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Core Module

Critical Thinking for Leaders

Course Type	Core	
ECTS Credits	3	
Overall Workload in Hours	Contact Study Hours in form of Webinars: Self-Study Hours (individual or in groups): Assessment: three hours live face-to-face examination: Total:	24 48 3 75
Tutor	Prof. Dr. Vu the Dung	
Learning Goals/Skills	<p>Upon completion of the program, graduates are able to...</p> <ul style="list-style-type: none"> • Understand and apply critical thinking process in study and work • Apply 10 standards and 8 components of critical thinking to analyze and evaluate learning and work situations and problems • Practice critical thinking skills • Practice self-study, reading, report writing, case analysis, group work, individual and group presentations • Positive attitude in study and work 	
Learning Content	<ul style="list-style-type: none"> • What is Critical Thinking? • Significant questions regarding Critical Thinking • 5 Barriers to Critical Thinking • Question Oneself • To Criticise vs To Think Critically • 10 Standards of Critical Thinking • 8 Elements of Thinking • 8 Characteristics of Intelligence • 6 Levels of Critical Thinking • How to Evaluate Information • Fallacies and How to Spot them 	

Teaching and Learning Methods	<ul style="list-style-type: none"> • Case Studies • Individual assignment • Role play • Group discussions • Games: Kahoot, Quizlet,
Language	English
Core Reading	<p>The Thinker's Guide to Fallacies: The Art of Mental Trickery and Manipulation, by Richard Paul and Linda Elder Rowman & Littlefield Publishers /The Foundation for Critical Thinking eBook, June 2019 and: Online course content in CARROT including hyperlinks</p>
Assessment Criteria	<p>Individual assignment (case study): 50% Final exam: 50%</p>

Assessments:

<p>Formative Assessments will be provided online through assessment-related lecture reflection and discussions.</p>	<p>The summative assessment for this module consists of one 3-hour examination which counts for 50% of the overall mark. This exam assesses outcomes:</p> <p>students can draw conclusions regarding how critical thinking affects outcomes (DD3) and</p> <p>students are able to contribute both creative and realistic ideas to solving business problems (DD5).</p> <p>The other assessment component (50%) is coursework-based (3,000 words) and comprises of a case report related to critical thinking and assesses learning outcomes: students are able to apply the 6 levels of critical thinking to the analysis of a case study (DD2) and draw conclusions from it (DD3).</p> <p>As a master's level assignment, the report requires display of mastery of a complex and specialized area of knowledge and skills. This implies that, in addition to demonstrating a sound grasp of the ideas and concepts relevant to the topic of the report, students will show that they are able to evaluate aspects such as assumptions of particular approaches, their internal consistency, relevance and applicability, as well as strengths and weaknesses. To reach an assessment, students will consider competing approaches and draw on critiques put forward in the</p>
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	<p>scholarly literature. The position adopted in the assignment and any claims made must be based on a careful, coherent and logical argument, need to be appropriately supported with evidence from relevant scholarly sources and should be presented in a cogent piece of writing. Sources must be referenced appropriately in-text and in a reference list as set out in Thinking School Referencing Guidelines.</p> <p>For self-study, students will have access to Emerald Journals https://www.emeraldgroupublishing.com/products/journals with over 350 academic journals.</p>
Seen examination	n/a
Unseen examination	50 %
Coursework (no examination)	50 %. The coursework assignment can be requested from the assessment portal at any time.
Timetabled examination required	n/a
Length of exam	3 hours; students need to register for exams at least four weeks before the assessment date. The coursework assignment can be requested from the assessment portal at any time.

Leadership Competencies

Course Type	Core	
ECTS Credits	3	
Overall Workload in Hours	Contact Study Hours in form of Webinars: Self-Study Hours (individual or in groups): Assessment: three hours live face-to-face examination: Total:	24 48 3 75
Tutor	Prof. Dr. Guy Ochsenbein	
Learning Goals/Skills	<ul style="list-style-type: none"> • Understand how to optimise business operations • Anticipate and align market and business needs • Deliver competitive advantages • Understand how to drive agility • Assess types of competencies • Manage Interpersonal Conflict • Develop Talent • Analyse Cognitive Styles and Preferences • Create Leadership Contexts 	
Learning Content	<ul style="list-style-type: none"> • Driving agility • Ensuring security and resilience • Leveraging ecosystems • Fusing business and technology strategy • Shaping innovation • Engaging customers • Digitising the enterprise 	
Teaching and Learning Methods	<ul style="list-style-type: none"> • Case Studies • Individual assignment • Role play • Group discussions • Games: Kahoot, Quizlet, 	
Language	English	

Core Reading	Leadership: Competencies that Enable Results (SCOPE of Leadership Book), 2013 by Mike Hawkins Brown Books Publishing Group and: Online course content in CARROT including hyperlinks
Assessment Criteria	Individual assignment (report): 50% Final exam: 50%

Assessments:

Formative Assessments will be provided online through assessment-related lecture reflection and discussions.	<p>The summative assessment for this module consists of one 3-hour examination which counts for 50% of the overall mark. This exam assesses outcomes:</p> <p>students are able to identify leadership competencies in the international business environment (DD1) and</p> <p>students are able to draw upon leadership competencies to analyse and solve global leadership challenges (DD2).</p> <p>The other assessment component (50%) is coursework-based (3,000 words) and comprises of a management report related to leadership competencies and assesses learning outcomes:</p> <p>students are able to communicate effectively their competency conclusions within a multi-cultural context (DD4) and</p> <p>students show appreciation of contemporary research on competencies and are able translate it into own actions (DD5).</p> <p>As a master’s level assignment, the report requires display of mastery of a complex and specialised area of knowledge and skills. This implies that, in addition to demonstrating a sound grasp of the ideas and concepts relevant to the topic of the report, students will show that they are able to evaluate aspects such as assumptions of particular approaches, their internal consistency, relevance and applicability, as well as strengths and weaknesses. To reach an assessment, students will consider competing approaches and draw on critiques put forward in the scholarly literature. The position adopted in the assignment and any claims made must be based on a careful, coherent and logical argument, need to be appropriately</p>
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	<p>supported with evidence from relevant scholarly sources and should be presented in a cogent piece of writing. Sources must be referenced appropriately in-text and in a reference list as set out in Thinking School Referencing Guidelines.</p> <p>For self-study, students will have access to Emerald Journals https://www.emeraldgrouppublishing.com/products/journals with over 350 academic journals.</p>
Seen examination	n/a
Unseen examination	50 %
Coursework (no examination)	50 %. The coursework assignment can be requested from the assessment portal at any time.
Timetabled examination required	n/a
Length of exam	3 hours; students need to register for exams at least four weeks before the assessment date. The coursework assignment can be requested from the assessment portal at any time.

Leading High-Performance Teams

Course Type	Core	
ECTS Credits	3	
Overall Workload in Hours	Contact Study Hours in form of Webinars: Self-Study Hours (individual or in groups): Assessment: three hours live face-to-face examination: Total:	24 48 3 75
Tutor	Andreas Harbig (lead tutor: Prof. Dr. Reineke)	
Learning Goals/Skills	<p>Upon completion of the program, graduates are able to...</p> <ul style="list-style-type: none"> • correctly identify a team and realise the values of a team in a workplace • understand 4 stages of team development, identify the possible problems within each stage and correctly address these issues • evaluate issues within teams and suggest optimal solutions • understand, practice, and apply leading team techniques • understand, practice, and apply team members' requirements • identify and approach non-performing members • apply 9 Belbin team roles and the effect of having all 9 within a high-performing team 	
Learning Content	<ul style="list-style-type: none"> • What is a team and the difference between a team and an organisation, a group, and a club • 4 stages of team development: Forming, Norming, Storming, and Performing • Questions raised by members in each stage and how to address these questions • 3 main functions of a team leader • 10 main functions of a team member • 9 Belbin team roles and their effects on a high performing team 	
Teaching and Learning Methods	<ul style="list-style-type: none"> • Case Studies • Individual assignment • Individual, group presentation • Role play • Group discussion, debates • Games: Kahoot, Quizlet • Peer assessment (of postings in discussion board) 	

Language	English
Core Reading	Whetten, D.A., Cameron, K.S., 2016, Developing Management Skills. New York: Prentice-Hall and: Online course content in CARROT including hyperlinks
Assessment Criteria	Individual assignment (report): 40% Discussion Board: 10% Final exam: 50%

Assessments:

Formative Assessments will be provided online through assessment-related lecture reflection and discussions.	<p>The summative assessment for this module consists of one 3-hour examination which counts for 50% of the overall grade. This exam assesses outcomes:</p> <p>students are able to apply the 9 Belbin team roles to a case (DD2) and students present a convincing rationale for their recommendation (DD3).</p> <p>The other assessment components are:</p> <p>40% is coursework-based (3,000 words) and comprises of a management report related to high-performance teams and assesses learning outcomes:</p> <p>students are able to describe the challenges in establishing high-performance teams (DD1) and</p> <p>students are able to contribute creative solutions for setting up high-performance teams (DD5).</p> <p>10% is based on discussion board contributions and assesses the outcome:</p> <p>students are able to communicate effectively their thoughts to peers (DD4).</p> <p>As a master's level assignment, the report requires display of mastery of a complex and specialised area of knowledge and skills. This implies that, in addition to demonstrating a sound grasp of the ideas and concepts relevant to the topic of the report, students will show that they are able to evaluate aspects such as assumptions of particular approaches, their internal consistency, relevance and applicability, as well as strengths and weaknesses. To reach an assessment, students will consider competing</p>
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	<p>approaches and draw on critiques put forward in the scholarly literature. The position adopted in the assignment and any claims made must be based on a careful, coherent and logical argument, need to be appropriately supported with evidence from relevant scholarly sources and should be presented in a cogent piece of writing. Sources must be referenced appropriately in-text and in a reference list as set out in Thinking School Referencing Guidelines.</p> <p>For self-study, students will have access to Emerald Journals https://www.emeraldgrouppublishing.com/products/journals with over 350 academic journals.</p>
Seen examination	n/a
Unseen examination	50 %
Coursework (no examination)	50 %. The coursework assignment and discussion board questions can be requested from the assessment portal at any time.
Timetabled examination required	n/a
Length of exam	3 hours; students need to register for exams at least four weeks before the assessment date. The coursework assignment can be requested from the assessment portal at any time.

Leading Organizational Change

Course Type	Core	
ECTS Credits	3	
Overall Workload in Hours	Contact Study Hours in form of Webinars: Self-Study Hours (individual or in groups): Assessment: three hours live face-to-face examination: Total:	24 48 3 75
Tutor	Andreas Harbig (lead tutor: Prof. Dr. Reineke)	
Learning Goals/Skills	<p>Upon completion of the course, graduates are able to...</p> <ul style="list-style-type: none"> • Critically evaluate Individual Change • Understand Team Change • Apply Organizational Change • Lead Change in their organisations • Targeting Change • Leading with Resilience • Stakeholder Analysis • Leading Change Simulation • Implementing Successful Change • Change Processes 	
Learning Content	<ul style="list-style-type: none"> • Identifying the types of changes that occur in organizations • Identifying the main components of planning and structuring a change • Analyzing the importance of communication in change management • Creating strategies to overcome resistance towards change • Assessing the Tuckman's model of team change and the development changes teams go through • Understanding the various organizational metaphors • Identifying the three phases in transition management and 	

	<p>distinguish between a planned and transitional change</p> <ul style="list-style-type: none"> • Understand the processes involved when managing change
Teaching and Learning Methods	<ul style="list-style-type: none"> • Case Studies • Individual assignment • Role play • Group discussions • Games: Kahoot, Quizlet,
Language	English
Core Reading	<p>HBR's 10 Must Reads on Change Management (including featured article "Leading Change," by John P. Kotter), 2011, Harvard Business Review.</p> <p>and: Online course content in CARROT including hyperlinks</p>
Assessment Criteria	<p>Individual assignment (report): 40%</p> <p>Discussion Board: 10%</p> <p>Final exam: 50%</p>

Assessments:

<p>Formative Assessments will be provided online through assessment-related lecture reflection and discussions.</p>	<p>The summative assessment for this module consists of one 3-hour examination which counts for 50% of the overall grade. This exam assesses outcomes:</p> <p>students are able to predict how the market landscape might change in future and how the organisation has to adapt (DD3) and students are able to support their recommendations by analysis. (DD3)</p> <p>The other assessment components are:</p> <p>40% is coursework-based (3,000 words) and comprises of a management report related to change management and assesses learning outcomes:</p> <p>students are able to identify and interpret change opportunities in the international business environment (DD1) and</p> <p>students are able to draw upon their knowledge and perspectives to analyse and solve business challenges (DD2).</p>
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	<p>10% is based on discussion board contributions and assesses the outcome:</p> <p>students are able to communicate effectively their thoughts to peers (DD4).</p> <p>As a master’s level assignment, the report requires display of mastery of a complex and specialized area of knowledge and skills. This implies that, in addition to demonstrating a sound grasp of the ideas and concepts relevant to the topic of the report, students will show that they are able to evaluate aspects such as assumptions of particular approaches, their internal consistency, relevance and applicability, as well as strengths and weaknesses. To reach an assessment, students will consider competing approaches and draw on critiques put forward in the scholarly literature. The position adopted in the assignment and any claims made must be based on a careful, coherent and logical argument, need to be appropriately supported with evidence from relevant scholarly sources and should be presented in a cogent piece of writing. Sources must be referenced appropriately in-text and in a reference list as set out in Thinking School Referencing Guidelines.</p> <p>For self-study, students will have access to Emerald Journals https://www.emeraldgrouppublishing.com/products/journals with over 350 academic journals.</p>
Seen examination	n/a
Unseen examination	50 %
Coursework (no examination)	50 %. The coursework assignment and discussion board questions can be requested from the assessment portal at any time.
Timetabled examination required	n/a
Length of exam	3 hours; students need to register for exams at least four weeks before the assessment date. The coursework assignment can be requested from the assessment portal at any time.

Self-Leadership

Course Type	Core	
ECTS Credits	3	
Overall Workload in Hours	Contact Study Hours in form of Webinars: Self-Study Hours (individual or in groups): Assessment: three hours live face-to-face examination: Total:	24 48 3 75
Tutor	Prof. Dr. Guy Ochsenbein	
Learning Goals/Skills	<ul style="list-style-type: none"> • Examine the behavioural, emotional, cognitive, physiological, and team aspects of self-leadership • Gain a holistic understanding of self-motivation and self-leadership • Understand the skills necessary to navigate challenging circumstances, uncertainty, and ambiguity • Practice engagement and reflection and creativity through self-assessment and experiential exercises • Apply self-leadership concepts 	
Learning Content	<ul style="list-style-type: none"> • Sources of Leadership • Conceptual Foundations of Self-Leadership • External Factors • Personal Factors • Self-Imposed Behaviour-Focused Strategies • The Power of Natural Rewards • Combining External and Natural Rewards • Mental Practice • Thought Patterns • Opportunity or Obstacle Thinking • The Power of Failure • Self-Leadership and Teams • Behavioural Aspects of Team Self-Leadership 	

	<ul style="list-style-type: none"> • Mental Aspects of Team Self-Leadership • Team Self-Leadership Still Means Individual Self-Leadership • Balancing the “Me” with the “We” • Groupthink versus Teamthink • The Impact of Fitness on Job Performance • Self-Leadership, Fitness, and Personal Effectiveness • Coping with Stress: Self-Leadership and Stress Management • Optimism and Self-Leadership • Happiness, Flow, and Self-Leadership
Teaching and Learning Methods	<ul style="list-style-type: none"> • Case Studies • Individual assignment • Role play • Group discussions • Games: Kahoot, Quizlet,
Language	English
Core Reading	<p>The Definitive Guide to Personal Excellence Christopher P. Neck, Charles C. Manz, Jeffery D. Houghton 2nd ed., 2019, Sage Publication and: Online course content in CARROT including hyperlinks</p>
Assessment Criteria	<p>Individual assignment (report): 50% Final exam: 50%</p>

Assessments:

<p>Formative Assessments will be provided online through assessment-related lecture reflection and discussions.</p>	<p>The summative assessment for this module consists of one 3-hour examination which counts for 50% of the overall mark. This exam assesses outcomes:</p> <p>students make proper use of induction i.e. relate own experience to self-leadership theory and deduction i.e. relate theory to own experience (DD3) and</p> <p>students reflect upon their own self-leadership behaviour and how to improve it (DD5).</p>
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	<p>The other assessment component (50%) is coursework-based (3,000 words) and comprises of a management report related to self-leadership and assesses learning outcomes:</p> <p>students are able to draw upon behavioural knowledge and perspectives to analyse and solve self-leadership challenges (DD2) and</p> <p>students are able to communicate effectively their self assessment of their self-leadership (DD4).</p> <p>As a master’s level assignment, the report requires display of mastery of a complex and specialized area of knowledge and skills. This implies that, in addition to demonstrating a sound grasp of the ideas and concepts relevant to the topic of the report, students will show that they are able to evaluate aspects such as assumptions of particular approaches, their internal consistency, relevance and applicability, as well as strengths and weaknesses. To reach an assessment, students will consider competing approaches and draw on critiques put forward in the scholarly literature. The position adopted in the assignment and any claims made must be based on a careful, coherent and logical argument, need to be appropriately supported with evidence from relevant scholarly sources and should be presented in a cogent piece of writing. Sources must be referenced appropriately in-text and in a reference list as set out in Thinking School Referencing Guidelines.</p> <p>For self-study, students will have access to Emerald Journals https://www.emeraldgrouppublishing.com/products/journals with over 350 academic journals.</p>
Seen examination	n/a
Unseen examination	50 %
Coursework (no examination)	50 %. The coursework assignment can be requested from the assessment portal at any time.
Timetabled examination required	n/a
Length of exam	3 hours; students need to register for exams at least four weeks before the assessment date. The coursework assignment can be requested from the assessment portal at any time.

The Art of Leadership

Course Type	Core	
ECTS Credits	3	
Overall Workload in Hours	Contact Study Hours:	30
	Self-Study Hours (individual or in groups):	42
	Self Assessment Report	3
	Total:	75
Tutor	Prof. Dr. Guy Ochsenbein	
Learning Goals/Skills	<p>Upon completion of the program, graduates are able to...</p> <ul style="list-style-type: none"> • Self-evaluation of the leadership styles to adapt and adjust to real situations • Understand and illustrate 5 traits, 3 skills, 2 group behaviors and 5 roles of leaders • Understand, compare and apply 4 leadership styles: path-goal; leader – member exchange; transformation; and authentic leadership • Know the advantages and disadvantages of each leadership styles to apply to real life situations • Apply leadership styles 	
Learning Content	<ul style="list-style-type: none"> • Leader vs Manager • 9 approaches to the role as leader • Trait approach • Behavioral approach • Skill approach • Path – Goal Leadership • Leader – member exchange theory • Situational leadership • Transformation leadership • Adaptive leadership 	

	<ul style="list-style-type: none"> • Authentic leadership • Gender and leadership • Culture and leadership
Teaching and Learning Methods	<ul style="list-style-type: none"> • Living Case Studies • Company Visits • Role play • Group discussion, debates • Games
Language	English
Core Reading	Leadership: Theory and Practice, 7th Edition, by Peter G. Northouse, SAGE Publications. and: RW related content in CARROT
Assessment Criteria	Self Assessment report: 100% Pass or Fail – no grade.

Assessments:

Formative Assessments will be provided online through assessment-related lecture reflection and discussions.	<p>The summative assessment for this module consists of one 3-hour self-assessment report. This report assesses outcomes:</p> <p>students are able to identify their own leadership style (DD1) and students are able to make recommendations for the appropriate leadership style(s) in a given situation (DD3).</p> <p>As a master’s level assignment, the report requires display of mastery of a complex and specialized area of knowledge and skills. This implies that, in addition to demonstrating a sound grasp of the ideas and concepts relevant to the topic of the report, students will show that they are able to evaluate aspects such as assumptions of particular approaches, their internal consistency, relevance and applicability, as well as strengths and weaknesses. To reach an assessment, students will consider competing approaches and draw on critiques put forward in the scholarly literature. The position adopted in the assignment and any claims made must be based on a careful, coherent and logical argument, need to be appropriately supported with evidence from relevant</p>
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	<p>scholarly sources and should be presented in a cogent piece of writing. Sources must be referenced appropriately in-text and in a reference list as set out in Thinking School Referencing Guidelines.</p> <p>For self-study, students will have access to Emerald Journals https://www.emeraldgrouppublishing.com/products/journals with over 350 academic journals.</p>
Seen examination	n/a
Unseen examination	0 %
Coursework (no examination)	n/a
Timetabled examination required	n/a
Length of exam (self-assessment report)	3 hours

Specialization: Global Strategy Management

Business Ethics and Corporate Responsibility

Course Type	Specialization: GLOBAL STRATEGY MANAGEMENT	
ECTS Credits	3	
Overall Workload in Hours	Contact Study Hours in form of Webinars: Self-Study Hours (individual or in groups): Assessment: three hours live face-to-face examination: Total:	24 48 3 75
Tutor	Dr. Łukasz Świątczak	
Learning Goals/Skills	<p>Upon completion of the course, graduates are able to...</p> <ul style="list-style-type: none"> • Critically Incorporate the concept of Business Ethics and Corporate Social Responsibility (CSR) into business decisions • Justify the importance of Ethics and CSR to business and corporate organizations • Apply a pragmatic and pluralistic approach to business ethics and CSR • Evaluate how decisions are actually made in business ethics • Critique various tools for managing Business Ethics • Explain ethical issues that are found in corporate governance and shareholder relationships • Explain the rights and duties of employees to the organization and the issues around this stakeholder group • Discuss and evaluate the issues arising from the relationship between business organizations and consumers • Develop an understanding of the relationship between business and civil society organizations (CSO) • Critically evaluate government as a stakeholder to business organizations • Review the implications of corporate citizenship for business 	

	ethics
Learning Content	<ul style="list-style-type: none"> • Call for Ethical Leadership • Explore your Moral Compass • Solving Ethical Problems • Preparing for Common Ethical Management Problems • Organizational Values • Legal Compliance and Performance • Managing Internal Ethical Conduct • (Un)Ethical Leadership & Organizations • Profit: Business For What & For Whom? • Managing for External Social Accountability • People: Social Responsibility • Sustainable Organizations • Individual Social Responsibility
Teaching and Learning Methods	<ul style="list-style-type: none"> • Case Studies • Individual assignment • Individual, group presentation • Role play • Group discussion • Games: Kahoot, Quizlet, • Peer assessment
Language	English
Core Reading	Trevino, L., & Nelson, K. Managing Business Ethics: Straight Talk about How to Do It Right, 7th ed., 2017, John Wiley & Sons. and: Online course content in CARROT including hyperlinks
Assessment Criteria	Individual assignment (case study): 50% Final exam: 50%

Assessments:

Formative Assessments will be provided online through assessment-	The summative assessment for this module consists of one 3-hour examination which counts for 50% of the overall mark. This exam
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<p>related lecture reflection and discussions.</p>	<p>assesses the outcomes:</p> <p>students are able to draw upon deep functional knowledge and perspectives to analyze and solve ethical business dilemmas (DD2) and students are able to assess and make responsible and inclusive decisions for all relevant stakeholders (DD3).</p> <p>The other assessment component (50%) is coursework-based (3,000 words) and comprises of a case study report related to business ethics and assesses learning outcomes:</p> <p>students are able to describe the challenges associated with business ethics (DD1) and students are able to contribute sustainable and ethical solutions to real business problems (DD5).</p> <p>As a master’s level assignment, the case report requires display of mastery of a complex and specialized area of knowledge and skills. This implies that, in addition to demonstrating a sound grasp of the ideas and concepts relevant to the topic of the report, students will show that they are able to evaluate aspects such as assumptions of particular approaches, their internal consistency, relevance and applicability, as well as strengths and weaknesses. To reach an assessment, students will consider competing approaches and draw on critiques put forward in the scholarly literature. The position adopted in the assignment and any claims made must be based on a careful, coherent and logical argument, need to be appropriately supported with evidence from relevant scholarly sources and should be presented in a cogent piece of writing. Sources must be referenced appropriately in-text and in a reference list as set out in Thinking School Referencing Guidelines.</p> <p>For self-study, students will have access to Emerald Journals https://www.emeraldgroupublishing.com/products/journals with over 350 academic journals.</p>
<p>Seen examination</p>	<p>n/a</p>
<p>Unseen examination</p>	<p>50 %</p>
<p>Coursework (no examination)</p>	<p>50 %. The coursework assignment can be requested from the assessment portal at any time.</p>
<p>Timetabled examination required</p>	<p>n/a</p>
<p>Length of exam</p>	<p>3 hours; students need to register for exams at least four weeks before the assessment date. The coursework assignment can be requested from the assessment portal at any time.</p>

Digital Transformation of Business

Course Type	Specialisation: GLOBAL STRATEGY MANAGEMENT	
ECTS Credits	3	
Overall Workload in Hours	Contact Study Hours in form of Webinars: Self-Study Hours (individual or in groups): Assessment: three hours live face-to-face examination: Total:	24 48 3 75
Tutor	Assoc. Prof. Dr. Vatcharaporn Esichaikul	
Learning Goals/Skills	<p>Upon completion of the program, graduates are able to...</p> <ul style="list-style-type: none"> • develop practical skills in formulating, implementing and evaluating digital transformation strategies • conduct a critical analysis of key drivers and barriers to implementation of a digital transformation strategy • understand how organisations plan, manage and implement digital transformation projects • examine contemporary issues in digital transformation • understand, identify and analyse ethical issues associated with digital transformation • analyse using ethical principles, and explore how ethical principles need to be adapted to address issues in a digitally transformed world 	
Learning Content	<ul style="list-style-type: none"> • How Technology Changes Business • The Mechanics of Disruption • Managing Disruptive Digital Technologies • Digital Trends Past and Future • Your Path to Digital Transformation • Leveraging Digital Platforms For Strategic Value • Understanding The Evolution of Technology 	

Teaching and Learning Methods	<ul style="list-style-type: none"> • Case Studies • Individual assignment • Individual, group presentation • Group discussion • Games: Kahoot • Peer assessment
Language	English
Core Reading	<p>The Digital Transformation Playbook: Rethink Your Business for the Digital Age, 2016, by David Rogers Columbia Business School Publishing and: Online course content in CARROT including hyperlinks</p>
Assessment Criteria	<p>Individual assignment (report): 40% Discussion Board: 10% Final exam: 50%</p>

Assessments:

<p>Formative Assessments will be provided online through assessment-related lecture reflection and discussions.</p>	<p>The summative assessment for this module consists of one 3-hour examination which counts for 50% of the overall grade. This exam assesses outcomes:</p> <p>students can draw conclusions regarding how technological changes may affect their organisation (DD3) and</p> <p>students are able to make decisions and justify them (DD3).</p> <p>The other assessment components are:</p> <p>40% is coursework-based (3,000 words) and comprises of a management report related to digital transformation and assesses learning outcomes:</p> <p>students are able to analyse how business models have changed and how to adapt (DD3) and</p> <p>students are able to evaluate future technological changes and suggest sustainable solutions to emerging business challenges</p>
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	<p>(DD5).</p> <p>10% is based on discussion board contributions and assesses the outcome:</p> <p>students are able to communicate effectively their thoughts to peers (DD4).</p> <p>As a master's level assignment, the report requires display of mastery of a complex and specialized area of knowledge and skills. This implies that, in addition to demonstrating a sound grasp of the ideas and concepts relevant to the topic of the report, students will show that they are able to evaluate aspects such as assumptions of particular approaches, their internal consistency, relevance and applicability, as well as strengths and weaknesses. To reach an assessment, students will consider competing approaches and draw on critiques put forward in the scholarly literature. The position adopted in the assignment and any claims made must be based on a careful, coherent and logical argument, need to be appropriately supported with evidence from relevant scholarly sources and should be presented in a cogent piece of writing. Sources must be referenced appropriately in-text and in a reference list as set out in Thinking School Referencing Guidelines.</p> <p>For self-study, students will have access to Emerald Journals https://www.emeraldgrouppublishing.com/products/journals with over 350 academic journals.</p>
Seen examination	n/a
Unseen examination	50 %
Coursework (no examination)	50 %. The coursework assignment and discussion board questions can be requested from the assessment portal at any time.
Timetabled examination required	n/a
Length of exam	3 hours; students need to register for exams at least four weeks before the assessment date. The coursework assignment can be requested from the assessment portal at any time.

Doing Business in a Global Context

Course Type	Specialisation: GLOBAL STRATEGY MANAGEMENT	
ECTS Credits	3	
Overall Workload in Hours	Contact Study Hours in form of Webinars: Self-Study Hours (individual or in groups): Assessment: three hours live face-to-face examination: Total:	24 48 3 75
Tutor	Markus Thinnes (lead: Prof. Reineke)	
Learning Goals/Skills	<p>Upon completion of the program, graduates are able to...</p> <ul style="list-style-type: none"> • describe modern trends in international management • analyse and evaluate strategies of international markets' penetration • identify the specificity of international business and management • demonstrate the methods to apply the principles and techniques of international management in domestic organizations to enhance international cooperation • prepare an informational review and / or analytical report using domestic and foreign sources of information • critically evaluate the proposed options for management decisions and develop and justify proposals for their improvement 	
Learning Content	<ul style="list-style-type: none"> • Internationalization of the economy and the globalization of business • Features, purposes and objectives of the international business • Features of international business environment • Economic factors of the international business environment • PESTEL • Methods of obtaining and processing information in international business 	

	<ul style="list-style-type: none"> • Attractiveness of international markets and organisational capacity • Entry penetration strategies • Organising international business • Motivation and compensation in international management • Global sourcing of production and services
Teaching and Learning Methods	<ul style="list-style-type: none"> • Case Studies • Individual assignment • Individual, group presentation • Group discussion • Games: Kahoot, Quizlet, • Peer assessment
Language	English
Core Reading	Multinational Enterprises and the Global Economy, 2008, 2nd ed., by John H. Dunning & Sarianna M. Lundan, Edward Elgar Pub. and: Online course content in CARROT including hyperlinks
Assessment Criteria	Individual assignment (report): 40% Discussion Board: 10% Final exam: 50%

Assessments:

Formative Assessments will be provided online through assessment-related lecture reflection and discussions.	<p>The summative assessment for this module consists of one 3-hour examination which counts for 50% of the overall grade. This exam assesses outcomes:</p> <p>students are able to draw upon global market knowledge and perspectives to analyse and solve global business challenges (DD2) and apply PESTEL (DD2).</p> <p>The other assessment components are:</p> <p>40% is coursework-based (3,000 words) and comprises of a management report related to international management and assesses learning outcomes:</p> <p>students are able to assess markets and make strategic decisions</p>
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	<p>(DD3) and</p> <p>students show appreciation of the complexity of global trade and are able to translate it into designing a global sourcing strategy for a MNC (DD3).</p> <p>10% is based on discussion board contributions and assesses the outcome:</p> <p>students are able to communicate effectively their thoughts to peers (DD4).</p> <p>As a master’s level assignment, the report requires display of mastery of a complex and specialized area of knowledge and skills. This implies that, in addition to demonstrating a sound grasp of the ideas and concepts relevant to the topic of the report, students will show that they are able to evaluate aspects such as assumptions of particular approaches, their internal consistency, relevance and applicability, as well as strengths and weaknesses. To reach an assessment, students will consider competing approaches and draw on critiques put forward in the scholarly literature. The position adopted in the assignment and any claims made must be based on a careful, coherent and logical argument, need to be appropriately supported with evidence from relevant scholarly sources and should be presented in a cogent piece of writing. Sources must be referenced appropriately in-text and in a reference list as set out in Thinking School Referencing Guidelines.</p> <p>For self-study, students will have access to Emerald Journals https://www.emeraldgrouppublishing.com/products/journals with over 350 academic journals.</p>
Seen examination	n/a
Unseen examination	50 %
Coursework (no examination)	50 %. The coursework assignment and discussion board questions can be requested from the assessment portal at any time.
Timetabled examination required	n/a
Length of exam	3 hours; students need to register for exams at least four weeks before the assessment date. The coursework assignment can be requested from the assessment portal at any time.

Entrepreneurship & Innovation

Course Type	Specialisation: GLOBAL STRATEGY MANAGEMENT	
ECTS Credits	3	
Overall Workload in Hours	Contact Study Hours in form of Webinars: Self-Study Hours (individual or in groups): Assessment: three hours live face-to-face examination: Total:	24 48 3 75
Tutor	Prof. Dr. Rolf-Dieter Reineke	
Learning Goals/Skills	<p>Upon completion of the program, graduates are able to...</p> <ul style="list-style-type: none"> • Assess the attitudes, values, characteristics, behaviour, and processes associated with possessing an entrepreneurial mindset and engaging in successful appropriate entrepreneurial behavior • Assess what is meant by entrepreneurship and innovation from both a theoretical and practical perspective, and the role of the entrepreneur in the new enterprise creation process • Describe the ways in which entrepreneurs perceive opportunity, manage risk, organise resources and add value • Develop a plan for implementing entrepreneurial activities in a globalised and competitive environment being responsible for the social, ethical and culture issues • Critique a plan for implementing entrepreneurial activities in a globalised and competitive environment being mindful of the social, ethical and culture issues • Engage in a continuing learning process through the interaction with peers in related topics, as individuals and as team members 	

Learning Content	<ul style="list-style-type: none"> • Definition and concepts of entrepreneurship • Characteristics of entrepreneurs • Self-assessment of entrepreneurial strengths and weaknesses • Interpretation of results and recommendations for improvements • Self-assessment of learning style • Interpretation of results and recommendations for improvements • Entrepreneurial value creation from resources • Start-up models and bootstrapping
Teaching and Learning Methods	<ul style="list-style-type: none"> • Case Studies • Individual assignment • Individual, group presentation • Group discussion, debates • Games: Kahoot, Quizlet, • Peer assessment
Language	English
Core Reading	Timmons, Jeffry A., Gillin, L. M., Burshtein, S., and Spinelli, Stephen Jr., New Venture Creation: Entrepreneurship for the 21st Century – A Pacific Rim Perspective, 2011, McGraw-Hill Irwin. and: Online course content in CARROT including hyperlinks
Assessment Criteria	Individual assignment (report): 40% Discussion Board: 10% Final exam: 50%

Assessments:

Formative Assessments will be provided online through assessment-related lecture reflection and discussions.	<p>The summative assessment for this module consists of one 3-hour examination which counts for 50% of the overall grade. This exam assesses outcomes:</p> <p>students are able to identify the major challenges that start-up companies are facing (DD2) and</p> <p>students can draw conclusions regarding how entrepreneurial decisions affect outcomes (DD3).</p>
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	<p>The other assessment components are:</p> <p>40% is coursework-based (3,000 words) and comprises of a management report related to innovation and assesses learning outcomes:</p> <p>students are able to assess innovation potentials (DD3) and students provide creative and original solutions to an innovation challenge (DD5).</p> <p>10% is based on discussion board contributions and assesses the outcome:</p> <p>students are able to communicate effectively their thoughts to peers (DD4).</p> <p>As a master’s level assignment, the report requires display of mastery of a complex and specialised area of knowledge and skills. This implies that, in addition to demonstrating a sound grasp of the ideas and concepts relevant to the topic of the report, students will show that they are able to evaluate aspects such as assumptions of particular approaches, their internal consistency, relevance and applicability, as well as strengths and weaknesses. To reach an assessment, students will consider competing approaches and draw on critiques put forward in the scholarly literature. The position adopted in the assignment and any claims made must be based on a careful, coherent and logical argument, need to be appropriately supported with evidence from relevant scholarly sources and should be presented in a cogent piece of writing. Sources must be referenced appropriately in-text and in a reference list as set out in Thinking School Referencing Guidelines.</p> <p>For self-study, students will have access to Emerald Journals https://www.emeraldgrouppublishing.com/products/journals with over 350 academic journals.</p>
Seen examination	n/a
Unseen examination	50 %

Coursework (no examination)	50 %. The coursework assignment and discussion board questions can be requested from the assessment portal at any time.
Timetabled examination required	n/a
Length of exam	3 hours; students need to register for exams at least four weeks before the assessment date. The coursework assignment can be requested from the assessment portal at any time.

Global Strategic Management

Course Type	Specialisation: GLOBAL STRATEGY MANAGEMENT	
ECTS Credits	3	
Overall Workload in Hours	Contact Study Hours in form of Webinars: Self-Study Hours (individual or in groups): Assessment: three hours live face-to-face examination: Total:	24 48 3 75
Tutor	Prof. Dr. Rolf-Dieter Reineke	
Learning Goals/Skills	<p>Upon completion of the program, graduates are able to...</p> <ul style="list-style-type: none"> • Resolve difficult decisions when building an international strategy for global success • Gain strategic insights into how foreign competitors can win in home market • Identify the product and capability that can give a competitive edge • Align organisation's activities to secure a global advantage • Establish boundaries and guiding principles within an organization to support chosen positioning 	
Learning Content	<ul style="list-style-type: none"> • What is Global Strategic Management? • Foundations of International Strategy • Firm and Location Specific Advantages • International Innovation and Production • International Marketing • International Human Resource Management: Expatriate Management • Foreign Distributors • Strategic Alliances • Mergers and Acquisitions 	

Teaching and Learning Methods	<ul style="list-style-type: none"> • Case Studies • Individual assignment • Individual, group presentation • Group discussion, debates • Games: Kahoot, Quizlet, • Peer assessment
Language	English
Core Reading	Global Strategic Management, 4th ed., 2018, by Philippe Lasserre, Springer and: Online course content in CARROT including hyperlinks
Assessment Criteria	Individual assignment (report): 40% Discussion Board: 10% Final exam: 50%

Assessments:

Formative Assessments will be provided online through assessment-related lecture reflection and discussions.	<p>The summative assessment for this module consists of one 3-hour examination which counts for 50% of the overall grade. This exam assesses outcomes:</p> <p>students are able to draw upon deep functional knowledge and perspectives to analyse and solve strategic business challenges (DD2) and</p> <p>students are able to make recommendations for a global strategic plan that are consistent and relevant (DD3).</p> <p>The other assessment components are:</p> <p>40% is coursework-based (3,000 words) and comprises of a strategic management report and assesses learning outcomes:</p> <p>students are able to assess and make sound strategic decisions for all relevant stakeholders (DD3) and</p> <p>students show appreciation of successful company strategies and are able to translate them into one for their organisation. (DD5).</p>
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	<p>10% is based on discussion board contributions and assesses the outcome:</p> <p>students are able to communicate effectively their thoughts to peers (DD4).</p> <p>As a master's level assignment, the report requires display of mastery of a complex and specialized area of knowledge and skills. This implies that, in addition to demonstrating a sound grasp of the ideas and concepts relevant to the topic of the report, students will show that they are able to evaluate aspects such as assumptions of particular approaches, their internal consistency, relevance and applicability, as well as strengths and weaknesses. To reach an assessment, students will consider competing approaches and draw on critiques put forward in the scholarly literature. The position adopted in the assignment and any claims made must be based on a careful, coherent and logical argument, need to be appropriately supported with evidence from relevant scholarly sources and should be presented in a cogent piece of writing. Sources must be referenced appropriately in-text and in a reference list as set out in Thinking School Referencing Guidelines.</p> <p>For self-study, students will have access to Emerald Journals https://www.emeraldgrouppublishing.com/products/journals with over 350 academic journals.</p>
Seen examination	n/a
Unseen examination	50 %
Coursework (no examination)	50 %. The coursework assignment and discussion board questions can be requested from the assessment portal at any time.
Timetabled examination required	n/a
Length of exam	3 hours; students need to register for exams at least four weeks before the assessment date. The coursework assignment can be requested from the assessment portal at any time.

Talent Management

Course Type	Specialisation: GLOBAL STRATEGY MANAGEMENT	
ECTS Credits	3	
Overall Workload in Hours	Contact Study Hours in form of Webinars: Self-Study Hours (individual or in groups): Assessment: three hours live face-to-face examination: Total:	24 48 3 75
Tutor	Prof. Dr. Christine Naschberger	
Learning Goals/Skills	<p>Upon completion of the program, graduates are able to...</p> <ul style="list-style-type: none"> • assess an organisation's approach to managing talent and its alignment with overall business strategy • select talent assessment and identification tools and processes that align with your organisation's talent philosophy • devise strategies for developing, engaging, and retaining key talent • utilise techniques for fostering a culture that supports talent management efforts and delivers on an organization's employment brand • measure the effectiveness of individual talent programs and monitor the health of an organization's talent management system 	
Learning Content	<ul style="list-style-type: none"> • The Talent Management Model • Coaching, Training, and Development Approaches • Performance Management and Appraisals • Talent Management Processes to Drive Cultures of Excellence • Talent Analysis and Planning Techniques to Enhance Talent Management Programs 	

Teaching and Learning Methods	<ul style="list-style-type: none"> • Case Studies • Individual assignment • Group presentation • Role play, Videos • Group discussion, debates • Games: Kahoot, Quizlet, • Peer assessment
Language	English
Core Reading	<p>The Talent Management Handbook: Creating Organizational Excellence by Identifying, Developing, and Promoting Your Best People, 2003, by Lance A. Berger and Dorothy R. Berger and: Online course content in CARROT including hyperlinks</p>
Assessment Criteria	<p>Individual assignment (report): 40% Discussion Board: 10% Final exam: 50%</p>

Assessments:

<p>Formative Assessments will be provided online through assessment-related lecture reflection and discussions.</p>	<p>The summative assessment for this module consists of one 3-hour examination which counts for 50% of the overall grade. This exam assesses outcomes:</p> <p>students are able to describe the challenges associated with talent management (DD1) and</p> <p>students are able to contribute both classic and creative solutions to retaining key talents in an organisation (DD5).</p> <p>The other assessment components are:</p> <p>40% is coursework-based (3,000 words) and comprises of a management report related to talent management and assesses learning outcomes:</p> <p>students are able to draw upon the Talent Management Model to analyze and measure the effectiveness of talent management efforts (DD2) and</p> <p>students are able to make recommendations for suitable talent</p>
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	<p>coaching (DD3).</p> <p>10% is based on discussion board contributions and assesses the outcome:</p> <p>students are able to communicate effectively their thoughts to peers (DD4).</p> <p>As a master's level assignment, the report requires display of mastery of a complex and specialized area of knowledge and skills. This implies that, in addition to demonstrating a sound grasp of the ideas and concepts relevant to the topic of the report, students will show that they are able to evaluate aspects such as assumptions of particular approaches, their internal consistency, relevance and applicability, as well as strengths and weaknesses. To reach an assessment, students will consider competing approaches and draw on critiques put forward in the scholarly literature. The position adopted in the assignment and any claims made must be based on a careful, coherent and logical argument, need to be appropriately supported with evidence from relevant scholarly sources and should be presented in a cogent piece of writing. Sources must be referenced appropriately in-text and in a reference list as set out in Thinking School Referencing Guidelines.</p> <p>For self-study, students will have access to Emerald Journals https://www.emeraldgrouppublishing.com/products/journals with over 350 academic journals.</p>
Seen examination	n/a
Unseen examination	50 %
Coursework (no examination)	50 %. The coursework assignment and discussion board questions can be requested from the assessment portal at any time.
Timetabled examination required	n/a
Length of exam	3 hours; students need to register for exams at least four weeks before the assessment date. The coursework assignment can be requested from the assessment portal at any time.

Specialization: Supply Chain Management

Operations Planning

Course Type	Specialisation: Supply Chain Management	
ECTS Credits	3	
Overall Workload in Hours	Contact Study Hours in form of Webinars: Self-Study Hours (individual or in groups): Assessment: three hours live face-to-face examination: Total:	24 48 3 75
Tutor	Prof. Dr. Joe Miemczyk	
Learning Goals/Skills	<ul style="list-style-type: none"> • Define the supply chain concept • Identify the components of a supply chain • Understand the elements of supply chain strategy • Understand the importance of supply chain visibility, coordination, and collaboration • Understand and execute supply chain trade-offs in balancing supply with demand • Understand and execute supply chain decisions • Understand the components and function of ERP systems 	
Learning Content	<ul style="list-style-type: none"> • Shaping the supply chains • Supply Chains: Development and Shaping • Major Supply Chain Issues • Global Dimensions of Supply Chains • Supply Chain Security • From MRP to MRP II • ERP 	
Teaching and Learning Methods	<ul style="list-style-type: none"> • Case Studies • Individual assignment • Individual, group presentation • Group discussion, debates • Games: the Root Beer Game 	

	<ul style="list-style-type: none"> Peer assessment
Language	English
Core Readings	<p>Supply Chain Management: A Logistics Perspective; John J. Coyle, John Langley Jr., Robert A. Novack, and Brian J. Gibson; Cengage Learning, 11th edition, 2020, Chapter 1 - 4.</p> <p>Enterprise Resource Planning and Supply Chain Management: Functions, Business Processes and Software for Manufacturing Companies (Progress in IS) 2020th Edition by Karl E. Kurbel Springer</p> <p>and: Online course content in CARROT including hyperlinks</p>
Assessment Criteria	<p>Individual assignment (report): 40%</p> <p>Discussion Board: 10%</p> <p>Final exam: 50%</p>

Assessments:

<p>Formative Assessments will be provided online through assessment-related lecture reflection and discussions.</p>	<p>The summative assessment for this module consists of one 3-hour examination which counts for 50% of the overall grade. This exam assesses outcomes:</p> <p>students are able to identify global opportunities and challenges in SCM (DD1) and</p> <p>students are able to draw upon logistical knowledge and to solve a global supply chain challenge (DD2).</p> <p>The other assessment components are:</p> <p>40% is coursework-based (3,000 words) and comprises of a management report related to SCM and assesses learning outcomes:</p> <p>students are able to design an inventory management system as</p>
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	<p>part of an integrated ERP system (DD2) and apply it to their organisation (DD3).</p> <p>10% is based on discussion board contributions and assesses the outcome:</p> <p>students are able to communicate effectively their thoughts to peers (DD4).</p> <p>As a master's level assignment, the report requires display of mastery of a complex and specialized area of knowledge and skills. This implies that, in addition to demonstrating a sound grasp of the ideas and concepts relevant to the topic of the report, students will show that they are able to evaluate aspects such as assumptions of particular approaches, their internal consistency, relevance and applicability, as well as strengths and weaknesses. To reach an assessment, students will consider competing approaches and draw on critiques put forward in the scholarly literature. The position adopted in the assignment and any claims made must be based on a careful, coherent and logical argument, need to be appropriately supported with evidence from relevant scholarly sources and should be presented in a cogent piece of writing. Sources must be referenced appropriately in-text and in a reference list as set out in Thinking School Referencing Guidelines.</p> <p>For self-study, students will have access to Emerald Journals https://www.emeraldgrouppublishing.com/products/journals with over 350 academic journals.</p>
Seen examination	n/a
Unseen examination	50 %
Coursework (no examination)	50 %. The coursework assignment and discussion board questions can be requested from the assessment portal at any time.
Timetabled examination required	n/a
Length of exam	3 hours; students need to register for exams at least four weeks before the assessment date. The coursework assignment can be requested from the assessment portal at any time.

Process Design and Improvement

Course Type	Specialisation: Supply Chain Management	
ECTS Credits	3	
Overall Workload in Hours	Contact Study Hours in form of Webinars: Self-Study Hours (individual or in groups): Assessment: three hours live face-to-face examination: Total:	24 48 3 75
Tutor	Prof. Dr. Do Ba Khang	
Learning Goals/Skills	<ul style="list-style-type: none"> ● Explain the major types of inventory, their costs, and their relationships to inventory decision ● Understand the Economic Order Quantity approach to inventory decision, and to solve problems using the model ● Explain how inventory items can be classified ● Apply the Principle of Postponement and its supporting inventory concepts ● Balance supply across suppliers with different lead times ● Build flexibility into a supply chain to avoid stock-outs and excess inventory ● Evaluate demand forecasts ● Convert a demand forecast into a production plan ● Design a supply chain for profitability 	
Learning Content	<ul style="list-style-type: none"> ● Managing inventory ● Inventory costs ● Classifying inventory ● Managing fulfillment operations ● Distribution planning 	
Teaching and Learning Methods	<ul style="list-style-type: none"> ● Case Studies ● Individual assignment 	

	<ul style="list-style-type: none"> • Individual, group presentation • Group discussion, debates • Games: Kahoot, Quizlet, • Peer assessment
Language	English
Core Reading	Supply Chain Management: A Logistics Perspective; John J. Coyle, John Langley Jr., Robert A. Novack, and Brian J. Gibson; Cengage Learning, 11th edition, 2020, Chapter 8-10. and: Online course content in CARROT including hyperlinks
Assessment Criteria	Individual assignment (report): 40% Discussion Board: 10% Final exam: 50%

Assessments:

Formative Assessments will be provided online through assessment-related lecture reflection and discussions.	<p>The summative assessment for this module consists of one 3-hour examination which counts for 50% of the overall grade. This exam assesses outcomes:</p> <p>students are able to balance supply across suppliers with different lead times (DD3) and</p> <p>are able to forecast demand (DD2).</p> <p>The other assessment components are:</p> <p>40% is coursework-based (3,000 words) and comprises of a management report related to distribution management and assesses learning outcomes:</p> <p>students are able to identify and interpret demands (DD1) and design a sound logistical process (DD2).</p> <p>10% is based on discussion board contributions and assesses the outcome:</p> <p>students are able to communicate effectively their thoughts to peers (DD4).</p>
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	<p>As a master’s level assignment, the report requires display of mastery of a complex and specialized area of knowledge and skills. This implies that, in addition to demonstrating a sound grasp of the ideas and concepts relevant to the topic of the report, students will show that they are able to evaluate aspects such as assumptions of particular approaches, their internal consistency, relevance and applicability, as well as strengths and weaknesses. To reach an assessment, students will consider competing approaches and draw on critiques put forward in the scholarly literature. The position adopted in the assignment and any claims made must be based on a careful, coherent and logical argument, need to be appropriately supported with evidence from relevant scholarly sources and should be presented in a cogent piece of writing. Sources must be referenced appropriately in-text and in a reference list as set out in Thinking School Referencing Guidelines.</p> <p>For self-study, students will have access to Emerald Journals https://www.emeraldgrouppublishing.com/products/journals with over 350 academic journals.</p>
Seen examination	n/a
Unseen examination	50 %
Coursework (no examination)	50 %. The coursework assignment and discussion board questions can be requested from the assessment portal at any time.
Timetabled examination required	n/a
Length of exam	3 hours; students need to register for exams at least four weeks before the assessment date. The coursework assignment can be requested from the assessment portal at any time.

Strategic Sourcing

Course Type	Specialisation: Supply Chain Management	
ECTS Credits	3	
Overall Workload in Hours	Contact Study Hours in form of Webinars: Self-Study Hours (individual or in groups): Assessment: three hours live face-to-face examination: Total:	24 48 3 75
Tutor	Dr. Mai Nguyen-Lisovich	
Learning Goals/Skills	<ul style="list-style-type: none"> • Describe the role and nature of purchasing, procurement, and strategic sourcing in a supply chain context • Outline and explain the strategic sourcing process • Consider the importance of types and of items and services purchased to the sourcing and procurement processes • Examine the issue of procurement price and the relevance of Total Cost of Ownership 	
Learning Content	<ul style="list-style-type: none"> • Sourcing materials and services • Supplier evaluation • E-commerce models • Assembly processes • Order Management 	
Teaching and Learning Methods	<ul style="list-style-type: none"> • Case Studies • Individual assignment • Individual, group presentation • Role play • Group discussion, debates • Games: Kahoot, Quizlet, • Peer assessment 	
Language	English	

Core Reading	Supply Chain Management: A Logistics Perspective; John J. Coyle, John Langley Jr., Robert A. Novack, and Brian J. Gibson; Cengage Learning, 11th edition, 2020, Chapter 5 – 7. and: Online course content in CARROT including hyperlinks
Assessment Criteria	Individual assignment (report): 40% Discussion Board: 10% Final exam: 50%

Assessments:

Formative Assessments will be provided online through assessment-related lecture reflection and discussions.	<p>The summative assessment for this module consists of one 3-hour examination which counts for 50% of the overall grade. This exam assesses outcomes:</p> <p>students are able to apply methods for the calculation of Total Cost of Ownership (DD2) and explain strategic sourcing processes (DD1).</p> <p>The other assessment components are:</p> <p>40% is coursework-based (3,000 words) and comprises of a management report related to strategic sourcing and assesses learning outcomes:</p> <p>students are able to assess and make recommendations for suitable e-commerce models based on given information (DD3) and</p> <p>students are able to collect their own data and/or research papers to support their recommendations (DD5).</p> <p>10% is based on discussion board contributions and assesses the outcome:</p> <p>students are able to communicate effectively their thoughts to peers (DD4).</p> <p>As a master's level assignment, the report requires display of</p>
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	<p>mastery of a complex and specialized area of knowledge and skills. This implies that, in addition to demonstrating a sound grasp of the ideas and concepts relevant to the topic of the report, students will show that they are able to evaluate aspects such as assumptions of particular approaches, their internal consistency, relevance and applicability, as well as strengths and weaknesses. To reach an assessment, students will consider competing approaches and draw on critiques put forward in the scholarly literature. The position adopted in the assignment and any claims made must be based on a careful, coherent and logical argument, need to be appropriately supported with evidence from relevant scholarly sources and should be presented in a cogent piece of writing. Sources must be referenced appropriately in-text and in a reference list as set out in Thinking School Referencing Guidelines.</p> <p>For self-study, students will have access to Emerald Journals https://www.emeraldgrouppublishing.com/products/journals with over 350 academic journals.</p>
Seen examination	n/a
Unseen examination	50 %
Coursework (no examination)	50 %. The coursework assignment and discussion board questions can be requested from the assessment portal at any time.
Timetabled examination required	n/a
Length of exam	3 hours; students need to register for exams at least four weeks before the assessment date. The coursework assignment can be requested from the assessment portal at any time.

Strategic Supply Chain Management

Course Type	Specialisation: Supply Chain Management	
ECTS Credits	3	
Overall Workload in Hours	Contact Study Hours in form of Webinars: Self-Study Hours (individual or in groups): Assessment: three hours live face-to-face examination: Total:	24 48 3 75
Tutor	Prof. Dr. Joe Miemczyk	
Learning Goals/Skills	<ul style="list-style-type: none"> ● Characterize demand management and the sales & operations processes ● Know to balance supply and demand in uncertainty ● Outline how supply chain design can ensure the firm's success ● Know the importance of supply chain visibility and coordination ● Explain the role of transportation in SCM ● Differentiate the price and service characteristics of primary transportation modes ● Explain the complexity and implications of carrier selection and evaluation ● Outline cost and responsibility implications of decisions on Freight Terms ● Use service and cost metrics to analyze transportation performance and sourcing ● Discuss the strategic value-adding role distribution plays in the supply chain ● Recognize the trade-offs between distribution and other supply chain functions ● Apply the analytical framework for distribution planning decisions ● Evaluate fulfillment strategies and distribution methods 	

Learning Content	<ul style="list-style-type: none"> • Supply chain performance measurement and financials • Aligning supply chains • Collaborative relationships • Strategic role of Information Technology (IT) • Strategic view of logistics • Managing informations flows
Teaching and Learning Methods	<p>Case Studies Individual assignment Individual, group presentation Group discussion, debates Games: Kahoot, Quizlet, Peer assessment</p>
Language	English
Core Reading	<p>Supply Chain Management: A Logistics Perspective; John J. Coyle, John Langley Jr., Robert A. Novack, and Brian J. Gibson; Cengage Learning, 11th edition, 2020, Chapter 8 - 11 and Appendix 10A and: Online course content in CARROT including hyperlinks</p>
Assessment Criteria	<p>Individual assignment (report): 40% Discussion Board: 10% Final exam: 50%</p>

Assessments:

<p>Formative Assessments will be provided online through assessment-related lecture reflection and discussions.</p>	<p>The summative assessment for this module consists of one 3-hour examination which counts for 50% of the overall grade. This exam assesses outcomes:</p> <p>students are able to apply the tools and methods for the analysis of transportation costs (DD2) and</p> <p>apply an analytical framework for distribution planning decisions (DD2).</p> <p>The other assessment components are:</p> <p>40% is coursework-based (3,000 words) and comprises of a management report related to information management and</p>
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	<p>assesses learning outcomes:</p> <p>students are able to predict how the information landscape might change in future and adapt (DD3) and</p> <p>recommend a strategy on channelling information flows (DD3).</p> <p>10% is based on discussion board contributions and assesses the outcome:</p> <p>students are able to communicate effectively their thoughts to peers (DD4).</p> <p>As a master's level assignment, the report requires display of mastery of a complex and specialized area of knowledge and skills. This implies that, in addition to demonstrating a sound grasp of the ideas and concepts relevant to the topic of the report, students will show that they are able to evaluate aspects such as assumptions of particular approaches, their internal consistency, relevance and applicability, as well as strengths and weaknesses. To reach an assessment, students will consider competing approaches and draw on critiques put forward in the scholarly literature. The position adopted in the assignment and any claims made must be based on a careful, coherent and logical argument, need to be appropriately supported with evidence from relevant scholarly sources and should be presented in a cogent piece of writing. Sources must be referenced appropriately in-text and in a reference list as set out in Thinking School Referencing Guidelines.</p> <p>For self-study, students will have access to Emerald Journals https://www.emeraldgrouppublishing.com/products/journals with over 350 academic journals.</p>
Seen examination	n/a
Unseen examination	50 %
Coursework (no examination)	50 %. The coursework assignment and discussion board questions can be requested from the assessment portal at any time.
Timetabled examination required	n/a
Length of exam	3 hours; students need to register for exams at least four weeks before the assessment date. The coursework assignment can be requested from the assessment portal at any time.

Sustainability in Operations and Supply

Course Type	Specialisation: Supply Chain Management	
ECTS Credits	3	
Overall Workload in Hours	Contact Study Hours in form of Webinars: Self-Study Hours (individual or in groups): Assessment: three hours live face-to-face examination: Total:	24 48 3 75
Tutor	Prof. Dr. Joe Miemczyk	
Learning Goals/Skills	<ul style="list-style-type: none"> • Understand the key skills in building a resilient supply chain • Evaluate the tools needed to implement change in existing supply chains • Discover the role of technology in facilitating integrated supply chains • Understand how to leverage value creation within the supply chain 	
Learning Content	<ul style="list-style-type: none"> • The Need for Sustainable Supply Chain Management • Developing a Sustainable Supply Chain Strategy • Monitoring Performance • Managing Within Your Organisation • Managing Outside Your Organisation 	
Teaching and Learning Methods	<ul style="list-style-type: none"> • Case Studies • Individual assignment • Individual, group presentation • Group discussion, debates • Games: Kahoot, Quizlet, • Peer assessment 	
Language	English	

Core Reading	Sustainable Supply Chain Management Practical Ideas for Moving Towards Best Practice by Cetinkaya, B., Cuthbertson, R., Ewer, G., Klaas-Wissing, T., Piotrowicz, W., Tyssen, C., eBook, 2020, Springer and: Online course content in CARROT including hyperlinks
Assessment Criteria	Individual assignment (report): 40% Discussion Board: 10% Final exam: 50%

Assessments:

Formative Assessments will be provided online through assessment-related lecture reflection and discussions.	<p>The summative assessment for this module consists of one 3-hour examination which counts for 50% of the overall grade. This exam assesses outcomes:</p> <p>students are able to identify the trade-offs associated with sustainable SCM (DD3) and</p> <p>evaluate the tools needed to implement change in existing supply chains (DD3)</p> <p>The other assessment components are:</p> <p>40% is coursework-based (3,000 words) and comprises of a management report related to sustainability and assesses learning outcomes:</p> <p>students provide creative and original solutions to sustainability issues in supply chains (DD5) and</p> <p>students are able to produce a document that is clearly formatted, logically structured and referenced accurately (DD4).</p> <p>10% is based on discussion board contributions and assesses the outcome:</p> <p>students are able to communicate effectively their thoughts to peers (DD4).</p> <p>As a master's level assignment, the report requires display of mastery of a complex and specialized area of knowledge and skills. This implies that, in addition to demonstrating a sound grasp of the ideas and concepts relevant to the topic of the report,</p>
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	<p>students will show that they are able to evaluate aspects such as assumptions of particular approaches, their internal consistency, relevance and applicability, as well as strengths and weaknesses. To reach an assessment, students will consider competing approaches and draw on critiques put forward in the scholarly literature. The position adopted in the assignment and any claims made must be based on a careful, coherent and logical argument, need to be appropriately supported with evidence from relevant scholarly sources and should be presented in a cogent piece of writing. Sources must be referenced appropriately in-text and in a reference list as set out in Thinking School Referencing Guidelines.</p> <p>For self-study, students will have access to Emerald Journals https://www.emeraldgrouppublishing.com/products/journals with over 350 academic journals.</p>
Seen examination	n/a
Unseen examination	50 %
Coursework (no examination)	50 %. The coursework assignment and discussion board questions can be requested from the assessment portal at any time.
Timetabled examination required	n/a
Length of exam	3 hours; students need to register for exams at least four weeks before the assessment date. The coursework assignment can be requested from the assessment portal at any time.

Technological advances in Operations and Supply

Course Type	Specialisation: Supply Chain Management	
ECTS Credits	3	
Overall Workload in Hours	Contact Study Hours in form of Webinars: Self-Study Hours (individual or in groups): Assessment: three hours live face-to-face examination: Total:	24 48 3 75
Tutor	Prof. Dr. Clemens Bechter	
Learning Goals/Skills	<ul style="list-style-type: none"> • Recognize the trade-offs between distribution and other supply chain functions • Apply the analytical framework for distribution planning decisions • Evaluate fulfillment strategies and distribution methods • Discuss the strategic value-adding role distribution plays in the supply chain • Understand Industry 4.0 and Supply Chain 4.0. 	
Learning Content	<ul style="list-style-type: none"> • Strategic technologies of industry 4.0 • Managerial issues • Disruptive technology applications • Interoperability 	
Teaching and Learning Methods	<ul style="list-style-type: none"> • Case Studies • Individual assignment • Individual, group presentation • Simulation • Group discussion, debates • Games: Kahoot, Quizlet, • Peer assessment 	
Language	English	

Core Reading	Supply Chain 4.0: Improving supply chains with analytics and Industry 4.0 technologies, 2021 by Emel Aktas et al. Kogan Page and: Online course content in CARROT including hyperlinks
Assessment Criteria	Individual assignment (report): 40% Discussion Board: 10% Final exam: 50%

Assessments:

Formative Assessments will be provided online through assessment-related lecture reflection and discussions.	<p>The summative assessment for this module consists of one 3-hour examination which counts for 50% of the overall grade. This exam assesses outcomes:</p> <p>students can draw conclusions regarding how the Internet of Things will affect SCM (DD3) and</p> <p>explain the challenges associated with Interoperability (DD2).</p> <p>The other assessment components are:</p> <p>40% is coursework-based (3,000 words) and comprises of a management report related to technology and assesses learning outcomes:</p> <p>students are able to identify and interpret global opportunities and challenges in the increased application of technology (DD1) and</p> <p>relate it to their own organisation (DD2).</p> <p>10% is based on discussion board contributions and assesses the outcome:</p> <p>students are able to communicate effectively their thoughts to peers (DD4).</p> <p>As a master's level assignment, the report requires display of</p>
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	<p>mastery of a complex and specialized area of knowledge and skills. This implies that, in addition to demonstrating a sound grasp of the ideas and concepts relevant to the topic of the report, students will show that they are able to evaluate aspects such as assumptions of particular approaches, their internal consistency, relevance and applicability, as well as strengths and weaknesses. To reach an assessment, students will consider competing approaches and draw on critiques put forward in the scholarly literature. The position adopted in the assignment and any claims made must be based on a careful, coherent and logical argument, need to be appropriately supported with evidence from relevant scholarly sources and should be presented in a cogent piece of writing. Sources must be referenced appropriately in-text and in a reference list as set out in Thinking School Referencing Guidelines.</p> <p>For self-study, students will have access to Emerald Journals https://www.emeraldgrouppublishing.com/products/journals with over 350 academic journals.</p>
Seen examination	n/a
Unseen examination	50 %
Coursework (no examination)	50 %. The coursework assignment and discussion board questions can be requested from the assessment portal at any time.
Timetabled examination required	n/a
Length of exam	3 hours; students need to register for exams at least four weeks before the assessment date. The coursework assignment can be requested from the assessment portal at any time.

Electives

Coaching and Mentoring

Course Type	Elective	
ECTS Credits	3	
Overall Workload in Hours	Contact Study Hours in form of Webinars: Self-Study Hours (individual or in groups): Assessment: three hours live face-to-face examination: Total:	24 48 3 75
Tutor	Michael Thiel (lead tutor: Prof. Dr. Reineke)	
Learning Goals/Skills	<ul style="list-style-type: none"> • Demonstrate awareness of how beliefs and values may impact on coaching work • Managing coaching contracts with clients and sponsors • Understand the need for the skills of listening, asking insightful questions and giving challenging feedback to enable the client to experience insight and learning • Asses the needed support for clients to take responsibility for creating plans and achieving progress against identified outcomes • Effectively use recognised coaching models and techniques to achieve insight and learning. • Gather information on the effectiveness of your coaching practice, for continuous improvement. 	
Learning Content	<ul style="list-style-type: none"> • Provide timely support • Challenge thinking, bias and 'taken for granted' paradigms and behaviour; • Identify unhelpful or unethical practice; • Help coaches and mentors develop capacity • Make a real difference to clients and the wider provision of coaching and mentoring 	

Teaching and Learning Methods	<ul style="list-style-type: none"> • Case Studies • Individual and group assignment • Individual, group presentation • Role play • Group discussion, debates • Games: Kahoot, Quizlet, • Peer assessment
Language	English
Core Reading	Coaching and Mentoring: Theory and Practice, Second Edition, 2014, by Robert Garvey, Paul Stokes, David Megginson, SAGE and: Online course content in CARROT including hyperlinks
Assessment Criteria	Individual assignment (report): 40% Discussion Board: 10% Final exam: 50%

Assessments:

Formative Assessments will be provided online through assessment-related lecture reflection and discussions.	<p>The summative assessment for this module consists of one 3-hour examination which counts for 50% of the overall grade. This exam assesses outcomes:</p> <p>students make proper use of coaching tools (DD3) and</p> <p>students can draw conclusions regarding how coaching decisions may affect outcomes (DD3).</p> <p>The other assessment components are:</p> <p>40% is coursework-based (3,000 words) and comprises of a management report related to mentoring and assesses learning outcomes:</p> <p>students are able to identify major mentoring challenges that the management of an organisation is facing (DD1) and</p> <p>students evaluate critically the outcome of mentoring projects (DD3).</p> <p>10% is based on discussion board contributions and assesses the outcome:</p> <p>students are able to communicate effectively their thoughts to</p>
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	<p>peers (DD4).</p> <p>As a master's level assignment, the report requires display of mastery of a complex and specialized area of knowledge and skills. This implies that, in addition to demonstrating a sound grasp of the ideas and concepts relevant to the topic of the report, students will show that they are able to evaluate aspects such as assumptions of particular approaches, their internal consistency, relevance and applicability, as well as strengths and weaknesses. To reach an assessment, students will consider competing approaches and draw on critiques put forward in the scholarly literature. The position adopted in the assignment and any claims made must be based on a careful, coherent and logical argument, need to be appropriately supported with evidence from relevant scholarly sources and should be presented in a cogent piece of writing. Sources must be referenced appropriately in-text and in a reference list as set out in Thinking School Referencing Guidelines.</p> <p>For self-study, students will have access to Emerald Journals https://www.emeraldgrouppublishing.com/products/journals with over 350 academic journals.</p>
Seen examination	n/a
Unseen examination	50 %
Coursework (no examination)	50 %. The coursework assignment and discussion board questions can be requested from the assessment portal at any time.
Timetabled examination required	n/a
Length of exam	3 hours; students need to register for exams at least four weeks before the assessment date. The coursework assignment can be requested from the assessment portal at any time.

Creative Problem Solving

Course Type	Elective	
ECTS Credits	3	
Overall Workload in Hours	Contact Study Hours in form of Webinars: Self-Study Hours (individual or in groups): Assessment: three hours live face-to-face examination: Total:	24 48 3 75
Tutor	Prof. Dr. Rolf-Dieter Reineke	
Learning Goals/Skills	<p>Upon completion of the program, graduates are able to...</p> <ul style="list-style-type: none"> ● Recognize the importance of problem solving and creative thought in career and life ● Diagnose the situation, analyze the problem and develop concepts for the identified problems (results orientation) ● Recognize and apply analytical problem solving techniques ● Recognize and apply creative problem solving techniques ● Apply learnt problem solving and creative ideation skills to a real-life context 	
Learning Content	<ul style="list-style-type: none"> ● Introduction to problem-solving skill ● Steps in analytical problem solving process ● Limitations of the Analytical Problem-Solving Model ● Tools for problem diagnose stage ● Tools for generating alternative solutions ● Tools for evaluating and selecting alternatives ● Tools for implement and follow-up on the solution stages ● Types of creativity ● Conceptual blocks/framing mindset ● Tools for creative thinking ● Hints to apply creative problem solving techniques 	

Teaching and Learning Methods	<ul style="list-style-type: none"> • Case Studies • Individual assignment • Individual, group presentation • Group discussion, debates • Games: Kahoot, Quizlet, • Peer assessment
Language	English
Core Reading	Think Smarter: Critical Thinking to Improve Problem-Solving and Decision-Making Skills, 2014, by Michael Kallet Wiley and: Online course content in CARROT including hyperlinks
Assessment Criteria	Individual assignment (report): 40% Discussion Board: 10% Final exam: 50%

Assessments:

Formative Assessments will be provided online through assessment-related lecture reflection and discussions.	<p>The summative assessment for this module consists of one 3-hour examination which counts for 50% of the overall grade. This exam assesses outcomes:</p> <p>students are able to apply selected creativity tools to generate recommendations (DD2) and</p> <p>students are able to provide creative solutions to a real business problem (DD5).</p> <p>The other assessment components are:</p> <p>40% is coursework-based (3,000 words) and comprises of a management report related to creative problem solving and assesses learning outcomes:</p> <p>students develop a capacity to measure and evaluate critically the outcome of creative solutions in order to ensure that companies' best ideas achieve their full potential (DD3) and</p> <p>students are able to collect their own data and/or research papers to support their creative solutions to a given problem (DD5).</p> <p>10% is based on discussion board contributions and assesses the</p>
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	<p>outcome:</p> <p>students are able to communicate effectively their thoughts to peers (DD4).</p> <p>As a master's level assignment, the report requires display of mastery of a complex and specialized area of knowledge and skills. This implies that, in addition to demonstrating a sound grasp of the ideas and concepts relevant to the topic of the report, students will show that they are able to evaluate aspects such as assumptions of particular approaches, their internal consistency, relevance and applicability, as well as strengths and weaknesses. To reach an assessment, students will consider competing approaches and draw on critiques put forward in the scholarly literature. The position adopted in the assignment and any claims made must be based on a careful, coherent and logical argument, need to be appropriately supported with evidence from relevant scholarly sources and should be presented in a cogent piece of writing. Sources must be referenced appropriately in-text and in a reference list as set out in Thinking School Referencing Guidelines.</p> <p>For self-study, students will have access to Emerald Journals https://www.emeraldgrouppublishing.com/products/journals with over 350 academic journals.</p>
Seen examination	n/a
Unseen examination	50 %
Coursework (no examination)	50 %. The coursework assignment and discussion board questions can be requested from the assessment portal at any time.
Timetabled examination required	n/a
Length of exam	3 hours; students need to register for exams at least four weeks before the assessment date. The coursework assignment can be requested from the assessment portal at any time.

Cross-cultural communication

Course Type	Elective	
ECTS Credits	3	
Overall Workload in Hours	Contact Study Hours in form of Webinars: Self-Study Hours (individual or in groups): Assessment: three hours live face-to-face examination: Total:	24 48 3 75
Tutor	Prof. Dr. Rolf-Dieter Reineke	
Learning Goals/Skills	<ul style="list-style-type: none"> ● Provide conceptual frameworks for systematically understanding the cross-cultural contexts of international business, and theoretical concepts relating to culture, cultural synergies and differences ● Enable students to develop the knowledge, skills and capabilities required to work and manage across cultures ● Enhance students' understanding of workforce diversity and develop competence in intercultural communication and cross-cultural interactions ● Provide opportunities to apply the knowledge and understanding gained through experiential and problem-based learning ● Encourage students to reflect on their own cultural competence and areas for improved performance in the workplace 	
Learning Content	<ul style="list-style-type: none"> ● Successful and appropriate communication across cultures ● Interpreting contexts for management communications within and across cultures ● The cross-cultural significance of non-verbal communication ● Cross-cultural management communications: responding to demographic change ● Identifying and responding to differences in culture ☒ ● Identifying differences in culture-specific perception – the 	

	<p>Kluckhohn-Strodtbeck model</p> <ul style="list-style-type: none"> • Hall's model of high and low context cultures • Comparing attitudes towards managers • Comparing national cultures: The Hofstede model, strengths and weaknesses of Hofstede's model • Comparing researcher and practitioner views
Teaching and Learning Methods	<ul style="list-style-type: none"> • Case Studies • Individual assignment • Individual, group presentation • Role play • Group discussion, debates • Games: Kahoot, Quizlet, • Peer assessment
Language	English
Core Reading	<p>Understanding Cross-Cultural Management, 2nd Edition, by Marie-joelle Browaeys and Roger Price, 2011, Pearson.</p> <p>and: Online course content in CARROT including hyperlinks</p>
Assessment Criteria	<p>Individual assignment (report): 40%</p> <p>Discussion Board: 10%</p> <p>Final exam: 50%</p>

Assessments:

<p>Formative Assessments will be provided online through assessment-related lecture reflection and discussions.</p>	<p>The summative assessment for this module consists of one 3-hour examination which counts for 50% of the overall grade. This exam assesses outcomes:</p> <p>students are able to identify and interpret cultural differences (DD1) and</p> <p>Students are able to apply relevant models such as Hofstede, Hall, Trompenaars, Project GLOBE for the analysis of national cultures (DD2).</p> <p>The other assessment components are:</p>
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	<p>40% is coursework-based (3,000 words) and comprises of a management report related to cross-cultural communications and assesses learning outcomes:</p> <p>students can draw conclusions regarding how national cultures affect intercultural negotiations (DD3) and</p> <p>students are able to reflect upon their own culture and compare it to others (DD2).</p> <p>10% is based on discussion board contributions and assesses the outcome:</p> <p>students are able to communicate effectively their thoughts to peers (DD4).</p> <p>As a master's level assignment, the report requires display of mastery of a complex and specialized area of knowledge and skills. This implies that, in addition to demonstrating a sound grasp of the ideas and concepts relevant to the topic of the report, students will show that they are able to evaluate aspects such as assumptions of particular approaches, their internal consistency, relevance and applicability, as well as strengths and weaknesses. To reach an assessment, students will consider competing approaches and draw on critiques put forward in the scholarly literature. The position adopted in the assignment and any claims made must be based on a careful, coherent and logical argument, need to be appropriately supported with evidence from relevant scholarly sources and should be presented in a cogent piece of writing. Sources must be referenced appropriately in-text and in a reference list as set out in Thinking School Referencing Guidelines.</p> <p>For self-study, students will have access to Emerald Journals https://www.emeraldgrouppublishing.com/products/journals with over 350 academic journals.</p>
Seen examination	n/a
Unseen examination	50 %
Coursework (no examination)	50 %. The coursework assignment and discussion board questions can be requested from the assessment portal at any time.
Timetabled examination required	n/a
Length of exam	3 hours; students need to register for exams at least four weeks

	before the assessment date. The coursework assignment can be requested from the assessment portal at any time.
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International Marketing

Course Type	Elective	
ECTS Credits	3	
Overall Workload in Hours	Contact Study Hours in form of Webinars: Self-Study Hours (individual or in groups): Assessment: three hours live face-to-face examination: Total:	24 48 3 75
Tutor	Assoc. Prof. Dr. Clemens Bechter	
Learning Goals/Skills	<p>Upon completion of this subject, you should be able to:</p> <ul style="list-style-type: none"> • understand fundamental marketing theories and principles • analyse consumer and business markets to identify competitors and potential market segments nationally and internationally • develop online marketing strategies to position new market offerings nationally and internationally • devise product and branding strategies that are appropriate for different cultures and markets worldwide • develop pricing strategies in the context of a competitive environment • establish promotion and other marketing communication strategies including online strategies for regional and international cultures • integrate all aspects of the strategic effort to manage the marketing function, online as well as offline, in a worldwide marketplace 	
Learning Content	<ul style="list-style-type: none"> • The changing marketing environment and information management • Managing digital technology in marketing • Managing market research and forecasting • Analysing consumer markets • Analysing business markets 	

	<ul style="list-style-type: none"> • Dealing with competition • Seeking and developing target marketing differentiation strategies • Creating customer value, satisfaction and loyalty • Digital and global brand management strategies • Designing, developing and managing market offerings • Managing marketing metrics
Teaching and Learning Methods	<ul style="list-style-type: none"> • Case Studies • Individual assignment • Videos • Role play • Group discussions • Peer assessment
Language	English
Core Reading	Marketing Management: An Asian Perspective, 6th Edition or later, 2013, by Philip Kotler et al., Pearson. and: Online course content in CARROT including hyperlinks
Assessment Criteria	Individual assignment (report): 40% Discussion Board: 10% Final exam: 50%

Assessments:

Formative Assessments will be provided online through assessment-related lecture reflection and discussions.	<p>The summative assessment for this module consists of one 3-hour examination which counts for 50% of the overall grade. This exam assesses outcomes:</p> <p>students are able to identify the necessary tools and resources needed to write a marketing plan (DD1) and</p> <p>students are able to apply the selected tools to analyse the information provided (DD2).</p> <p>The other assessment components are:</p> <p>40% is coursework-based (3,000 words) and comprises of a management report related to marketing management and</p>
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	<p>assesses learning outcomes:</p> <p>students are able to make recommendations for a given marketing problem that are consistent and relevant (DD3) and students are able to write and present in a convincing and logically structured manner (DD4).</p> <p>10% is based on discussion board contributions and assesses the outcome:</p> <p>students are able to communicate effectively their thoughts to peers (DD4).</p> <p>As a master’s level assignment, the report requires display of mastery of a complex and specialized area of knowledge and skills. This implies that, in addition to demonstrating a sound grasp of the ideas and concepts relevant to the topic of the report, students will show that they are able to evaluate aspects such as assumptions of particular approaches, their internal consistency, relevance and applicability, as well as strengths and weaknesses. To reach an assessment, students will consider competing approaches and draw on critiques put forward in the scholarly literature. The position adopted in the assignment and any claims made must be based on a careful, coherent and logical argument, need to be appropriately supported with evidence from relevant scholarly sources and should be presented in a cogent piece of writing. Sources must be referenced appropriately in-text and in a reference list as set out in Thinking School Referencing Guidelines.</p> <p>For self study students have access to Emerald Journals https://www.emeraldgroupublishing.com/products/journals with over academic 350 journals.</p>
Seen examination	n/a
Unseen examination	50 %
Coursework (no examination)	50 %. The coursework assignment and discussion board questions can be requested from the assessment portal at any time.
Timetabled examination required	n/a

Length of exam	3 hours; students need to register for exams at least four weeks before the assessment date. The coursework assignment can be requested from the assessment portal at any time.
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Managerial Accounting and Corporate Finance

Course Type	Elective	
ECTS Credits	3	
Overall Workload in Hours	Contact Study Hours in form of Webinars: Self-Study Hours (individual or in groups): Assessment: three hours live face-to-face examination: Total:	24 48 3 75
Tutor	Prof. Dr. Dorota Dobija	
Learning Goals/Skills	On successful completion of this module you will be able to...: <ul style="list-style-type: none"> ● Discuss the nature and role of management accounting ● Calculate costs under traditional and activity-based costing ● Use knowledge to discuss various costing issues ● Use knowledge of the relationship between cost/volume/profit analysis for decision making ● Demonstrate written and oral communication skills, problem solving skills and group working skills ● Assess the various types of financing ● Understand the types of internal financing (self-financing, financing with depreciations and accruals) ● Understand equity financing with share capital increases as well as short-term and long-term loan financing 	
Learning Content	<ul style="list-style-type: none"> ● Supporting short-term decision making, budgets and budgetary control ● Costing and performance evaluation ● Performance evaluation in a competitive environment ● The 4 cornerstones of Corporate Finance ● Managing value creation 	
Teaching and Learning Methods	<ul style="list-style-type: none"> ● Case Studies 	

	<ul style="list-style-type: none"> • Individual assignment • Group discussion • Simulations • Peer assessment
Language	English
Core Reading	McLaney E and Atrill P; Accounting and Finance – An Introduction: 9th Edition, Pearson, 2018. and: Online course content in CARROT including hyperlinks
Assessment Criteria	Individual assignment (report): 40% Discussion Board: 10% Final exam: 50%

Assessments:

Formative Assessments will be provided online through assessment-related lecture reflection and discussions.	<p>The summative assessment for this module consists of one 3-hour examination which counts for 50% of the overall grade. This exam assesses outcomes:</p> <p>students are able to analyse a balance sheet (DD2) and</p> <p>students are able to make recommendations based on their analysis (DD3).</p> <p>The other assessment components are:</p> <p>40% is coursework-based (3,000 words) and comprises of a management report related to corporate finance and assesses learning outcomes:</p> <p>students are able to draw upon their financial knowledge and perspectives to analyse and solve a liquidity problem (DD2) and students are able to assess the financial situation and suggest ways to create value for all relevant stakeholders (DD3).</p> <p>10% is based on discussion board contributions and assesses the outcome:</p> <p>students are able to communicate effectively their thoughts to peers (DD4).</p> <p>As a master's level assignment, the report requires display of</p>
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	<p>mastery of a complex and specialized area of knowledge and skills. This implies that, in addition to demonstrating a sound grasp of the ideas and concepts relevant to the topic of the report, students will show that they are able to evaluate aspects such as assumptions of particular approaches, their internal consistency, relevance and applicability, as well as strengths and weaknesses. To reach an assessment, students will consider competing approaches and draw on critiques put forward in the scholarly literature. The position adopted in the assignment and any claims made must be based on a careful, coherent and logical argument, need to be appropriately supported with evidence from relevant scholarly sources and should be presented in a cogent piece of writing. Sources must be referenced appropriately in-text and in a reference list as set out in Thinking School Referencing Guidelines.</p> <p>For self-study, students will have access to Emerald Journals https://www.emeraldgrouppublishing.com/products/journals with over 350 academic journals.</p>
Seen examination	n/a
Unseen examination	50 %
Coursework (no examination)	50 %. The coursework assignment and discussion board questions can be requested from the assessment portal at any time.
Timetabled examination required	n/a
Length of exam	3 hours; students need to register for exams at least four weeks before the assessment date. The coursework assignment can be requested from the assessment portal at any time.

Managerial Economics

Course Type	Elective	
ECTS Credits	3	
Overall Workload in Hours	Contact Study Hours in form of Webinars: Self-Study Hours (individual or in groups): Assessment: three hours live face-to-face examination: Total:	24 48 3 75
Tutor	Dr. Łukasz Świątczak / Max Weber	
Learning Goals/Skills	<ul style="list-style-type: none"> • Develop tools for useful business decision-making • Conduct a detailed examination of price theory and consumer choice • Examine market structure and performance • Assess the welfare properties of different market outcomes • Evaluate business problems from an economic perspective 	
Learning Content	<ul style="list-style-type: none"> • Introduction: The Fundamentals of Managerial Economics • Market Forces: Demand and Supply • Demand and Elasticities • Production and Costs • Firms vs Markets • Managing in Competitive and Monopolistic Markets • Managing in Oligopolistic Markets • Strategic Interactions and Game Theory • Pricing with Market Power • Incentives, Information and Market Structure • Regulation and Public Policy 	
Teaching and Learning Methods	<ul style="list-style-type: none"> • Case Studies • Individual assignment • Group discussions • Games: Kahoot, Quizlet, • Peer assessment 	

Language	English
Core Reading	Managerial Economics: Theory, Applications, and Cases, 6th edition or later, 2015, by W. Bruce Allen et al. W. W. Norton & Company and: Online course content in CARROT including hyperlinks
Assessment Criteria	Individual assignment (report): 40% Discussion Board: 10% Final exam: 50%

Assessments:

Formative Assessments will be provided online through assessment-related lecture reflection and discussions.	<p>The summative assessment for this module consists of one 3-hour examination which counts for 50% of the overall grade. This exam assesses outcomes:</p> <p>Students can outline how macroeconomics affects private companies (DD3) and</p> <p>students are able to draw upon macroeconomic models to analyse and solve macroeconomic problems (DD2).</p> <p>The other assessment components are:</p> <p>40% is coursework-based (3,000 words) and comprises of a management report related to managerial economics and assesses learning outcomes:</p> <p>students are able to predict how global market forces might shift in future and how to adapt (DD3) and</p> <p>students are able to reference their work accurately and clearly (DD4).</p> <p>10% is based on discussion board contributions and assesses the outcome:</p> <p>students are able to communicate effectively their thoughts to</p>
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	<p>peers (DD4).</p> <p>As a master's level assignment, the report requires display of mastery of a complex and specialised area of knowledge and skills. This implies that, in addition to demonstrating a sound grasp of the ideas and concepts relevant to the topic of the report, students will show that they are able to evaluate aspects such as assumptions of particular approaches, their internal consistency, relevance and applicability, as well as strengths and weaknesses. To reach an assessment, students will consider competing approaches and draw on critiques put forward in the scholarly literature. The position adopted in the assignment and any claims made must be based on a careful, coherent and logical argument, need to be appropriately supported with evidence from relevant scholarly sources and should be presented in a cogent piece of writing. Sources must be referenced appropriately in-text and in a reference list as set out in Thinking School Referencing Guidelines.</p> <p>For self-study, students will have access to Emerald Journals https://www.emeraldgrouppublishing.com/products/journals with over 350 academic journals.</p>
Seen examination	n/a
Unseen examination	50 %
Coursework (no examination)	50 %. The coursework assignment and discussion board questions can be requested from the assessment portal at any time.
Timetabled examination required	n/a
Length of exam	3 hours; students need to register for exams at least four weeks before the assessment date. The coursework assignment can be requested from the assessment portal at any time.