that have been acquired during numerous papers, reports and other exam forms in the previous years of study.

Course Resources & Communication
Campus-Net & SRH-E-Mail Address
The use of Campus-Net and the SRH-E-Mail is inevitable. All course materials will be uploaded on “Campus-Net”.

To log-on to Campus-Net go to: https://campus.hochschule-heidelberg.de. All instructions on the use of Campus-Net and the SRH IT infrastructure can be found under the section “Instructions”.

All E-Mail communications will be made through our SRH-E-Mail Addresses. Upon matriculation every student will receive their own SRH-E-Mail Address.

We highly recommend the use of the SRH-App “SRH Hochschule Heidelberg” available for Apple and Android devices.

Special needs & Requirements
For 40 years, the SRH University Heidelberg has been offering the opportunity to complete a degree program to students handicapped by physical disabilities. This is underpinned by SRH’s high competence
in the field of medical and vocational rehabilitation. Since the university has implemented the issue of inclusion as part and parcel of its self-conception, the requirements stipulated by SGB III § 57 have thus been met.

The campus infrastructure not only provides medical services (offered by on-site internists, orthopedics, psychiatrists, psychotherapists, neurologists, specialists in phoniatics/ pedaudiology, doctors and occupational physicians as well as through workshops for individual technical aids) but also respective accommodation facilities. Students can register for assisted accommodation or live independently, and there are also specific facilities for students with allergies or multiple disabilities. Experienced mentors/ professors support students, helping them to succeed with their studies by ensuring appropriate measures are available to compensate their disabilities with regard examinations.

For any issue in this context, please refer to the professors named below, who have been authorized by the university's senate for this mandate:

Prof. Dr. Christian Johannsen  
Telephone: +49 6221 88-2379  
E-mail: christian.johannsen@hochschule-heidelberg.de

Dr. Bernd Höner  
Telephone: +49 6221 88-2477  
E-mail: bernd.hoener@hochschule-heidelberg.de

**Academic Integrity**

The SRH University Heidelberg is strongly committed to nurturing academic excellence. Therefore any form of academic dishonesty such as plagiarism, counterfeit work, falsification of Academic Records, unauthorized reuse of work, etc. will not be tolerated.

The School of Business expects the highest level of ethical behavior from its students both in and out of the classroom. Therefore all students should be familiar with our “Academic research paper guidelines” and “The Code of Conduct” of the Business School.

**Recommended Literature & Course Materials**

All information and requirements for the Bachelor-Thesis will be given at upcoming events and the by examination office of the School of Business.

Further resources are:

- Academic research paper guidelines – School of Business
- Course Book – School of Business
7. Organization

7.1. Examination Office

<table>
<thead>
<tr>
<th>Keyword</th>
<th>Note</th>
<th>Source / contact person</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPO</td>
<td>SPO = Studien- und Prüfungsordnung (Code of Studies and Examinations). The SPOs are stored on the SRH intranet.</td>
<td>Christian Müller Frank Müller</td>
</tr>
<tr>
<td>Course achievements and examinations</td>
<td>Are required within the first 5-week module. Course achievements are a requirement for admission to the written exams.</td>
<td>See study guide and SPO</td>
</tr>
<tr>
<td>Announcement of the written exam dates</td>
<td>Dates are announced by the Examination Office at the latest 7 days before the exam.</td>
<td>Notice boards</td>
</tr>
<tr>
<td>Oral exams</td>
<td>Dates are set and announced by the Examination Office, see above. For oral exams, the names of the examiners are also announced.</td>
<td>Notice boards</td>
</tr>
<tr>
<td>Implementation of written exams; loss of the right to participate in the exam due to fraud</td>
<td>The examination invigilator can legally refuse to let any examination candidate continue the exam without prior warning if there are reasons to suspect fraud. In this case, the student automatically fails the exam.</td>
<td>Implementation provisions regarding FHG</td>
</tr>
<tr>
<td>Absence from examinations</td>
<td>If a student is absent from an examination without a medical certificate (Prüfungsunfähigkeitsbescheinigung = PU) the exam will be automatically failed.</td>
<td>SPO PU</td>
</tr>
<tr>
<td>Evaluation of course achievements and examinations</td>
<td>Only the lecturer of the relevant subject is in charge of the evaluation of student performances. Even content that has not explicitly been dealt with in the lectures may be examined. These aspects are restricted by the valid regulations (SPO, FHG) as well as the fundamental principle of equal treatment of all students (FHG).</td>
<td>SPO FHG</td>
</tr>
<tr>
<td>Post-exam review</td>
<td>Students have the opportunity to review an exam within a fixed time frame (usually up to one year afterwards). All lecturers announce the dates of their post-exam reviews.</td>
<td>Notice boards</td>
</tr>
<tr>
<td>Announcement of examination results</td>
<td>Results are announced by the Examination Office online via the Campus-Net system.</td>
<td>Online via the Campus-Net system</td>
</tr>
</tbody>
</table>
### Excerpt from the Code of Studies and Examinations

**Group no.: 1174-18.01/02-IB**  
**Program duration:** 1 October 2018 to 30 September 2021  
**As of 1 October 2018 (V1)**

**Bachelor's Degree Program: Betriebswirtschaft / International Business (B.A.)**

<table>
<thead>
<tr>
<th>Module / Course</th>
<th>Type</th>
<th>Block no.</th>
<th>Number of weeks in semester</th>
<th>CP</th>
<th>Examination during the semester</th>
<th>Weighting</th>
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<tbody>
<tr>
<td><strong>----- Compulsory -----</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2237-1 Business Administration I</td>
<td>L/GW</td>
<td>1</td>
<td>5</td>
<td>8</td>
<td>1</td>
<td>E (75%), E (25%)</td>
</tr>
<tr>
<td>2238-2 Business Administration II</td>
<td>L/GW</td>
<td>2</td>
<td>5</td>
<td>6</td>
<td>1</td>
<td>OE (100%)</td>
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<tr>
<td>1478-2 Human Resources</td>
<td>L/GW</td>
<td>3</td>
<td>5</td>
<td>6</td>
<td>1</td>
<td>E (100%)</td>
</tr>
<tr>
<td>1335-2 Marketing</td>
<td>L/GW/CS</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>1</td>
<td>RP (100%)</td>
</tr>
<tr>
<td>2202-2 Skills &amp; Tools</td>
<td>V/GA/P</td>
<td></td>
<td></td>
<td>15</td>
<td>6</td>
<td>R (33,3%)</td>
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<tr>
<td>2396-2 Academic Skills</td>
<td>L/GW /Pr</td>
<td>2,3,4</td>
<td>5</td>
<td>6</td>
<td>1</td>
<td>PE (33,3%)</td>
</tr>
<tr>
<td>2311-2 Presentation Skills</td>
<td>L/GW /Pr</td>
<td></td>
<td></td>
<td>5</td>
<td></td>
<td>PE (33,3%)</td>
</tr>
<tr>
<td>2394-2 Intercultural Skills</td>
<td>L/GW /Pr</td>
<td>2,3,4</td>
<td>5</td>
<td>6</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2239-3 Operations Management</td>
<td>L/GW/CS</td>
<td>5</td>
<td>5</td>
<td>6</td>
<td>2</td>
<td>R (50%), Pr (50%)</td>
</tr>
<tr>
<td>2337-2 International Law</td>
<td>L/CS/Pol</td>
<td>6</td>
<td>5</td>
<td>6</td>
<td>2</td>
<td>E (100%)</td>
</tr>
<tr>
<td>2336-2 Introduction to Accounting</td>
<td>L/GW/Exc</td>
<td>7</td>
<td>5</td>
<td>6</td>
<td>2</td>
<td>E (100%)</td>
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<tr>
<td>2657-2 Applied Business Mathematics</td>
<td></td>
<td>5,6,7</td>
<td>15</td>
<td>6</td>
<td>2</td>
<td>E (100%)</td>
</tr>
<tr>
<td>2341-2 Business Simulation</td>
<td>GW/Pol/BS</td>
<td>8</td>
<td>2</td>
<td>4</td>
<td>2</td>
<td>Pr (100%)</td>
</tr>
<tr>
<td>2348-2 Macroeconomics</td>
<td>L/GW</td>
<td>9</td>
<td>5</td>
<td>8</td>
<td>3</td>
<td>E (50%), Pr (50%)</td>
</tr>
<tr>
<td>2342-2 Cost and Performance Accounting</td>
<td>L/GW/CS</td>
<td>10</td>
<td>5</td>
<td>6</td>
<td>3</td>
<td>E (100%)</td>
</tr>
<tr>
<td>2343-3 Corporate Finance</td>
<td>L</td>
<td>11</td>
<td>5</td>
<td>6</td>
<td>3</td>
<td>E (66,6%), CS (33,3%)</td>
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<tr>
<td>2344-2 International Taxation</td>
<td>L/GW</td>
<td>12</td>
<td>5</td>
<td>6</td>
<td>3</td>
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</tr>
<tr>
<td>2658-2 Microeconomics</td>
<td></td>
<td>10,11,12</td>
<td>15</td>
<td>6</td>
<td>3</td>
<td>RP (100%)</td>
</tr>
<tr>
<td>2349-2 Management Information Systems</td>
<td>L/GW/CS</td>
<td>13</td>
<td>5</td>
<td>6</td>
<td>4</td>
<td>E (50%), Pr (50%)</td>
</tr>
<tr>
<td>2350-2 International Accounting</td>
<td>L/GW/CS</td>
<td>14</td>
<td>5</td>
<td>6</td>
<td>4</td>
<td>E (100%)</td>
</tr>
<tr>
<td>1416-2 Sales</td>
<td>L</td>
<td>15</td>
<td>5</td>
<td>6</td>
<td>4</td>
<td>R (50%), Pr (50%)</td>
</tr>
<tr>
<td>2659-2 Statistics</td>
<td></td>
<td>13,14,15</td>
<td>15</td>
<td>6</td>
<td>4</td>
<td>PW (100%)</td>
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<tr>
<td><strong>----- Compulsory optional (min. of 28 CP)*-----</strong></td>
<td></td>
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<tr>
<td>Electives/Study Abroad</td>
<td></td>
<td>16</td>
<td>5</td>
<td>4</td>
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<tr>
<td>Electives/Study Abroad</td>
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<td>17</td>
<td>5</td>
<td>8</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Entrepreneurship</td>
<td></td>
<td>16</td>
<td>5</td>
<td>4</td>
<td>4</td>
<td>Pr (100%)</td>
</tr>
<tr>
<td>Strategic Management</td>
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<td>5</td>
<td>8</td>
<td>5</td>
<td>RP (100%)</td>
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<tr>
<td>3622-2 Current Topics of International Business</td>
<td>V/GA/FA</td>
<td>18 + 19</td>
<td>1</td>
<td>0</td>
<td>16</td>
<td>Pr (50%)</td>
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<tr>
<td>2812-2 Current Topics of International Business I</td>
<td></td>
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<td></td>
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<td></td>
<td>Pr (50%)</td>
</tr>
<tr>
<td>2924-2 Current Topics of International Business II</td>
<td>V/GA/FA</td>
<td>18 + 19</td>
<td>1</td>
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<td>16</td>
<td>RP (50%)</td>
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<tr>
<td>3655-2 International Marketingmanagement</td>
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<td>18 + 19</td>
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<td>16</td>
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<tr>
<td>3620-2 Global Marketing</td>
<td></td>
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<tr>
<td>3621-2 Sales for Marketers</td>
<td></td>
<td></td>
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<tr>
<td>Electives/Study Abroad</td>
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<td>18</td>
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<tr>
<td>Electives/Study Abroad</td>
<td></td>
<td>19</td>
<td>5</td>
<td>8</td>
<td>5</td>
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<tr>
<td><strong>----- Projects-----</strong></td>
<td></td>
<td></td>
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<tr>
<td>2352-2 Internship</td>
<td></td>
<td>20,21,22</td>
<td>16</td>
<td>24</td>
<td>6</td>
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</tr>
<tr>
<td>1001-2 Thesis</td>
<td></td>
<td>23,24</td>
<td>17</td>
<td>12</td>
<td>6</td>
<td>Th (100%)</td>
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<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total:** 180
Supplementary notes

(1) Admission requirements

- General university entrance qualification.
- Documented English Skills (TOEFL or similar).

(2) Basic conditions for the course of studies

- The total program workload comprises 180 ECTS credit points, with one ECTS credit point corresponding to a workload of 25 hours.
- The general program and course language is English.

(3) Contextual conditions for the course of studies

- Semester five and six are the internship and/or study abroad semesters.
- Throughout the study program one study abroad term is compulsory. At the end of the internal SRH application period (November) a minimum of 40 Credits are required to apply for the study abroad program. Under exceptional circumstances the students can apply for being exempt by the examination board. For details the current course description is binding.

* In cases where a student can prove that he has already gained the competencies that are expected to be acquired during the study abroad term either through a prior study abroad program, internship abroad or similar, or that he is gaining the required competencies within his study at the SRH Hochschule Heidelberg, this study period (maximum of 30 ECTS) can also be completed in Germany. The decision will be made by the examination board of the School of Business on request (informal) from the student.

(4) Bachelor-thesis and special requirements for graduation

- The prerequisite for starting the Bachelor's Thesis is a minimum of 140 ECTS credit points obtained in curricular courses.
- The minimum duration of the Bachelor's Thesis is two months.
- The Bachelor's Thesis has to be completed within four months.

Methods of examination

<table>
<thead>
<tr>
<th>CS</th>
<th>Case Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>IR</td>
<td>Internship Report</td>
</tr>
<tr>
<td>E</td>
<td>Exam</td>
</tr>
<tr>
<td>Es</td>
<td>Essay</td>
</tr>
<tr>
<td>LD</td>
<td>Learning Diary</td>
</tr>
<tr>
<td>OE</td>
<td>Oral Exam</td>
</tr>
<tr>
<td>R</td>
<td>Report</td>
</tr>
<tr>
<td>RPPr</td>
<td>Report + Presentation</td>
</tr>
<tr>
<td>PE</td>
<td>Portfolio Exam</td>
</tr>
<tr>
<td>PW</td>
<td>Project Work</td>
</tr>
<tr>
<td>Pr</td>
<td>Presentation</td>
</tr>
<tr>
<td>Ro</td>
<td>Roleplay</td>
</tr>
<tr>
<td>Th</td>
<td>Thesis</td>
</tr>
</tbody>
</table>

Methods of examination

| Fallarbeiten |
| Praktikumsbericht |
| Klausur |
| Essay |
| Lerntagebuch |
| Mündliche Prüfung |
| Bericht |
| Referat |
| Portfolio Prüfung |
| Projektarbeit |
| Präsentation |
| Rollenspiel |
| Thesis |

Methods of teaching

<table>
<thead>
<tr>
<th>CS</th>
<th>Case Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>BS</td>
<td>Business Simulation</td>
</tr>
<tr>
<td>Exc</td>
<td>Excursions</td>
</tr>
<tr>
<td>GW</td>
<td>Group Work</td>
</tr>
<tr>
<td>L</td>
<td>Lecture</td>
</tr>
<tr>
<td>PoL</td>
<td>Problem oriented Learning</td>
</tr>
<tr>
<td>Ro</td>
<td>Roleplay</td>
</tr>
<tr>
<td>T</td>
<td>Tutorial</td>
</tr>
</tbody>
</table>

Methods of teaching

| Fallarbeiten |
| Planspiel |
| Exkursionen |
| Gruppenarbeit |
| Vorlesung |
| Problem orientiertes Lernen |
| Rollenspiel |
| Tutorium |

The current Examination Regulations can be found online:

[https://campus.hochschule-heidelberg.de](https://campus.hochschule-heidelberg.de) – “Services” – “Notice”
7.1.2. Semester Overview for Bachelor degree course October 2018

<table>
<thead>
<tr>
<th>Semester</th>
<th>Time period</th>
<th>180 Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Semester</td>
<td>01.10.2018 - 31.03.2019</td>
<td>30</td>
</tr>
<tr>
<td>3. Semester</td>
<td>01.10.2019 - 31.03.2020</td>
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<td>5. Semester</td>
<td>01.10.2020 - 31.03.2021</td>
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Including internship & bachelor thesis
7.1.3. Certificate of inability to take part in an exam

Certificate of inability to take part in an exam
(Doctor’s note)
for submission to the examination office

Explanation for students:

This certificate must be submitted to the examination office of your faculty as soon as possible – within 3 working days at the latest. Only fully completed forms will be accepted.

Erläuterung für den Arzt:


Explanation for the doctor:

In accordance with the code of studies and examinations, if a student is unable to attend an exam due to health reasons, he or she is obliged to submit an official doctor's note as proof to the examination board concerned. The information supplied by you as a medical expert will be used to discern whether the student is unable to take part in the exam from a legal perspective. As your judgement alone of the student's ability or inability to take part in the exam is insufficient for this purpose, you are kindly requested to supply a brief statement to the following points. Students have a duty to cooperate in this matter and therefore are obliged to disclose health information pertaining to their inability to take part in an exam. However, the doctor should only describe the physical or psychological impact of the illness on the student's ability to take part in the exam without disclosing the underlying illness itself.
1. **Angaben der/des Studierenden (student’s details):**

Name, Vorname (surname, first name)  
Matrikelnummer (student number)  
Prüfungsfach/-fächer (exam subject(s))

Studiengang/Gruppenummer (group number)

2. **Erklärung des Arztes (declaration by the doctor):**

Meine heutige Untersuchung zur Frage der Prüfungsunfähigkeit bei o.g. Patient/Patientin hat aus ärztlicher Sicht folgendes ergeben:
Art der Leistungsminderung (bzgl. Schreibfähigkeit, Konzentrationsfähigkeit etc.):
My examination of the abovenamed patient as to his/her ability to take part in an exam has yielded the following from a medical perspective:
Nature of impact on ability to take part in an exam (regarding writing, concentration, etc.)

Die Gesundheitsstörung ist (bitte ankreuzen):

The health impact is (please mark appropriately)
[  ] dauerhaft, d.h. auf nicht absehbare Zeit  
permanent, i.e. until further notice
[  ] vorübergehend  
temporary

Dauer der Krankheit: von: __________________ bis einschl.: __________________
Estimated duration of illness: from:_____________ until: _________________________

**Aus meiner ärztlichen Sicht liegt eine erhebliche Beeinträchtigung des Leistungsvermögens vor** (Schwankungen in der Tagesform, Examensangst, Prüfungsstress u.a. sind keine erheblichen Beeinträchtigungen).

**In my opinion as a doctor, the patient’s ability to take part in examinations is significantly impaired.** (Fear of exams, examination stress, day-to-day variability of form etc. do not represent significant impairment).

__________________________  
Ort/ Datum  
Place/Date

__________________________  
Stempel/ Unterschrift des Arztes  
Doctor’s stamp/signature
### 7.2. Contact Information – School of Business

As of 04.07.2018

<table>
<thead>
<tr>
<th>Name</th>
<th>First Name</th>
<th>Code</th>
<th>Office</th>
<th>Phone Extension</th>
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<td>Bakhaya</td>
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<td>René</td>
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<td>Claus Peter</td>
<td>CPE</td>
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<td>Hett</td>
<td>Michelle</td>
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<td>Johannsen</td>
<td>Christian</td>
<td>JO</td>
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<td>Klein</td>
<td>Andreas</td>
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<td>LK</td>
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<td>Wolfgang</td>
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<td>Henning</td>
<td>HW</td>
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</table>
7.3. Organization Chart – School of Business

Deanery

Dean
Prof. Dr. Henning Werner

Associate Dean „Studium & Lehre“
Prof. Dr. Joachim Gläser

Associate Dean „Forschung & Praxistransfer“
Prof. Dr. Markus Breuer

Secretary
Petra Läder

Study programs

Betriebswirtschaft (B.A.)
Prof. Dr. Ziad Balkaya

Intruder Littmarich

International Business (B.A.)
Prof. Dr. Joachim Gläser

Julia Neef

Ind. Management & Leadership (M.A.)
Prof. Dr. Markus Breuer

Ind. Mittelstandsmanagement (M.A.)
Prof. Dr. Andreas Klein

Joach Schwind

Sales Management (MBA)
Prof. Dr. Frank Gebert

Tonkica Milnar

Management und Leadership (M.A.)
Prof. Dr. Friedrich Frei

Marielle Queitsch

Administration

Norman Glutsch
Assistant to the Dean

Michelle Hetz
International Office

Vanessa Miller
International Office

Christian Müller
Examination Office / Thesis

Frank Müller
Examination Office / Internship

Ursula Weigmann
English Department

Alrin Cremone
Social Media

Carmen Hackner
Marketing
7.4. **Floor Plan - Ludwig-Guttmann-Str. 6**
7.5. Campus Map
7.6. **University Contacts**

<table>
<thead>
<tr>
<th><strong>Executive Board</strong></th>
<th><strong>Contact to the Executive Board</strong></th>
</tr>
</thead>
</table>
| President Prof. Dr. Katja Rade  
Ludwig-Guttmann-Str. 6, Room arc 202  
Phone: 06221 88-3006  
E-Mail: Katja.rade@hochschule-heidelberg.de | Lisa Seidler  
Ludwig-Guttmann-Str. 6, Room arc 201  
Phone: 06221 88-2829  
E-Mail: Lisa.Seidler@srh.de |
| Vice President Prof. Dr. Carolin Sutter  
Ludwig-Guttmann-Str. 6, Room arc 204  
Phone: 06221 82446  
E-Mail: carolin.sutter@hochschule-heidelberg.de | Anna Widmann  
Ludwig-Guttmann-Str. 6, Room arc 201  
Phone: 06221 88-1098  
E-Mail: anna.widmann@hochschule-heidelberg.de |
| Vice President Prof. Dr. Carsten Diener  
Ludwig-Guttmann-Str. 6, Room arc 205  
Phone: 06221 8223-205  
E-Mail: carsten.diener@hochschule-heidelberg.de | Kerstin Maier  
Ludwig-Guttmann-Str. 6, Room arc 201  
Phone: 06221 88-1098  
E-Mail: Kerstin.Maier@srh.de |

<table>
<thead>
<tr>
<th><strong>Central Student Service</strong></th>
<th><strong>Career Development Center</strong></th>
</tr>
</thead>
</table>
| Ludwig-Guttmann-Straße 6, Room arc 101  
Phone: 06221 88-1000  
E-Mail: info@hochschule-heidelberg.de | Sandra Reiland-Wilhelm  
Ludwig-Guttmann-Straße 6, Room arc 104  
Phone: 06221 88-3031  
E-Mail: cdc@hochschule-heidelberg.de |
| **Opening hours:**  
Monday-Friday: 8 a.m. - 5 p.m. | |

<table>
<thead>
<tr>
<th><strong>International Office</strong></th>
<th><strong>IT-Services</strong></th>
</tr>
</thead>
</table>
| Bettina Pauley and team  
Ludwig-Guttmann-Straße 6, Room arc 103  
Phone: 06221 88-1403  
E-Mail: bettina.pauley@hochschule-heidelberg.de | Ludwig-Guttmann-Straße 6  
Phone: 06221 88-2522  
E-Mail: itsupport@dl.srh.de |
| **Consultation hours:**  
Monday-Thursday: 1 p.m. -2 p.m. at the infopoint | |

<table>
<thead>
<tr>
<th><strong>Academy for Teaching &amp; Learning</strong></th>
<th><strong>Student Coaching</strong></th>
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</thead>
</table>
| Prof. Dr. Julia Rózsa  
Ludwig-Guttmann-Straße 6, Room arc 219  
Phone: 06221 88-1031  
E-Mail: julia.rozsa@hochschule-heidelberg.de | Prof. Dr. Ing. Susanne Edinger  
Bonhoefferstraße 11, Room E03  
Phone: 06221 88-4111  
E-Mail: susanne.edinger@hochschule-heidelberg.de |
<table>
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<th><strong>CUBE- Mensa</strong></th>
<th><strong>Accommodation Service</strong></th>
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<tr>
<td>Bonhoefferstraße 14</td>
<td>Andres Hippel</td>
</tr>
<tr>
<td>E-Mail: <a href="mailto:cube@srh.de">cube@srh.de</a></td>
<td>Maria-Probst-Str. 3, Room E40</td>
</tr>
<tr>
<td>Phone: 06221 8223-271</td>
<td>Phone: 06221 8223-118</td>
</tr>
<tr>
<td>Fax: 06221 8223-281</td>
<td>E-Mail: <a href="mailto:andres.hippel@srh.de">andres.hippel@srh.de</a></td>
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</table>

**Opening hours:**
- **Breakfast**
  - Monday-Friday: 6.30 a.m. – 8.30 a.m.
- **Lunch**
  - Monday-Sunday: 11.30 a.m. - 2 p.m.
- **Dinner**
  - Monday-Friday: 6 p.m. - 7 p.m.

<table>
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<tr>
<th><strong>Library</strong></th>
<th><strong>Campus Sports e. V.</strong></th>
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</thead>
<tbody>
<tr>
<td>Armin Vetter and team</td>
<td>Fitness Studio, Sauna &amp; Pool <a href="http://www.campussports.de">www.campussports.de</a></td>
</tr>
<tr>
<td>Phone: 06221 88-3293 /-2459</td>
<td></td>
</tr>
<tr>
<td>E-Mail: <a href="mailto:armin.vetter@hochschule-heidelberg.de">armin.vetter@hochschule-heidelberg.de</a></td>
<td></td>
</tr>
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</table>

**Opening hours:**
- Monday-Friday: 9 a.m. - 7 p.m.
- Saturday: 9 a.m. - 3 p.m.
- 24/7-Access via SmartCard

<table>
<thead>
<tr>
<th><strong>Alumni Office</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Sandra Reiland-Wilhelm</td>
<td></td>
</tr>
<tr>
<td>Ludwig-Guttmann-Straße 6, Room arc 104</td>
<td></td>
</tr>
<tr>
<td>Phone: 06221 88-1053</td>
<td></td>
</tr>
<tr>
<td>E-Mail: <a href="mailto:Sandra.Reiland-Wilhelm@srh.de">Sandra.Reiland-Wilhelm@srh.de</a></td>
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</table>