Contents

Teaching method

Webinar	A webinar is an audio-visual teaching and learning scenario in a virtual classroom. In addition to the term 'webinar', there are numerous terms that are also used for special forms of synchronous live events on the internet. E.g. webcast, online meeting, live classroom, online seminar etc. When developing webinars for the Thinking School, lecturers are required to follow the learning objectives defined in the modules.
Breakout-Session	With the help of the virtual breakout session, the learners should express themselves briefly in plenary on a given aspect with the aim of exchanging opinions (first with their peers in the breakout group, then in the plenary session), naming their own learning success at the end of a course or giving the lecturers feedback on the course. The lecturers can find out where there are still wishes or questions about the course. Conflicts, disruptions or problems also become visible.
Presentation	Lecturers / students can upload any PDF presentation or MS office document. Vietstreaming keeps everyone in sync with current slide, zoom, annotations, and mouse pointer.
Shared notes	Shared notes enabled all the users in a meeting to contribute to a common text based file. Lectures / students can use formatting options and always export the shared notes later.
Case Study	The case study as a methodological approach for designing economic teaching/learning arrangements was first used in 1908 at the Harvard Business School in Boston. What is important here is that the students are presented with a concretely formulated case, a problem/conflict appears there, an invitation to participation and identification takes place. The case should therefore be an excerpt from the reality of practice and the profession, and scientific theories and models should be able to be used to solve the problem. When developing cases for the Thinking School, the lecturers are required to orient themselves to the learning objectives defined in the modules.
Quizzes	Quizzes are particularly suitable for checking the understanding of the course content and for eliminating gaps in knowledge. The students' knowledge can be tested playfully and without time pressure and, if necessary, ambiguities can be eliminated. The programme can be used to ascertain prior knowledge at the beginning of a course or to find out about learning successes in the course/at the end of the course. You can quickly elicit student responses or give students time to reflect, discuss and research questions at greater length. When developing quizzes for the Thinking School, lecturers are required to follow the learning objectives defined in the modules.

Kahoot!	Teachers can use Kahoot! for repetition and to check success. In addition, Kahoot! is suitable for a playful introduction to a new topic as well as for stimulating a discussion, provided the questions are suitable for controversial answers. Competition is the main focus of Kahoot!
Explainer videos	Explainer videos are short videos that should be a maximum of 6 minutes long. They are produced by teachers for micro-teaching, i.e. for shorter teaching sequences. Explainer videos always deal with only one topic, which can be rather brief. These can be, for example, glossary entries, definitions, demonstrations, annotated images or more compact learning content. The selected topic is explained in such a way that students can learn in the best possible way.
Peer Instruction	Peer instruction is a method for activating students. Experience shows that the explanation of subject content among students often works better than frontal instruction by the teacher. In peer instruction, students actively engage with the lecture material instead of passively receiving it. And: the peer instruction method is also suitable for large cohorts.
Peer review	Peer review is a standard procedure in the scientific world with the aim of being able to present one's own research results in a qualitatively verified manner. This applies to publications as well as to conference papers or preparations for important lectures. The actual meaning of peer review is that peers review/evaluate/recheck/review work results among themselves in order to improve them, make them more understandable/clearer, close gaps, stimulate reflection. In doing so, learners also learn to formulate well and understandably. If learners are involved in (self-)assessment at an early stage, they learn that reflection and critical analysis are important tools in the professional environment.

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	Upon completion of the program, graduates are able to… Understand and apply critical thinking process in study and work Apply 10 standards and 8 components of critical thinking to analyse 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	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	 Webinars (weekly) Case Studies Quizzes Kahoot! Explainer Videos Peer Instruction and Reviews	

Language	English
Core Reading	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
Assessment Criteria	Individual assignment (case study): 50% Final exam: 50%

Assessments:

| Formative Assessments will be provided online through assessment-related lecture reflection and discussions. | The summative assessment for this module consists of one 3-hour examination which counts for 50% of the overall mark. This exam assesses outcomes:
students can draw conclusions regarding how critical thinking affects outcomes (DD3) and
students are able to contribute both creative and realistic ideas to solving business problems (DD5).

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).

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. |

	For self-study, students will have access to Emerald Journals https://www.emeraldgrouppublishing.com/products/journals with over 350 academic journals.
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	● 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	● Driving agility ● Ensuring security and resilience ● Leveraging ecosystems ● Fusing business and technology strategy ● Shaping innovation ● Engaging customers ● Digitising the enterprise	
Teaching and Learning Methods	● Webinars (weekly) ● Breakout-Sessions ● Presentations (incl. Shared Notes) ● Case Studies ● Quizzes ● Explainer Videos	

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. | The summative assessment for this module consists of one 3-hour examination which counts for 50% of the overall mark. This exam assesses outcomes:
students are able to identify leadership competencies in the international business environment (DD1) and
students are able to draw upon leadership competencies to analyse and solve global leadership challenges (DD2).

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:
students are able to communicate effectively their competency conclusions within a multi-cultural context (DD4) and
students show appreciation of contemporary research on competencies and are able translate it into own actions (DD5).

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. |

	For self-study, students will have access to Emerald Journals https://www.emeraldgrouppublishing.com/products/journals with over 350 academic journals.
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.

Thinkingschool Switzerland

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	Upon completion of the program, graduates are able to… • 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	• 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	• Webinars (weekly) • Breakout-Sessions • Presentations (incl. Shared Notes) • Case Studies • Quizzes • Peer Instruction and Reviews	

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. | The summative assessment for this module consists of one 3-hour examination which counts for 50% of the overall grade. This exam assesses outcomes:
students are able to apply the 9 Belbin team roles to a case (DD2) and
students present a convincing rationale for their recommendation (DD3).

The other assessment components are:
40% is coursework-based (3,000 words) and comprises of a management report related to high-performance teams and assesses learning outcomes:
students are able to describe the challenges in establishing high-performance teams (DD1) and
students are able to contribute creative solutions for setting up high-performance teams (DD5).

10% is based on discussion board contributions and assesses the outcome:
students are able to communicate effectively their thoughts to peers (DD4).

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. For self-study, students will have access to Emerald Journals https://www.emeraldgrouppublishing.com/products/journals with over 350 academic journals.
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.

Thinkingschool Switzerland

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	Upon completion of the course, graduates are able to… Critically evaluate Individual Change Understand Team Change Apply Organisational Change Lead Change in their organisations Targeting Change Leading with Resilience Stakeholder Analysis Leading Change Simulation Implementing Successful Change Change Processes	
Learning Content	Identifying the types of changes that occur in organisations Identifying the main components of planning and structuring a change Analysing 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 organisational metaphors Identifying the three phases in transition management and distinguish between a planned and transitional change Understand the processes involved when managing change	

Teaching and Learning Methods	
	Webinars (weekly) Breakout-Sessions Presentations (incl. Shared Notes) Case Studies Explainer Videos Peer Instruction and Reviews
Language	English
Core Reading	HBR's 10 Must Reads on Change Management (including featured article "Leading Change," by John P. Kotter), 2011, Harvard Business Review. 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.	The summative assessment for this module consists of one 3-hour examination which counts for 50% of the overall grade. This exam assesses outcomes: 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) The other assessment components are: 40% is coursework-based (3,000 words) and comprises of a management report related to change management and assesses learning outcomes: students are able to identify and interpret change opportunities in the international business environment (DD1) and students are able to draw upon their knowledge and perspectives to analyse and solve business challenges (DD2). 10% is based on discussion board contributions and assesses the outcome: students are able to communicate effectively their thoughts to peers (DD4). 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. For self-study, students will have access to Emerald Journals https://www.emeraldgrouppublishing.com/products/journals with over 350 academic journals.
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	● 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	● 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 ● 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	. • Webinars (weekly) • Breakout-Sessions • Presentations (incl. Shared Notes) • Case Studies • Quizzes • Explainer Videos
Language	English
Core Reading	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
Assessment Criteria	Individual assignment (report): 50% Final exam: 50%

Assessments:

Formative Assessments will be provided online through assessment-related lecture reflection and discussions.	The summative assessment for this module consists of one 3hour examination which counts for 50% of the overall mark. This exam assesses outcomes: 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 students reflect upon their own self-leadership behaviour and how to improve it (DD5). 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: students are able to draw upon behavioural knowledge and perspectives to analyse and solve self-leadership challenges (DD2) and students are able to communicate effectively their self assessment of their self-leadership (DD4). 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.
	For self-study, students will have access to Emerald Journals https://www.emeraldgrouppublishing.com/products/journals with over 350 academic journals.
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.

Thinkingschool Switzerland

The Art of Leadership

Course Type	**Core**
ECTS Credits	3	
Overall Workload in Hours	Contact Study Hours: Self-Study Hours (individual or in groups): Self Assessment Report Total:	30 42 3 75
Tutor	Prof. Dr. Guy Ochsenbein
Learning Goals/Skills	Upon completion of the program, graduates are able to… • 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	• 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 • Authentic leadership • Gender and leadership • Culture and leadership
Teaching and Learning Methods	• Webinars (weekly) • Breakout-Sessions

	• Case Studies
	• Explainer Videos
	• Peer Instruction and Reviews
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.	The summative assessment for this module consists of one 3-hour self-assessment report. This report assesses outcomes:
	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).
	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.
	For self-study, students will have access to Emerald Journals https://www.emeraldgrouppublishing.com/products/journals with over 350 academic journals.
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	Upon completion of the course, graduates are able to… ● 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	● Call for Ethical Leadership ● Explore your Moral Compass ● Solving Ethical Problems ● Preparing for Common Ethical Management Problems ● Organisational 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 Organisations • Individual Social Responsibility
Teaching and Learning Methods	• Webinars (weekly) • Presentations (incl. Shared Notes) • Case Studies • Quizzes • Kahoot! • Explainer Videos • Peer Instruction and Reviews
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-related lecture reflection and discussions.	The summative assessment for this module consists of one 3-hour examination which counts for 50% of the overall mark. This exam assesses the outcomes: 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). 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: 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). 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. For self-study, students will have access to Emerald Journals https://www.emeraldgrouppublishing.com/products/journals with over 350 academic journals.
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.

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	Upon completion of the program, graduates are able to… ● 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	● 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	● Webinars (weekly) ● Case Studies ● Quizzes ● Explainer Videos	
Language	English	

Core Reading	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
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. | The summative assessment for this module consists of one 3-hour examination which counts for 50% of the overall grade. This exam assesses outcomes:
students can draw conclusions regarding how technological changes may affect their organisation (DD3) and students are able to make decisions and justify them (DD3).
The other assessment components are:
40% is coursework-based (3,000 words) and comprises of a management report related to digital transformation and assesses learning outcomes:
students are able to analyse how business models have changed and how to adapt (DD3) and
students are able to evaluate future technological changes and suggest sustainable solutions to emerging business challenges (DD5).
10% is based on discussion board contributions and assesses the outcome:
students are able to communicate effectively their thoughts to peers (DD4).
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. |

	For self-study, students will have access to Emerald Journals https://www.emeraldgrouppublishing.com/products/journals with over 350 academic journals.
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	Upon completion of the program, graduates are able to… • 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	• Internationalisation of the economy and the globalisation 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 • 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	- Webinars (weekly) - Breakout-Sessions - Presentations (incl. Shared Notes) - Case Studies - Explainer Videos - Peer Instruction and Reviews
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.	The summative assessment for this module consists of one 3-hour examination which counts for 50% of the overall grade. This exam assesses outcomes:
	students are able to draw upon global market knowledge and perspectives to analyse and solve global business challenges (DD2) and apply PESTEL (DD2).
	The other assessment components are:
	40% is coursework-based (3,000 words) and comprises of a management report related to international management and assesses learning outcomes:
	students are able to assess markets and make strategic decisions (DD3) and 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).
	10% is based on discussion board contributions and assesses the outcome:
	students are able to communicate effectively their thoughts to peers (DD4).
	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. For self-study, students will have access to Emerald Journals https://www.emeraldgrouppublishing.com/products/journals with over 350 academic journals.
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	Upon completion of the program, graduates are able to… • 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	• 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	• Webinars (weekly) • Breakout-Sessions • Presentations (incl. Shared Notes) • Case Studies • Explainer Videos
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.	The summative assessment for this module consists of one 3-hour examination which counts for 50% of the overall grade. This exam assesses outcomes: students are able to identify the major challenges that start-up companies are facing (DD2) and students can draw conclusions regarding how entrepreneurial decisions affect outcomes (DD3).

	The other assessment components are:
	40% is coursework-based (3,000 words) and comprises of a management report related to innovation and assesses learning outcomes:
	students are able to assess innovation potentials (DD3) and
	students provide creative and original solutions to an innovation challenge (DD5).
	10% is based on discussion board contributions and assesses the outcome:
	students are able to communicate effectively their thoughts to peers (DD4).
	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.
	For self-study, students will have access to Emerald Journals https://www.emeraldgrouppublishing.com/products/journals with over 350 academic journals.
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	Upon completion of the program, graduates are able to… • 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	• 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	• Webinars (weekly) • Case Studies • Quizzes • Kahoot! • Explainer Videos • Peer Instruction and Reviews	

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.	The summative assessment for this module consists of one 3-hour examination which counts for 50% of the overall grade. This exam assesses outcomes:
	students are able to draw upon deep functional knowledge and perspectives to analyse and solve strategic business challenges (DD2) and
	students are able to make recommendations for a global strategic plan that are consistent and relevant (DD3).
	The other assessment components are:
	40% is coursework-based (3,000 words) and comprises of a strategic management report and assesses learning outcomes:
	students are able to assess and make sound strategic decisions for all relevant stakeholders (DD3) and
	students show appreciation of successful company strategies and are able to translate them into one for their organisation. (DD5).
	10% is based on discussion board contributions and assesses the outcome:
	students are able to communicate effectively their thoughts to peers (DD4).
	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. For self-study, students will have access to Emerald Journals https://www.emeraldgrouppublishing.com/products/journals with over 350 academic journals.
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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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	Upon completion of the program, graduates are able to… • 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	• 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	• Webinars (weekly) • Case Studies • Quizzes • Explainer Videos • Peer Instruction and Reviews	
Language	English	

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Core Reading	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
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. | The summative assessment for this module consists of one 3-hour examination which counts for 50% of the overall grade. This exam assesses outcomes:

 students are able to describe the challenges associated with talent management (DD1) and

 students are able to contribute both classic and creative solutions to retaining key talents in an organisation (DD5).

 The other assessment components are:

 40% is coursework-based (3,000 words) and comprises of a management report related to talent management and assesses learning outcomes:

 students are able to draw upon the Talent Management Model to analyze and measure the effectiveness of talent management efforts (DD2) and students are able to make recommendations for suitable talent coaching (DD3).

 10% is based on discussion board contributions and assesses the outcome:

 students are able to communicate effectively their thoughts to peers (DD4).

 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. |

	For self-study, students will have access to Emerald Journals https://www.emeraldgrouppublishing.com/products/journals with over 350 academic journals.
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	• 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	• 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	• Webinars (weekly) • Case Studies • Explainer Videos	
Language	English	

Core Readings	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. 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 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.	The summative assessment for this module consists of one 3-hour examination which counts for 50% of the overall grade. This exam assesses outcomes: students are able to identify global opportunities and challenges in SCM (DD1) and students are able to draw upon logistical knowledge and to solve a global supply chain challenge (DD2). The other assessment components are: 40% is coursework-based (3,000 words) and comprises of a management report related to SCM and assesses learning outcomes: students are able to design an inventory management system as part of an integrated ERP system (DD2) and apply it to their organisation (DD3). 10% is based on discussion board contributions and assesses the outcome: students are able to communicate effectively their thoughts to peers (DD4). 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. For self-study, students will have access to Emerald Journals https://www.emeraldgrouppublishing.com/products/journals with over 350 academic journals.
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	- 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 it's 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	- Managing inventory - Inventory costs - Classifying inventory - Managing fulfillment operations - Distribution planning
Teaching and Learning Methods	- Webinars (weekly) - Case Studies - Quizzes - Kahoot! - Explainer Videos - Peer Instruction and Reviews
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.	The summative assessment for this module consists of one 3-hour examination which counts for 50% of the overall grade. This exam assesses outcomes:
	students are able to balance supply across suppliers with different lead times (DD3) and are able to forecast demand (DD2).
	The other assessment components are:
	40% is coursework-based (3,000 words) and comprises of a management report related to distribution management and assesses learning outcomes:
	students are able to identify and interpret demands (DD1) and design a sound logistical process (DD2).
	10% is based on discussion board contributions and assesses the outcome:
	students are able to communicate effectively their thoughts to peers (DD4).
	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.
	For self-study, students will have access to Emerald Journals https://www.emeraldgrouppublishing.com/products/journals with over 350 academic journals.

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	• 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	• Sourcing materials and services • Supplier evaluation • E-commerce models • Assembly processes • Order Management	
Teaching and Learning Methods	• Webinars (weekly) • Breakout-Sessions • Presentations (incl. Shared Notes) • Case Studies • Explainer Videos	
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. | The summative assessment for this module consists of one 3-hour examination which counts for 50% of the overall grade. This exam assesses outcomes:

students are able to apply methods for the calculation of Total Cost of Ownership (DD2) and explain strategic sourcing processes (DD1).

The other assessment components are:

40% is coursework-based (3,000 words) and comprises of a management report related to strategic sourcing and assesses learning outcomes:

students are able to assess and make recommendations for suitable e-commerce models based on given information (DD3) and

students are able to collect their own data and/or research papers to support their recommendations (DD5).

10% is based on discussion board contributions and assesses the outcome:

students are able to communicate effectively their thoughts to peers (DD4).

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.

For self-study, students will have access to Emerald Journals https://www.emeraldgrouppublishing.com/products/journals with over 350 academic journals. |
| 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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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	• 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	• Supply chain performance measurement and financials • Aligning supply chains • Collaborative relationships • Strategic role of Information Technology (IT) • Strategic view of logistics • Managing information flows	

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Teaching and Learning Methods	• Webinars (weekly) • Case Studies • Explainer Videos • Peer Instruction and Reviews
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 - 11 and Appendix 10A 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. | The summative assessment for this module consists of one 3-hour examination which counts for 50% of the overall grade. This exam assesses outcomes:

 students are able to apply the tools and methods for the analysis of transportation costs (DD2) and apply an analytical framework for distribution planning decisions (DD2).

 The other assessment components are:

 40% is coursework-based (3,000 words) and comprises of a management report related to information management and assesses learning outcomes:

 students are able to predict how the information landscape might change in future and adapt (DD3) and recommend a strategy on channelling information flows (DD3).

 10% is based on discussion board contributions and assesses the outcome:

 students are able to communicate effectively their thoughts to peers (DD4).

 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.
	For self-study, students will have access to Emerald Journals https://www.emeraldgrouppublishing.com/products/journals with over 350 academic journals.
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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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	- 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	- 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	- Webinars (weekly) - Breakout-Sessions - Presentations (incl. Shared Notes) - Case Studies - Explainer Videos
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.	The summative assessment for this module consists of one 3-hour examination which counts for 50% of the overall grade. This exam assesses outcomes: students are able to identify the trade-offs associated with sustainable SCM (DD3) and evaluate the tools needed to implement change in existing supply chains (DD3) The other assessment components are: 40% is coursework-based (3,000 words) and comprises of a management report related to sustainability and assesses learning outcomes: students provide creative and original solutions to sustainability issues in supply chains (DD5) and students are able to produce a document that is clearly formatted, logically structured and referenced accurately (DD4). 10% is based on discussion board contributions and assesses the outcome: students are able to communicate effectively their thoughts to peers (DD4). 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. For self-study, students will have access to Emerald Journals https://www.emeraldgrouppublishing.com/products/journals with over 350 academic journals.
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	• 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	• Strategic technologies of industry 4.0 • Managerial issues • Disruptive technology applications • Interoperability	
Teaching and Learning Methods	• Webinars (weekly) • Case Studies • Quizzes • Explainer Videos	
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.	The summative assessment for this module consists of one 3-hour examination which counts for 50% of the overall grade. This exam assesses outcomes:
	students can draw conclusions regarding how the Internet of Things will affect SCM (DD3) and explain the challenges associated with Interoperability (DD2).
	The other assessment components are:
	40% is coursework-based (3,000 words) and comprises of a management report related to technology and assesses learning outcomes:
	students are able to identify and interpret global opportunities and challenges in the increased application of technology (DD1) and
	relate it to their own organisation (DD2).
	10% is based on discussion board contributions and assesses the outcome:
	students are able to communicate effectively their thoughts to peers (DD4).
	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.
	For self-study, students will have access to Emerald Journals https://www.emeraldgrouppublishing.com/products/journals with over 350 academic journals.
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	• 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	• 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	• Webinars (weekly) • Case Studies • Quizzes • Kahoot! • Explainer Videos • Peer Instruction and Reviews	

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.	The summative assessment for this module consists of one 3-hour examination which counts for 50% of the overall grade. This exam assesses outcomes:
	students make proper use of coaching tools (DD3) and
	students can draw conclusions regarding how coaching decisions may affect outcomes (DD3).
	The other assessment components are:
	40% is coursework-based (3,000 words) and comprises of a management report related to mentoring and assesses learning outcomes:
	students are able to identify major mentoring challenges that the management of an organisation is facing (DD1) and
	students evaluate critically the outcome of mentoring projects (DD3).
	10% is based on discussion board contributions and assesses the outcome:
	students are able to communicate effectively their thoughts to peers (DD4).
	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.

	For self-study, students will have access to Emerald Journals https://www.emeraldgrouppublishing.com/products/journals with over 350 academic journals.
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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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	Upon completion of the program, graduates are able to… • 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	• 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	• Webinars (weekly) • Presentations (incl. Shared Notes) • Case Studies • Quizzes • Kahoot! • Explainer Videos

	• Peer Instruction and Reviews
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.	The summative assessment for this module consists of one 3-hour examination which counts for 50% of the overall grade. This exam assesses outcomes: students are able to apply selected creativity tools to generate recommendations (DD2) and students are able to provide creative solutions to a real business problem (DD5). The other assessment components are: 40% is coursework-based (3,000 words) and comprises of a management report related to creative problem solving and assesses learning outcomes: 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 students are able to collect their own data and/or research papers to support their creative solutions to a given problem (DD5). 10% is based on discussion board contributions and assesses the outcome: students are able to communicate effectively their thoughts to peers (DD4). 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. For self-study, students will have access to Emerald Journals https://www.emeraldgrouppublishing.com/products/journals with over 350 academic journals.
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: 24 48 3 Total: 75
Tutor	Prof. Dr. Rolf-Dieter Reineke
Learning Goals/Skills	- 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 problembased learning - Encourage students to reflect on their own cultural competence and areas for improved performance in the workplace
Learning Content	- 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 Kluckhohn-Strodtbeck model - 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	• Webinars (weekly) • Presentations (incl. Shared Notes) • Case Studies • Quizzes • Kahoot! • Explainer Videos
Language	English
Core Reading	Understanding Cross-Cultural Management, 2nd Edition, by Marie-joelle Browaeys and Roger Price, 2011, 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.	The summative assessment for this module consists of one 3-hour examination which counts for 50% of the overall grade. This exam assesses outcomes: students are able to identify and interpret cultural differences (DD1) and Students are able to apply relevant models such as Hofstede, Hall, Trompenaars, Project GLOBE for the analysis of national cultures (DD2). The other assessment components are: 40% is coursework-based (3,000 words) and comprises of a management report related to cross-cultural communications and assesses learning outcomes: students can draw conclusions regarding how national cultures affect intercultural negotiations (DD3) and students are able to reflect upon their own culture and compare it to others (DD2). 10% is based on discussion board contributions and assesses the outcome: students are able to communicate effectively their thoughts to peers (DD4). 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.
	For self-study, students will have access to Emerald Journals https://www.emeraldgrouppublishing.com/products/journals with over 350 academic journals.
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	Upon completion of this subject, you should be able to: • 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	• The changing marketing environment and information management • Managing digital technology in marketing • Managing market research and forecasting • Analysing consumer markets • Analysing business markets • 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	• Webinars (weekly) • Breakout-Sessions • Presentations (incl. Shared Notes) • Case Studies • Quizzes • Kahoot! • Explainer Videos • Peer Instruction and Reviews
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.	The summative assessment for this module consists of one 3-hour examination which counts for 50% of the overall grade. This exam assesses outcomes: students are able to identify the necessary tools and resources needed to write a marketing plan (DD1) and students are able to apply the selected tools to analyse the information provided (DD2). The other assessment components are: 40% is coursework-based (3,000 words) and comprises of a management report related to marketing management and assesses learning outcomes: 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). 10% is based on discussion board contributions and assesses the outcome: students are able to communicate effectively their thoughts to peers (DD4).

	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. For self study students have access to Emerald Journals https://www.emeraldgrouppublishing.com/products/journals with over academic 350 journals.
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 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…: ● 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	• 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	• Webinars (weekly) • Breakout-Sessions • Presentations (incl. Shared Notes) • Case Studies • Quizzes • Explainer Videos	

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.	The summative assessment for this module consists of one 3-hour examination which counts for 50% of the overall grade. This exam assesses outcomes:
	students are able to analyse a balance sheet (DD2) and
	students are able to make recommendations based on their analysis (DD3).
	The other assessment components are:
	40% is coursework-based (3,000 words) and comprises of a management report related to corporate finance and assesses learning outcomes:
	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).
	10% is based on discussion board contributions and assesses the outcome:
	students are able to communicate effectively their thoughts to peers (DD4).
	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. For self-study, students will have access to Emerald Journals https://www.emeraldgrouppublishing.com/products/journals with over 350 academic journals.
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 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:　24　48　3 Total:　75
Tutor	Dr. Łukasz Świątczak / Max Weber
Learning Goals/Skills	- 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	- 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	- Webinars (weekly) - Breakout-Sessions - Presentations (incl. Shared Notes) - Case Studies - Explainer Videos - Peer Instruction and Reviews
Language	English

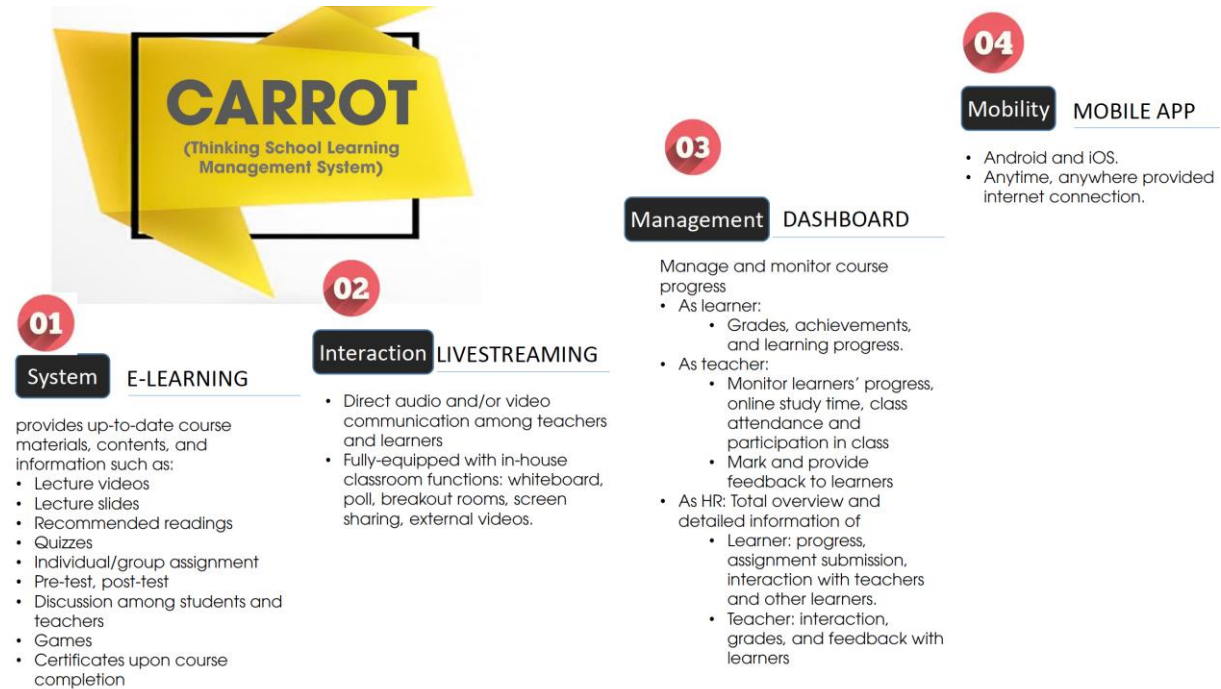| Core Reading	Managerial Economics: Theory, Applications, and Cases, 6th edition or later, 2015, by W. Bruce Allen et al. W. W. Norton & Company and: Online course content in CARROT including hyperlinks
Assessment Criteria	Individual assignment (report): 40% Discussion Board: 10% Final exam: 50%

Assessments:

Formative Assessments will be provided online through assessment-related lecture reflection and discussions.	The summative assessment for this module consists of one 3-hour examination which counts for 50% of the overall grade. This exam assesses outcomes:
	Students can outline how macroeconomics affects private companies (DD3) and
	students are able to draw upon macroeconomic models to analyse and solve macroeconomic problems (DD2).
	The other assessment components are:
	40% is coursework-based (3,000 words) and comprises of a management report related to managerial economics and assesses learning outcomes:
	students are able to predict how global market forces might shift in future and how to adapt (DD3) and
	students are able to reference their work accurately and clearly (DD4).
	10% is based on discussion board contributions and assesses the outcome:
	students are able to communicate effectively their thoughts to peers (DD4).
	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.

	For self-study, students will have access to Emerald Journals https://www.emeraldgrouppublishing.com/products/journals with over 350 academic journals.
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.

Learning and teaching system and tools

All documents, lectures, discussions, teaching material can be found by students and teachers in the online tool CARROT. The functionality of CARROT is similar and in a few features even superior to other LMS such as Moodle. In CARROT students can find everything they need for their studies:

No.	Module	Details Learning Platform	Users
1	Tools tailor-made for teachers	Vietstreaming (CARROT) enables Lecturers and Students to share audio, slides, chat, video, and desktop with students. Built-in polling makes it easy to engage students and recording lectures means that lecturers can make them available for later review. The Thinking School uses various teaching and learning methods in the modules. Compare point 5ff. The didactics have been adjusted and are more tailor-made to the individual modules in the revised Module Descriptions. The didactical elements are explained for the students at the end of the Module Descriptions (cf. Evidence 2).	Teacher
2	Live whiteboard lecture for presenters and groups in CARROT	When using the whiteboard tool in Vietstreaming (CARROT), annotations are automatically displayed back to the students in real-time. Multiple users can share their webcam at the same time. There is no built-in limit on the number of simultaneously active webcams Presenters also have the ability for desktop sharing, zoom,	Teacher

		highlight, draw and write on presentations making their points clearer to students.	
3	Chat in CARROT	Lecturers can interact with students through public and private chat. Students can curate and present their learning achievements. Engage with teachers, student advisers and other students at any time.	Teacher/ Student
4	Record and Playback in CARROT	Vietstreaming (CARROT) can record lecturer's sessions for later access by students.	Teacher/ Student
Teaching methods			
5	Webinar	A webinar is an audio-visual teaching and learning scenario in a virtual classroom. In addition to the term 'webinar', there are numerous terms that are also used for special forms of synchronous live events on the internet. E.g. webcast, online meeting, live classroom, online seminar etc. When developing webinars for the Thinking School, lecturers are required to follow the learning objectives defined in the modules.	Teacher / Student
6	Breakout-Session	With the help of the virtual breakout session, the learners should express themselves briefly in plenary on a given aspect with the aim of exchanging opinions (first with their peers in the breakout group, then in the plenary session), naming their own learning success at the end of a course or giving the lecturers feedback on the course. The lecturers can find out where there are still wishes or questions about the course. Conflicts, disruptions or problems also become visible.	Teacher / Student
7	Presentation	Lecturers / students can upload any PDF presentation or MS office document. Vietstreaming keeps everyone in sync with current slide, zoom, annotations, and mouse pointer.	Teacher / Student
8	Shared notes	Shared notes enabled all the users in a meeting to contribute to a common text based file. Lectures / students can use formatting options and always export the shared notes later.	Teacher/ Student
9	Case Study	The case study as a methodological approach for designing economic teaching/learning arrangements was first used in 1908 at the Harvard Business School in Boston. What is important here is that the students are presented with a concretely formulated case, a problem/conflict appears there, an invitation to participation and identification takes place. The case should therefore be an excerpt from the reality of practice and the profession, and scientific theories and models should be able to	Teacher / Student

		be used to solve the problem. When developing cases for the Thinking School, the lecturers are required to orient themselves to the learning objectives defined in the modules.	
10	Quizzes	Quizzes are particularly suitable for checking the understanding of the course content and for eliminating gaps in knowledge. The students' knowledge can be tested playfully and without time pressure and, if necessary, ambiguities can be eliminated. The programme can be used to ascertain prior knowledge at the beginning of a course or to find out about learning successes in the course/at the end of the course. You can quickly elicit student responses or give students time to reflect, discuss and research questions at greater length. When developing quizzes for the Thinking School, lecturers are required to follow the learning objectives defined in the modules.	Teacher / Student
11	Kahoot!	Teachers can use Kahoot! for repetition and to check success. In addition, Kahoot! is suitable for a playful introduction to a new topic as well as for stimulating a discussion, provided the questions are suitable for controversial answers. Competition is the main focus of Kahoot!	Teacher / Student
12	Explainer videos	Explainer videos are short videos that should be a maximum of 6 minutes long. They are produced by teachers for micro-teaching, i.e. for shorter teaching sequences. Explainer videos always deal with only one topic, which can be rather brief. These can be, for example, glossary entries, definitions, demonstrations, annotated images or more compact learning content. The selected topic is explained in such a way that students can learn in the best possible way.	Teacher/ Student
13	Peer Instruction	Peer instruction is a method for activating students. Experience shows that the explanation of subject content among students often works better than frontal instruction by the teacher. In peer instruction, students actively engage with the lecture material instead of passively receiving it. And: the peer instruction method is also suitable for large cohorts.	Teacher / Student
14	Peer review	Peer review is a standard procedure in the scientific world with the aim of being able to present one's own research results in a qualitatively verified manner. This applies to publications as well as to conference papers or preparations for important lectures. The actual meaning of peer review is that peers review/evaluate/recheck/review work results among themselves in order to improve them, make them more understandable/clearer, close gaps, stimulate reflection. In doing so, learners also learn to formulate well and understandably. If learners are involved in (self-)assessment at an early stage, they	Teacher/ Student

		learn that reflection and critical analysis are important tools in the professional environment.	
15	Assessments	Students will write a report on a topic specified by the lecturer, which will count for 40% of the module grade. The oral participation in the discussion rounds of the Contact Study Hours is weighted at 10% and the Final Exam is weighted at 50% in the module grade. The coursework and discussion forum questions can be requested at any time via the assessment portal. The written Final Exam will be conducted offline in a trusted monitored environment, e.g. premises of Thinking School, selected universities or Swiss Embassy. This will organised by the Office Manager.	Teacher/ Student