



Module Description

General Business

Faculty AWW – School of Management

Summer term 2020



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A BUSINESS PROCESS CASE STUDY IN SAP FOR BEGINNERS

Lecturer	Prof. Dr. Dieter Rummler
Course number and name	A Business process case study in SAP for Beginners
Semester	GB
Duration of the module	1 semester
Module frequency	yearly
Level	undergraduate
Semester periods per week (SWS)	4
ECTS	5
Workload	Time of attendance: 60 hours self-study: 90 hours Total: 150 hours
Type of Examination	Written exam
Duration of Examination	90 min.
Language of Instruction	English

Module objective

It will be shown to beginners in the area of Enterprise Resource Planning Systems (ERP) the functions of ERP systems. This is done by carrying out a business process from entering a sales order to its production and delivery. At the same time the consequences in finance and accounting are shown. This makes connections in business administration visible.

SAP R/3 is used for this. No prerequisites are required for this. The user interface, the handling of SAP R/3 and the necessary SAP transactions are explained. Essentially, in group work, an SAP case study created by myself is carried out by the students on their computers.

Learning Content

- What is ERP
- User interface and handling of SAP R/3

Case study:

- Master data
- Sales forecast
- Customer order
- MRP run
- Purchasing the components



- Production of the assembly and the final product
- Delivery of the sales order
- Invoicing
- Incoming payments
- Finance
- Controlling



ADVANCED METHODS IN PROCUREMENT

Lecturer	Prof. Dr. Diane Ahrens
Course number and name	Z6100 Advanced Methods in Procurement
Semester	IM 6
Duration of the module	1 semester
Module frequency	yearly
Level	undergraduate
Semester periods per week (SWS)	4
ECTS	5
Workload	Time of attendance: 60 hours self-study: 90 hours Total: 150 hours
Type of Examination	Written exam
Duration of Examination	90 min.
Language of Instruction	English

Module objective

This course is split into two parts:

Part 1:

The broad scope of this course starts from principles of sourcing to strategic procurement decisions like low cost country sourcing, procurement concepts like consignment inventory, vendor managed inventory. Prices and Total Cost are analyzed, suppliers evaluated, and development strategies discussed.

Part 2:

The second part focusses on quantitative methods: Times series are analyzed and different forecasting methods needed for purchasing decisions are trained. Based on this disposition decisions - timing and quantity of orders - are made.

Learning content

Part I:

1. Development of Purchasing Function
2. Leverage Effect of Procurement
3. Best Cost Country Sourcing
4. Sourcing Strategies
5. Price and Total Cost Analysis
6. Supplier Evaluation and Development
7. Replenishment Strategies & Procurement Logistics

Part II:



1. Linear and Multiple Regression
2. Time Series and Forecasting Methods
3. Disposition and Ordering
4. Newsvendor and other Models

Methods

The course features lectures introducing to strategic sourcing and procurement logistics theory in an international business environment, focused lectures based on selected procurement categories, class discussion, group activities, situational analysis and comparison, and integrative experiential learning.

Self-managed student work teams develop procurement strategies based on given case studies, e.g. for steel bulk buying or specific injection molded plastic parts. Students are confronted with procurement decisions from the real world cases and then compare their responses to actual management actions.

Recommended Literature

Jacobs, F.R.; Chase, R.B.: Operations & Supply Management, 15th Edition, McGraw-Hill Irwin International Edition, 2018

Baily, P.; Farmer, D.; Crocker, B.; et al.: Procurement, Principles & Management, 11th edition, Pearson Education Ltd., 2015

Jahns, C.: Cases in Purchasing and Supply Management: Category Sourcing, SMG Publishing, 2005

Van Weele, A.J.: Purchasing and Supply Chain Management, 7th edition, Cengage Learning Emea, 2018



BASICS TO INFORMATION TECHNOLOGY

Lecturer	Prof. Dr. Dieter Rummler
Course number and name	Basics to Information Technology
Semester	GB
Duration of the module	1 semester
Module frequency	yearly
Level	undergraduate
Semester periods per week (SWS)	4
ECTS	5
Workload	Time of attendance: 60 hours self-study: 90 hours Total: 150 hours
Type of Examination	Written exam
Duration of Examination	90 min.
Language of Instruction	English

Module objective

The student acquires fundamental knowledge and skills in application and development within standard tools and systems, as well as secure know-how of spreadsheet and database applications.

The student recognizes the meaningful use of spreadsheet and database applications. Besides knowledge of the structured way of thinking, the student also acquires basic knowledge of VBA programming. After completion of the course, the student understands the problem of implementing the real business process in the abstraction of a relational database.

Learning Content

Part 1 – Spreadsheet calculation

1. Basics
 - 1.1. Items
 - 1.2. Addressing
 - 1.3. Data maintenance
2. Formula and functions
3. Spreadsheets
4. Pivot tables

Part 2 – Structure charts

1. Program flow chart



2. Nassi-Schneidermann - structure charts
3. Structures
4. Initial, end and terminated grinds
5. Top-Down-approach
6. Problem of group changes

Part 3 - VBA in spreadsheet calculation

1. Macros
2. Basics of VBA programming
 - 2.1. Items, methods, characteristics, results
 - 2.2. Development environment
 - 2.3. Conventions in VBA
 - 2.4. Debugging
3. Application examples

Part 4 – Database application

1. Terms
 - 1.1. Normal forms
 - 1.2. Object-oriented and relational data model
 - 1.3. Referential integrity
2. Environment of the database application
3. Spreadsheet
4. Select queries
5. Action queries (append, delete and update queries)
6. Forms
7. Reports

Part 5 - VBA in database application

1. Macros in a database
2. VBA programming, examples

Part 6 – Operational application system

1. Architecture of application systems
2. ERP systems
3. Functional view on ERP systems



Recommended Literature

- Bauder, I. (2007), Microsoft-Access-2007-Programmierung, Hanser, München
- Held, B. (2005), Das Access-VBA-Codebook, Addison-Wesley, München u.a.
- Hansen, H. R. (2009), Wirtschaftsinformatik 1, Grundlagen und Anwendungen, 10., völlig neu bearb. und erw. Aufl., Lucius & Lucius, Stuttgart
- Hilfefunktion in Microsoft Excel, Access und VBA
<http://www.geoinformatik.uni-rostock.de/einzel.asp?ID=954>
<http://de.wikipedia.org/wiki/Tupel>
http://www.dbis.informatik.hu-berlin.de/lehre/WS0304/DBSI/Folien/folien_05.pdf
- Kolberg, M. (2007), Access 2007, Markt+Technik-Verl., München
- Leibing, S. (2009), Access-VBA, Addison Wesley in Pearson Education Deutschland, München
- Martin, R. (2008), VBA mit Excel, Hanser, München
- Microsoft (2000), Microsoft-SQL-Server 2000 - das Handbuch, Microsoft Press Deutschland, Unterschleißheim
- Vonhoegen, H. (2007), Excel 2007 - Das umfassende Handbuch, Galileo Press, Bonn



COMMUNICATION AND PRESENTATION TECHNIQUES

Lecturer	Prof. Dr. Adrian Hubel
Course number and name	G2116 Communication and Presentation Techniques
Semester	IM 2
Duration of the module	1 semester
Module frequency	yearly
Level	undergraduate
Semester periods per week (SWS)	2
ECTS	2
Workload	Time of attendance: 30 hours self-study: 30 hours Total: 60 hours
Type of Examination	oral ex. 30 min.
Duration of Examination	30 min.
Language of Instruction	English

Module Objective

The main goal is to improve students listening, speaking and presentation skills through theory, observation, practice and group feedback. They also learn to moderate a group discussion.

Besides this they will develop the skills that are necessary to prepare presentations, to speak with confidence and to plan and use visual aids effectively. Students learn what communication is, how culture, language choices and non-verbal clues affect the image presented, how to organize a message, how to make persuasive presentations. Students also learn how to be effective listeners and give qualified feedback.

Learning Content

The course covers communication and feedback, body language, organizing thoughts and data, voice, non-verbal and audience interaction and visual aids.

Students are expected to be able to discuss the following topics:

What presentations can accomplish for the presenter

How to give and receive feedback in a workshop

What is communication?

What are the basics of organizational communication?

What are some obstacles to effective communication and how these can be overcome?

What constitutes effective leadership behavior?



What does a presenter need to know about nonverbal communication?

When is assertive behavior appropriate in communicating?

How can one develop effective listening skills?

What are the elements of persuasive presentations?

How does culture affect communication patterns?

What does self-disclosure mean?

What are effective response styles?

How do language choices and non-verbal cues affect the image a person projects?

How can a verbal confrontation produce its intended result?

What are effective ways to organize a message?

How does a person prepare for and present a successful interview?

Students are expected to incorporate the following themes into their presentations:

Basics of Successful presentations.

Style and technique in delivery.

The art of facilitation.

How to ask questions

How to make transitions

When silence is appropriate

Setting the right environment, including the room, seating, audio visual equipment, food, drinks and handouts

How to use visual aids including PowerPoint

How to avoid over-presenting with PowerPoint and other media

The logistics of presenting.

What to do when things go wrong

How to moderate a group discussion

Teaching Methods

The course is conducted like a professional workshop. Students begin by making short presentations on a variety of theoretical and practical topics related to oral presentations and communication techniques. After individual feedback and coaching and discussion rounds with peers, students then evaluate a professional presentation and develop guidelines for improving their own subsequent presentations. Students make a series of progressively more complex presentations, each one emphasizing a particular skill e.g., presenting without notes or visual aids. By fostering an atmosphere of trust and teamwork, the repetition and progression of tasks



develops the presenter's competence and self-confidence. The course culminates with a formal podium presentation in an auditorium environment.

Students also participate in a workshop to learn the principles of moderation techniques. Students get the opportunity to practice moderation skills in a small group forum.

The course features video-taped presentations, group discussion & feedback, PowerPoint presentations and a formal presentation simulation.

Recommended Literature

The Presenter's Fieldbook: A Practical Guide (Christopher-Gordon New Editions) Third Edition, 2018 by Robert J. Garmston

The Exceptional Presenter: A Proven Formula to Open Up and Own the Room

May 1, 2007 by Timothy J. Koegel



CROSS CULTURAL MANAGEMENT

Lecturer	Prof. Dr. Rainer Waldmann Prof. Dr. Jack Bauersachs Sandra Erickson
Course number and name	G6112 Cross Cultural Management
Semester	IM 6
Duration of the module	1 semester
Module frequency	yearly
Level	undergraduate
Semester periods per week (SWS)	4
ECTS	5
Workload	Time of attendance: 60 hours self-study: 90 hours Total: 150 hours
Type of Examination	student research project, practical course assessment
Language of Instruction	English

Module Objective

Cultural differences among international business partners, customers and suppliers often result in tension and misunderstandings. Managers who competently navigate in different cultural environments can contribute substantially to the success of globally active enterprises.

A condition for the acquisition of 'intercultural competence' is the recognition that one's own actions are influenced by one's own cultural values and norms. Reflecting on one's own cultural background forms the basis for the understanding of foreign cultures.

In the first part of the course the participants acquire the knowledge they need to explain and understand various cultures. Through the comparative study of cultures, they discover the relevance of the cultural framework to management theory and for explaining management behavior.

Participants learn how to independently apply the 'culture assimilator' technique to broaden their knowledge through a qualitative research project. This involves soliciting international managers and collecting 'critical incidents' of cross cultural business interactions, which are then analyzed with the help of theory. Carrying out qualitative interviews with members of foreign cultures further develops the participants' social and intercultural skills.

The second part of the course is conducted as an off-campus intensive 'social and intercultural competence'-training workshop. Here the results of the culture-assimilator research projects are presented through role-playing in situational re-enactments. The implications are further clarified through a variety of interaction exercises.



The social and intercultural competence training assists the participants in their ability to reflect on cultural identities, to avoid value judgments in their perception of foreign cultures, to empathize and accept differences as well as to develop additional options for actions international managers can take.

Learning Content

1. Introduction: Cultural Differences

2. Defining Culture

- o Examples
- o The Characteristics of Culture
- o The Layers and Elements of Culture

3. Comparing Culture

- o The Impact on the Individual: the „Culture Shock“
- o Culture Contexts: Hall
- o Culture and the Workplace: Hofstede
- o Gesteland's Cultural Patterns

4. Summary

Additional course materials provided by the vhb-course „Interkulturelle Kompetenz“ (English Version), Augsburg University, Prof. Dr. Martina Rost-Roth:

Module 2: Intercultural Awareness

- o Lesson 1 - Intercultural Awareness

Module 3: Assessing Culture

- o Lesson 1 - Definitions of Culture
- o Lesson 2 - Dimensions of Culture
- o Lesson 3 - Leadership Styles and Cultural Standards

Module 5: Intercultural Business Communication

- o Lesson 3 - Intercultural Training

Teaching Methods

The course begins by conveying the fundamentals of cross-cultural management via theoretical lectures, self-organized virtual learning (vhb-course) and moderated discussions. Since most of the participants have intercultural experiences assembled from a wide variety of cultures, the theory can be directly tied to many of the individual experiences.



The theoretical fundamentals are then extended through the development, application and presentation of the culture assimilators. The qualitative research projects are performed in groups organized along the principles of self-organized learning. The projects help develop individual competence in applying the scientific method and also further the development of presentation, social and intercultural skills.

Short case studies, 'critical incidents', are selected from the international business world. Explanations and analysis of these cases support the integration of the participants' existing management knowledge with intercultural perspectives.

Social and intercultural skills are further developed in the training workshop through role playing, interaction exercises, problem solving tasks, simulations and feedback rounds.

Recommended Literature

Dowling, P., Festing, M., & Engle, S. A., International Human Resource Management, 6th ed., Boston et al., 2013

Francesco, A. M., Gold, B.: International Organizational Behavior, 2nd ed., Upper Saddle River, Pearson (2005)

Gesteland, R. R., Cross-Cultural Business Behavior, 5th ed., Copenhagen, (2012)

Hall, E. T., Hall, M. R.: Understanding Cultural Differences, reprint, Yarmouth, Intercultural Press (2000)

Hofstede, G.: Culture's Consequences, 2nd ed., Thousand Oaks, Sage Publications (2003)

Hofstede G., Hofstede G. J., Minkov M.: Cultures and Organizations. Software of the Mind, 3rd ed., New York et al., McGraw-Hill 2010)

Hofstede Geert, Gert Jan Hofstede, and Michael Minkov, Cultures and Organizations: Software of the Mind, Third Edition, McGraw-Hill (2010)

Lewis, R. D.: When Cultures Collide, 3rd ed., London, Brealey Publishing (2006)
Rost-Roth, M., Interkulturelle Kommunikation, English Version

Thomas, A., Kinast E.-U. & Schroll-Machl S. (eds.), Handbook of Intercultural Communication and Cooperation: Basics and Areas of Application, Göttingen, Vandenhoeck & Ruprecht (2012)

Trompenaars, F., Hampden-Turner, C., Riding the Waves of Culture, understanding diversity in global business, revised and updated 3rd ed., London, Brealey Publishing, (2012)



ECONOMIES OF AFRICA

Lecturer	Dr, Martin Owusu
Course number and name	T3118 Economies of Africa
Semester	TM 4
Duration of the module	1 semester
Module frequency	yearly
Level	undergraduate
Semester periods per week (SWS)	4
ECTS	5
Workload	Time of attendance: 60 hours self-study: 90 hours Total: 150 hours
Type of Examination	Written exam
Duration of Examination	90 min.
Language of Instruction	English

Learning Content

The course is divided into two parts. The first part will focus on thematic perspectives of African economics. The second part deals with the different state perspectives. In these more detailed perspectives students will be given state-specific topics that include research of the latest economic policies that are pursued by individual African states. Each text-based project on economic policies will be presented and discussed in class.

Before this project-based part of the lecture starts, students will be given an overview of themes to be presented.

Overview:

1. Short Introduction
2. Key dimensions of economic diversity and commonality across the continent
3. Detailed analysis of economic policies in a global context / opportunities and challenges that the global economy presents to Africa
4. Macro-economic perspective including monetary and fiscal policies
5. Micro- and sectorial issues of poverty and human development
6. Diversity of performance - the effectiveness of the state in pursuing development agendas
7. Failed state interferences - internal and cross-border conflicts
8. Specifics of the current policy making in a long-term perspective and the context of broad environmental and demographic trends
9. Conclusion



ENTREPRENEURSHIP & INNOVATION

Lecturer	Adrian Kapsalis
Course number and name	Z6100 Entrepreneurship & Innovation
Semester	IM 6
Duration of the module	1 semester
Module frequency	yearly
Level	undergraduate
Semester periods per week (SWS)	4
ECTS	5
Workload	Time of attendance: 60 hours self-study: 90 hours Total: 150 hours
Type of Examination	Written paper
Language of Instruction	English

Requirements:

Short answer to the following two questions:

- What do you expect to learn and why is it relevant for your personal professional future? (max 75 words)
- What was the last entrepreneurial thing you have done? (max 50 words)
- Limited to 25 students

Course Objective

In this course, participants will learn to apply tools and structures to drive innovation and develop an understanding for designing, launching and running a customer-centric business, based on their own business idea.

Course Contents

- Part 1 – Theory - Methods and concepts
- Part 2 – Application in real-life
 - Customer Problem – Design Thinking
 - Customer Solution – Lean Startup
 - Business Modeling
 - Investor Pitch

Course Structure

- **Block 1:** Methods and concepts – Two days (2 days - Friday and Saturday)
- **Block 2:** Present your own idea based on design thinking approach (1 day - 7 days after block 1)
- **Block 3:** Present learnings from prototyping and testing your idea (1 day)
- **Block 4:** Investor Pitch (1 day)



Methods

The course builds on various methods and frameworks such as Design Thinking, Lean Startup, Business Modeling and Agile Development. The students will be asked to actively apply those methods and frameworks in real life to get a proper understanding on designing and launching a business. The participants will be given the chance to design and execute their own idea.

Final Grade

Individual reflections (10-15 pages): Lean startup / Design thinking concepts and methods, learning process

Investor Pitch – 30 Minutes presentation



 **GLOBAL LEADERSHIP**

Lecturer	Regan Cotter JoAn Mann
Course number and name	Z6100 Global Leadership
Semester	IM 6
Duration of the module	1 semester
Module frequency	yearly
Level	undergraduate
Semester periods per week (SWS)	4
ECTS	5
Workload	Time of attendance: 60 hours self-study: 90 hours Total: 150 hours
Type of Examination	Written paper
Language of Instruction	English

PART 1: COTTER, REGAN

Module Objective

- Learning Outcome 1: Identify a personal leadership plan and develop an implementation strategy to grow and improve your own leadership style.
- Learning Outcome 2: Evaluate elements of successful leadership in self and others to influence a business entity.
- Learning Outcome 3: Identify and discuss leadership approaches working towards efficient and effective performance in a business entity.

Learning Content

Part I: INTRODUCTION TO LEADERSHIP.

What Does It Mean to Be a Leader?

Part II: PERSPECTIVES ON LEADERSHIP.

Traits, Behaviors, and Relationships in Leadership

Contingency Approaches to Leadership.

Part III: THE PERSONAL SIDE OF LEADERSHIP.

The Leader as an Individual.

Leadership Mind and Heart.

Courage and Moral Leadership.

Fellowship in Leadership

Part IV: THE LEADER AS A RELATIONSHIP BUILDER.

Motivation and Empowerment in Leadership.

Leadership Communication.



Leading Teams.
Developing Leadership Diversity.
Leadership Power and Influence.

Part V: THE LEADER AS A SOCIAL ARCHITECT.

Teaching Methods

Seminar-style tuition with exercises:

Presentation

Seminar and group work

Recommended Literature

Required reading

Daft, R.L. (2017). The Leadership Experience (7th Ed.).USA, Cengage Learning.

PART 2: MANN, JOAN

Module Objective

Inspiring Global Leaders have unique qualities that match situations culturally, behaviorally, socially, intellectually with the ability to communicate and empower others authentically and effectively. Leaving a legacy of lasting merit and positive influence is not something for a few 'chosen' individuals. Understanding ones natural leadership style, types of situations that match ones career and industry can be learned and applied across disciplines and cultures.

This Global Leadership section explores key qualities of leadership that inspire oneself and others through empowering and connecting rather than trying to control through fear and intimidation. The class is experientially based with historic and academic models for deeper integration with systemic structures. This course identifies the keys of respectful verbal and non-verbal communication successfully used by leaders around the world throughout time. Personal insight, practice and mastery of these leadership communication fundamentals form the core of this elective.

Learning Content

- Understanding Global Leadership in Changing Times and Technologies
- Leading Cultural Groups Effectively: Differences between monocultural/generational and multi-cultural
- Individual Leadership Style Exploration: Yours and Others
- Identifying one's personal Leadership Strengths and Areas to be Developed
- Learning Optimal Personal Leadership Communications with different types of individuals and teams
- Exploring and Practicing Respectful Non-Verbal/Behavioral Leadership Communications



- Understanding the role of creativity and recharging oneself in Leadership
- Strengthening one's personal Leadership style to reframe Stress to Opportunity
 - individually, in teams

Teaching Methods

Class assignments will include individual reflection, small group activities, on-line readings with rotating leadership discussions.

Readings and projects will include case studies in business, governmental, non-profit and entertainment fields.

Assessment

Written Reflection based on personal leadership insights and a researched component.



▶ INTRODUCTION TO AIR TRANSPORT MANAGEMENT

Lecturer	Jack Romero
Course number and name	T3118 Introduction to Air Transport Management
Semester	TM 4
Duration of the module	1 semester
Module frequency	yearly
Level	undergraduate
Semester periods per week (SWS)	4
ECTS	5
Workload	Time of attendance: 60 hours self-study: 90 hours Total: 150 hours
Type of Examination	Written paper
Language of Instruction	English

Learning content

The Introduction to Air Transport Management course is designed to give you a brief insight into the world of airlines, airports and air transport industry in general by covering topics such as, but not limited to:

- o Airline business
- o Airline operations
- o Airline marketing
- o Aircraft fleet planning
- o Airport business
- o Air transport economics
- o Quality management of airline operations
- o Statistical Analysis
- o Research Methods and Forecasting



▶ LEADERSHIP AND COMMUNICATION IN A GLOBAL WORLD (VIRTUAL)

Lecturer	Prof. Dr. Katrin Winkler
Course number and name	Leadership and Communication in a Global World
Semester	GB
Duration of the module	1 semester
Level	undergraduate
Semester periods per week (SWS)	2
ECTS	2,5
Workload	Time of attendance: 0 hours self-study: 75 hours Total: 75 hours
Type of Examination	Written paper
Language of Instruction	English

Module Objective

In a more and more global business environment with increasing complexity and speed of change, companies face new challenges nearly every day. These companies are steered by leaders, which is why their role and responsibilities have become increasingly demanding as well. To be able to deal with these challenges successfully, leaders need sufficient qualifications and a solid knowledge base. This course gives an introduction to and an overview of the principles of people management in an intercultural context. The various aspects of leadership are considered in direct reference to an intercultural context. The challenges for leaders to lead employees with different cultural backgrounds and to create a motivating working environment form the base for understanding the relevant tasks and tools of leadership. In addition, the model of ethics-oriented leadership is introduced as a core concept for sustainable success.

A prerequisite for participating in this course is a very good command of the English language. The course - all lectures as well as all tasks and the exam - will be completely in English.

In order to receive the ECTS for this course, participants need to hand in a group task every week (group size 4-6 students) and pass the final examination at the end of the semester.

Learning content

1. Leadership and Communication in a Global World: An Introduction
2. Introduction to Communication and Intercultural Differences
3. Leadership and Communication in an Intercultural Setting: Basic Principles
4. Leadership Tasks and Tools from an Intercultural Perspective



5. Ethical Leadership

Chapter 1: Leadership and Communication in a global world - an Introduction

What is leadership and why is it important?

What are the most important leadership theories and models?

Chapter 2: Introduction to communication and intercultural differences

What are the basic principles of communication?

Which role does communication have for leaders?

What is culture? And does it really matter?

What are the cultural dimensions explaining the differences?

How can leaders consider different cultures in their work?

Chapter 3: Leadership and communication in an intercultural setting? Basic principles

What do different cultures expect from a good leader?

Are there leadership similarities or differences across cultures?

What is the magnitude of cultural effects on leadership?

Which consequences do those similarities and differences have for leaders?

Chapter 4: Leadership tasks and tools from an intercultural perspective

What are the most important leadership tasks (e.g. goal-setting, performance appraisal, giving feedback, developing employees)?

How can leaders fulfill these tasks successfully in practice?

What are relevant intercultural differences in accomplishing the tasks and using the tools?

Chapter 5: Ethical Leadership

What is ethical leadership and why is it relevant?

How can leaders lead in an ethic-oriented way?



MARKET RESEARCH INCL. SPSS

Lecturer	Melanie Hazod
Course number and name	A4121 Market Research incl. SPSS
Semester	BW 4
Duration of the module	1 semester
Module frequency	yearly
Level	undergraduate
Semester periods per week (SWS)	4
ECTS	5
Workload	Time of attendance: 60 hours self-study: 90 hours Total: 150 hours
Type of Examination	Written exam
Duration of Examination	90 min.
Language of Instruction	English

Module objective

This lecture should lead you to an understanding of the uses and abuses of market research.

After completing the module, you should be able to:

- evaluate the usefulness of market research for the problem you are involved with
- discuss appropriate types of research with confidence
- set yourself realistic expectations regarding the results/ timing
- understand the importance of market research
- perform a complete market research project
- know the statistical software SPSS and can operate basis analysis
- analyze questionnaires under quality aspects



PERFORMANCE IMPROVEMENT

Lecturer	Phillip Duncan
Course number and name	Z6100 Performance Improvement
Semester	IM 6
Duration of the module	1 semester
Module frequency	yearly
Level	undergraduate
Semester periods per week (SWS)	4
ECTS	5
Workload	Time of attendance: 60 hours self-study: 90 hours Total: 150 hours
Type of Examination	Written exam
Duration of Examination	90 min.
Language of Instruction	English

Learning content

The course "Performance Improvement" might better be titled "Performance Analysis and Engineering." The course will teach students to investigate the potential for improving the performance of workers, and to analyze and recommend methods for improving worker performance when the potential exists.

Three major analyses are the heart of the course. The first analysis examines the purpose or mission of the job that is being examined. This analysis investigates and establishes that workers are being assigned a job purpose or mission which is the most appropriate. The second analysis includes two segments. The first examines the level of current work performance compared to the ideal level of performance. A major question to be answered is: "Is there a significant difference/gap between current performance and ideal performance?" If so, how big is that gap? The second question in this analysis is "What is the economic potential for improving this performance if there is a gap between current and ideal performance?" To the extent that there is an opportunity to earn or save money by improving performance, we would seek ways to improve performance. The third analysis systematically investigates various aspects of the workplace and individual workers which contribute to performance. A highly structured set of questions about the workplace will result in the identification of workplace factors which could be changed in order to improve performance. This analysis will lead to recommendations about how the workplace could be changed to improve performance.

Students will work in small groups (consulting teams) and will do a Performance Improvement /analysis project, based on performance data supplied by Professor Duncan. The teams will conduct the analyses described above, and report their project to the class at the end of the course.



Each class meeting will typically consist of some lecture by Prof. Duncan, work by the "consulting teams" on their individual projects, periodic interim reports by each team to the rest of the class, and brief written evaluations of student learning. A final project write up will be due at the end of the course. Each team will also deliver a power point presentation of their project to the rest of the class.

In sum, then, the course teaches students 1. how to do an analysis of the performance of a group of workers, 2. how to determine if there is opportunity for improvement in that performance, 3. whether by improving performance the organization could earn or save money, and 4. how to analyze the workplace to determine what changes would lead to improved performance. By making changes in the workplace the students would (at least hypothetically) "engineer" improved performance.



PUBLIC ECONOMICS (VIRTUAL)

Lecturer	Prof. Dr. Hanjo Allinger
Course number and name	J2101 Public Economics
Semester	GB
Duration of the module	1 semester
Module frequency	yearly
Level	undergraduate
Semester periods per week (SWS)	2
ECTS	2,5
Workload	Time of attendance: 0 hours self-study: 75 hours Total: 75 hours
Type of Examination	Written exam
Duration of Examination	45 min.
Language of Instruction	English

Objectives

The main object of the financial science is the apprenticeship of the state income and issues, also called „economy of the public sector “. The introductory event deals with the question of the role which the state should take in a social market economy.

A main focus lies in the investigation of the typical facts of the matter of market failure which could justify state interventions in the markets – provided that no simultaneous state failure is to be expected. The problems of the most different externalities of private goods and questions of the optimum supply decision and decision of utilization of public goods are looked thoroughly here.

Nevertheless, markets can fail not only in allocative regard, but also in distributive regard, possibly if the market supply of goods contradicts central justice images of the society.

Hence, the event mediates of distant bases of exogenous and endogenous concepts of justice.

Learning content

Introduction

- Introduction to the financial science

Externalities

- Positive and negative external effects
- Graphic and mathematical derivation of the welfare losses
- Pareto-relevance of externalities



- Financial externalities
- Internalization by Pigot-taxes
- Stamp duties on capital issues
- Trade with issue certificates
- Infra-marginal externalities
- Fixed externalities
- Coase theorem

Public goods

- Criteria more purely of public goods
- Impure public goods
- Allmende goods (common goods)
- Toll goods or collective goods
- Supply decision
- Crowding costs and decision of utilization

Introduction to the tax effect theory

- Tax-induced welfare losses (Excess Burden I)
- Tax-induced welfare losses (Excess Burden II)
- Introduction to the optimum tax theory

Concepts of justice

- Exogenous justice
- Endogenous justice

