

Webster M.B.A. Module Descriptions

Required Courses

Modul-Nr./ Code	BUSN 5000
Modultitel	Business
Bimester (5 per year)	Fall I
Dauer des Moduls	8 weeks
Art der Lehrveranstaltung (Pflicht, Wahl, etc.)	Prerequisite course
Ggfs. Lehrveranstaltungen des Moduls	BUSN 5000
Häufigkeit des Angebots des Moduls	Once per year
Zugangsvoraussetzungen	None
Verwendbarkeit des Moduls f. andere Module	Prerequisite for all required courses
Modulverantwortlicher	Mr. Christian Newman, M.S.e.
Name des Hochschullehrers	Mag. Hendrik Homan, M.B.A.
Unterrichts-/ Lehrsprache	English
Zahl der ECTS-Credits	6
Gesamtworkload und ihre Zusammen-setzung (z.B. Selbststudium + Kontaktzeit)	Contact hours: 48 Homework: 108 Total: 156
SWS (9 weeks)	6
Art der Prüfung/ Voraus- setzung für die Vergabe von Leistungspunkten	Departmental standard: At least 2 written exams (typically a midterm and a final exam), and at least 2 written assignments.
Gewichtung der Note in der Gesamtnote	It counts the same as all other courses taken by the student (13 to 19 courses depending on whether the student is required to take other prerequisites, and whether s/he chooses to complete

	an emphasis area).
Qualifikationsziele des Moduls	<ul style="list-style-type: none"> • To develop familiarity with the language and terminology of business. • To become familiar with the basic theories, concepts, and practices of the basic functional areas of business. • To develop an understanding of the benefits that derive from free enterprise capitalism as well as the dangers of unfettered capitalism. • To develop an understanding of profit and profitability and the important role it plays in the operation of successful organizations. • To become familiar with the basic business functions and how they properly work together in an integrated way to improve organizational performance. • To develop an understanding of the importance of international issues in modern business as well as develop an appreciation for the cultural, economic, political, and financial differences that must be taken into account if international business is to be effectively pursued.
Inhalte des Moduls	<ul style="list-style-type: none"> • Business Terminology. MBA students without an undergraduate degree in business are often disadvantaged by their unfamiliarity with the language of business. To help overcome this problem one of the primary objectives of this course will be to ensure that students are familiar with the terms commonly used in the business world and in the MBA program. (20%) • Capitalism and Free Enterprise. The basic foundation of business as practiced in the western world is free enterprise capitalism, the economic and political system that best supports business activity. Students will learn the values and the philosophical and practical assumptions that support the working of this system. (10%) • The Functional Areas of Business. Students will learn basic concepts, theories, tools and techniques in the functional areas of business: accounting, finance, management, operations and marketing. Specific attention will be paid to the need to consider these areas in an integrated manner. (20%) • Ethics. Businesses and those who work in them are constantly faced with ethical questions and dilemmas. This course will introduce a framework for thinking about and deciding ethical issues as well as how to think about the application of ethics in business situations. (10%) • The Management Process. Organizations are managed through a well-integrated set of management processes. These processes include Goal Setting, Strategy development, Planning, Organizing, Budgeting, Leading, Controlling, and, especially, decision making. Emphasis will be placed on how these functions are an integrated self-reinforcing system that

	<p>supports and coordinates the work of the organization. (20%)</p> <ul style="list-style-type: none"> • Leadership and Motivation. Organizations are composed of individuals and groups that, collectively, do the work that makes the organization successful. This course will briefly introduce the basic principles of motivation, group behavior, and leadership. The coverage will be brief and be designed to bridge the gap between the beginning of the program and the required Organizational Behavior and Leadership course. (10%) • International Business. Business is increasingly conducted in an international framework and the students will be provided with a framework that allows them to understand the role of international issues in the conduct of business. (10%)
<p>Lehr- und Lernmethoden des Moduls</p>	<p>Lectures and discussions, which focus attention on the terminology used in business.</p> <p>Discussions of the strong and weak points of free enterprise capitalism and how it compares with other economic systems.</p> <p>Cases, exercises, role plays, and discussions that: focus on the need to take an integrated view of the organization and the management process; that examine the ethical issues facing business and provide practice in using ethical theories in the analysis of ethical issues; and that high-light the international dimension of business.</p>
<p>Besonderes (z.B. Online-Anteil, Praxisbesuche, Gastvorträge, etc.)</p>	<p>There may also be unannounced quizzes or cases and homework such as short issue-oriented papers</p>
<p>Empfohlene Literaturliste (Lehr- und Lernmaterialien, Literatur)</p>	<ul style="list-style-type: none"> • Required text: Boone and Kurtz, <i>Contemporary Business</i>. • There will also be a number of articles and cases assigned. • Additionally, students are expected to follow business news through the <i>Wall Street Journal</i>, <i>Business Week</i>, <i>Fortune</i>, etc.

Modul-Nr./ Code	BUSN 5600				
Modultitel	Accounting Theory and Practice				
Bimester (5 per year)	Fall II and Summer				
Dauer des Moduls	8 weeks				
Art der Lehrveranstaltung (Pflicht, Wahl, etc.)	Prerequisite course				
Ggfs. Lehrveranstaltungen des Moduls	BUSN 5600				
Häufigkeit des Angebots des Moduls	Twice per year				
Zugangsvoraussetzungen	None				
Verwendbarkeit des Moduls f. andere Module	Prerequisite for FINC 5000 and BUSN 6070				
Modulverantwortlicher	NN Stand-in: Mr. Christian Newman, M.S.e.				
Name des Hochschullehrers	Mr. Eugene Burns, M.B.A., F.C.C.A.				
Unterrichts-/ Lehrsprache	English				
Zahl der ECTS-Credits	6				
Gesamtworkload und ihre Zusammensetzung (z.B. Selbststudium + Kontaktzeit)	Contact hours: 48 Homework: 108 Total: 156				
SWS (8 weeks)	6				
Art der Prüfung/ Voraussetzung für die Vergabe von Leistungspunkten	Departmental standard: At least 2 written exams (typically a midterm and a final exam), and at least 2 written assignments.				
Gewichtung der Note in der Gesamtnote	It counts the same as all other courses taken by the student (13 to 19 courses depending on whether the student is required to take other prerequisites, and whether s/he chooses to complete an emphasis area).				
Qualifikationsziele des Moduls	<table border="0"> <thead> <tr> <th style="text-align: center;">Outcome</th> <th style="text-align: center;">Expectation</th> </tr> </thead> <tbody> <tr> <td>1. Students have basic knowledge of the concepts, technical rules of generally</td> <td>Students have basic knowledge of the concepts and technical rules of generally accepted accounting</td> </tr> </tbody> </table>	Outcome	Expectation	1. Students have basic knowledge of the concepts, technical rules of generally	Students have basic knowledge of the concepts and technical rules of generally accepted accounting
Outcome	Expectation				
1. Students have basic knowledge of the concepts, technical rules of generally	Students have basic knowledge of the concepts and technical rules of generally accepted accounting				

	<p>accepted accounting principles (GAAP), and the application of these rules to the business environment.</p> <p>2. Students read, interpret, and analyze the primary financial statements and the annual report.</p> <p>3. Students read and analyze the balance sheet.</p> <p>4. Students read and analyze the income statement.</p> <p>5. Students read and analyze the statement of cash flows.</p> <p>6. Students use accounting information to make judgments about firm performance.</p> <p>principles (GAAP). In addition, students can apply GAAP in specific business situations and analyze how GAAP affects financial reporting.</p> <p>Students read, interpret, and analyze the annual report, including the primary financial statements (income statement, balance sheet, and the statement of cash flows) as well as the related notes and other disclosures accompanying the financial statements.</p> <p>Students read and analyze the balance sheet and make judgments about the financial condition of the firm.</p> <p>Students can read and analyze the income statement and make judgments about the profitability of the firm.</p> <p>Students determine cash flows from operating, investing, and financing activities. In addition, students reconcile accrual accounting income with cash flows.</p> <p>Students use the financial statements to make informed judgments and decisions relative to the information presented in the financial statements, including trend analysis, profitability analysis (ROI and ROE), and liquidity analysis.</p>
<p>Inhalte des Moduls</p>	<ul style="list-style-type: none"> • The Conceptual Framework of Accounting (10%) - The student should understand the core concepts and principles that determine how transactions are analyzed, recorded and ultimately reported in the financial statements. These generally accepted accounting principles (GAAP) provide the framework for financial reporting and students should be aware of the environment and process by which accounting standards are developed. • The Financial Statements (70%) - The primary financial statements - Balance Sheet, Income Statements, and Statement of Cash Flows - should be rigorously developed from the user perspective. Students should understand how to read, interpret, and analyze the information in each statement and students should understand the interrelationships between the statements and how they integrate. Transaction analysis is important and should be emphasized in terms of the affect a transaction has on the financial statements - the procedural aspects of the bookkeeping process is of less importance to

	<p>MBA students.</p> <ul style="list-style-type: none"> ○ Financial Statement Components - The financial statement structure should be developed so that the student gains an understanding of the measurement and valuation issues related to the accounting for and presentation of each statement component. Alternative generally accepted accounting principles should be explored in areas where they exist and the limitations surrounding the use of financial statements for certain decision making should be emphasized. Students should understand the difference between historical costs used in the Balance Sheet vs. current asset values and the use of accrual accounting in the Income Statement should be contrasted, compared and reconciled to measuring cash flows in the Statement of Cash Flows. <ul style="list-style-type: none"> ▪ Balance Sheet - the accounting for and presentation of current assets, property plant & equipment, current liabilities, noncurrent liabilities, and stockholders' equity. ▪ Income Statement - the recognition of revenue and expenses, gains and losses, and the other nonrecurring items affecting net income. ▪ Statement of Cash Flows - the determination of cash flows from operating activities, investing activities, and financing activities. ▪ Additional disclosures and other items included in an annual report such as explanatory notes, management's statement of responsibility, summary of financial data, and the independent auditor's report. ● Interpretations Made from Financial Statement Data (10%) - The objective here is to have students learn how to use the financial statements to make informed judgments and decisions relative to the information presented in the financial statements. Examples would include trend analysis, profitability analysis (ROI and ROE), liquidity analysis (working capital, current ratio, quick ratio), etc. ● Introduction to Managerial Accounting (10%) - Financial Accounting should be compared to Managerial Accounting to provide the student with an appreciation for the planning, control, and decision-making focus of internal reporting vs. external financial reporting.
<p>Lehr- und Lernmethoden des Moduls</p>	<p>This course requires various problem solving, case analysis, and writing assignments each week in addition to compelling class discussion on many interesting topics. These assignments are for the students benefit; the material will be learned much more effectively by integrating these activities than from the reading alone. In addition, an important objective is to develop an awareness and appreciation for current issues beyond the concepts that are described in the textbook. Each week throughout the course assignment activities such as those</p>

	<p>described below should be required:</p> <ul style="list-style-type: none"> • Chapter Problems - each chapter has a variety of problems that reinforce some dimension of the material from that chapter. The requirements should be obvious from the information given. The goal, of course, is to have students develop appropriate analytical and problem solving techniques and when mistakes are made to learn through those mistakes. • Cases emphasize the practical interpretation and application of the material and can be used to illustrate more real-world examples. • Outside reading and related reports provide an opportunity to keep student currents with the latest news developments surrounding financial reporting. <p>Significant class discussion should take place each week around the assignment items and it is your responsibility to proactively participate in that class discussion. Participation in class discussion activities will comprise 10% of the final grade.</p>
<p>Besonderes (z.B. Online-Anteil, Praxisbesuche, Gastvorträge, etc.)</p>	<p>None.</p>
<p>Empfohlene Literaturliste (Lehr- und Lernmaterialien, Literatur)</p>	<p>Required text: David Marshall, Wayne McManus, and Dan Viele, <i>Accounting: What the Numbers Mean</i></p>

Modul-Nr./ Code	BUSN 5620
Modultitel	Current Economic Analysis
Bimester (5 per year)	Spring II
Dauer des Moduls	8 weeks
Art der Lehrveranstaltung (Pflicht, Wahl, etc.)	Prerequisite course
Ggfs. Lehrveranstaltungen des Moduls	BUSN 5620
Häufigkeit des Angebots des Moduls	Once per year
Zugangsvoraussetzungen	None
Verwendbarkeit des Moduls f. andere Module	Prerequisite for BUSN 6120
Modulverantwortlicher	Mr. Christian Newman, M.S.e.
Name des Hochschullehrers	Mr. Christian Newman, M.S.e.
Unterrichts-/ Lehrsprache	English
Zahl der ECTS-Credits	6
Gesamtworkload und ihre Zusammen- setzung (z.B. Selbststudium + Kontaktzeit)	Contact hours: 48 Homework: 108 Total: 156
SWS (9 weeks)	6
Art der Prüfung/ Voraus- setzung für die Vergabe von Leistungspunkten	Departmental standard: At least 2 written exams (typically a midterm and a final exam), and at least 2 written assignments.
Gewichtung der Note in der Gesamtnote	It counts the same as all other courses taken by the student (13 to 19 courses depending on whether the student is required to take other prerequisites, and whether s/he chooses to complete an emphasis area).
Qualifikationsziele des Moduls	<ul style="list-style-type: none"> • The student can utilize the Demand and Supply model to determine the impact of changes in demand or supply on price and quantity. • The student can define GDP and describe its measurement,

	<p>uses, and limitations as a measure of economic well being.</p> <ul style="list-style-type: none"> • The student can define Inflation and describe its measurement, consequences, and how to adjust for it. • The student can explain the measurement of unemployment, its forms (i.e. structural, frictional, cyclical, and seasonal), and its shortcomings. • The student understands how fiscal policy is used to counteract the business cycle. • The student can describe the impact of fiscal deficits on the aggregate economy. • The student can describe the role and tools of a central bank. • The student understands how monetary policy is used to counteract the business cycle. • The student can describe the arguments both for and against international trade and verbally describe the consequences of trade. • The student understands the balance of payments and can describe the relationship between trade in goods and services and international investment. • The student can predict the effect on exchange rates of changes in relative inflation, relative income, and other macroeconomic events.
<p>Inhalte des Moduls</p>	<ul style="list-style-type: none"> • Introduction to Demand and Supply Analysis - The student should receive a thorough introduction to basic demand and supply analysis. This should include the nature of markets and their role in the allocation of goods and services. Particular attention should be given to familiarizing students with the demand and supply model. It is not necessary to discuss market failures including imperfect competition, externalities, etc. Nor is it necessary to introduce price elasticity. This portion of the course might cover two weeks or approximately 25%. <ul style="list-style-type: none"> • Familiarization with Measures of Economic Activity - The three primary measures of economic activity should be covered thoroughly. An effort should be made to make these coincide with the data as presented in the press. This portion of the course might cover two weeks or approximately 25%. <ul style="list-style-type: none"> ○ GDP - In addition to explaining the determination of GDP, the course should discuss Real GDP and the determinants of growth in RGDP. International comparisons in RGDP should be presented. ○ Inflation - The basic concept and construction of a price index should be included. In addition students should become familiar with the dominant price indices, the problems with utilizing price indices, and the concept of a "chain weighted" index. The computation of inflation and

	<p>its adverse effects should also be discussed. International comparisons in inflation rates should be included.</p> <ul style="list-style-type: none"> ○ Unemployment - The computation and issues surrounding the measure of unemployment should be covered. Differences in unemployment rates across countries (particularly the US versus Europe) should be discussed. ● Develop an Understanding of Fiscal and Monetary Policy The two primary policy instruments of government should be presented. A slightly heavier weight might be given to monetary policy given its preeminence in counter-cyclical policy. This portion of the course might cover two weeks or approximately 25%. <ul style="list-style-type: none"> ○ Fiscal Policy - The course should discuss the counter-cyclical effects of deficit and surplus budgets. This should include both deliberate and automatic stabilization. The discussion should also include the impact of a budget deficit on private spending and on the balance of payments. ○ Monetary Policy - The role of monetary policy in the conduct of counter-cyclical policy should be covered thoroughly. The discussion should include a descriptive portion on the role of the central bank. The strengths and limitations of monetary policy should also be included. A particular effort should be made to relate the course material to current policy activity. The impact of monetary policy on exchange rates should be addressed. ● Familiarization with the International Economy - The student should be sensitized to the growing importance of international commerce. This can be accomplished by discussing the motivations for both free trade and trade protection, by discussing the importance of the balance of payments as related to trade and capital flows, and by discussing the importance of exchange rates and exchange-rate regimes on relative economic well-being. This portion of the course might cover two weeks or approximately 25%.
Lehr- und Lernmethoden des Moduls	This course is suitable for lecture format. An effort should also be made to engage students by having them to apply the content to current events both as individuals and groups both in class and outside of class. Reaction papers are one method for accomplishing this outside of class.
Besonderes (z.B. Online-Anteil, Praxisbesuche, Gastvorträge, etc.)	None.
Empfohlene Literaturliste (Lehr- und Lernmaterialien, Literatur)	<ul style="list-style-type: none"> ● Required Textbook: Irvin B. Tucker, <i>Economics for Today</i>, 4th edition, (South-Western College Publishing, 2005) ● Recommended: Current topics in the Economist, Wall Street Journal, Business Week, etc.

Modul-Nr./ Code	MRKT 5000
Modultitel	Marketing
Bimester (5 per year)	Fall II and Summer
Dauer des Moduls	8 weeks
Art der Lehrveranstaltung (Pflicht, Wahl, etc.)	Required course
Ggfs. Lehrveranstaltungen des Moduls	MRKT 5000
Häufigkeit des Angebots des Moduls	Twice per year
Zugangsvoraussetzungen	BUSN 5000
Verwendbarkeit des Moduls f. andere Module	Prerequisite for BUSN 6200 and BUSN 6140
Modulverantwortlicher	Dipl. Kfm. Peter Sunley
Name des Hochschullehrers	Dipl. Kfm. Peter Sunley
Unterrichts-/ Lehrsprache	English
Zahl der ECTS-Credits	6
Gesamtworkload und ihre Zusammensetzung (z.B. Selbststudium + Kontaktzeit)	Contact hours: 48 Homework: 108 Total: 156
SWS (9 weeks)	6
Art der Prüfung/ Voraussetzung für die Vergabe von Leistungspunkten	Departmental standard: At least 2 written exams (typically a midterm and a final exam), and at least 2 written assignments.
Gewichtung der Note in der Gesamtnote	It counts the same as all other courses taken by the student (12 to 19 courses depending on whether the student is required to take other prerequisites, and whether s/he chooses to complete an emphasis area).
Qualifikationsziele des Moduls	Upon Completion of this course the student should: <ul style="list-style-type: none"> • Be able to properly identify and select markets for which specific products will be targeted. • Explain the basic functional aspects necessary to formulate

	<p>an integrated Marketing Plan. This includes Consumer Buying Behavior, Environment, Marketing Research, Product Management, Promotion, Channels of Distribution and Pricing.</p> <ul style="list-style-type: none"> • Be able to perform marketing research that is targeted towards reading of topical articles related to Marketing and being able to reference their topics to that being discussed in the class. • Be able to develop a complete, conceptual Marketing Plan based on what is learned in this class. This objective deals with the practical application of the subject of Marketing and integrates the information presented in the entire class. This overview of a conceptual marketing plan will be used to build detailed Marketing Plans in future marketing core courses.
<p>Inhalte des Moduls</p>	<p>At the completion of this course the student will be able to: (1) segment the markets available for the product selected, (2) Understand consumer buying behavior and how it affects the buying process, (3) Assess the impact of the environmental issues that affect the success of the marketing plan, (4) Know the marketing management process and how important it is to the success of the marketing effort, (5) Know the fundamental aspects of utilizing marketing research as the basis of the marketing effort, (6) Know the fundamentals of promotion and how it is used to communicate with the customer, (7) Understand the channel of distribution process and how it impacts the success of the marketing process, (8) Know the essential aspects of pricing and how it should reflect the value of the product as determined by the customer.</p> <p>Each of these eight elements of the marketing process needs to be integrated properly to develop a successful Marketing Plan. This integration must be experienced once the fundamental elements of the marketing process have been addressed. The concept of having the right product for the right market at the right time is very important in successfully understanding the success of marketing plans</p> <p>After completing the course, students should have been introduced to the following topic areas:</p> <ul style="list-style-type: none"> • Product /Service Introduction <ul style="list-style-type: none"> ○ Generic description of the product/service to determine competition ○ Differentiated value that represents the product being sold • Market <ul style="list-style-type: none"> ○ Market segmentation / positioning process ○ Selecting the markets to target ○ Consumer buying behavior ○ Environmental issues that must be addressed

- Marketing Research
 - Fundamentals of gathering, analyzing and forecasting data
 - Various ways to gather information: questionnaires, focus groups, industry secondary data, etc.
 - Statistical analysis of information gathered
- Product Management
 - Life cycle tool for managing the Marketing Plan
 - Stages of the Product Life Cycle
 - New product development
- Channels of Distribution
 - Channel selection
 - Channel management
 - Competitive analysis
- Promotion
 - Advertising
 - Publicity
 - Sales promotion
 - Personal selling
 - Budgeting for promotion
- Pricing Strategies
 - Strategic pricing
 - Tactical pricing Strategy
 - Financial marketing exercises
- International Marketing
 - The entire marketing environment
 - Impact on the 4 P's
- Integration of Marketing Fundamentals
 - Framework for conceptual marketing plan
 - Competitive analysis

Special attention should be made to include this material in the MRKT 5000 course to support pricing requirements in the curriculum. Information that should be covered in this class included:

- $\text{Gross Margin Ratio} = \text{gross margin} / \text{net sales}$
- $\text{Net Income Ratio} = \text{net income} / \text{net sales}$
- $\text{Operating Expenses Ratio} = \text{Total Expense} / \text{Net Sales}$
- $\text{Inventory Turnover} = \text{Cost of Goods Sold} / \text{Average Inventory at Cost}$
- $\text{ROI} = \text{Net Income} / \text{Total Investment}$
- $\text{Capital Turnover} = \text{Net Sales} / \text{Total Investment}$
- $\text{Markdown Percentage} = \text{Dollar Markdowns} / \text{Net Sales}$

	<ul style="list-style-type: none"> • $\text{Contribution Per Unit} = \text{Selling Price} - \text{VCU}$ • $\text{Break Even} = \text{Fixed Cost} / \text{Contribution Per Unit}$ <p>This information should be covered relating to the application of the above topics:</p> <ul style="list-style-type: none"> • Given a retail price and channel margin structure, calculate the manufacture's contribution. • Given a retail price, channel margin structure, market size, and marketing investment, calculate breakeven market-share. • Given acquisition cost, revenues, contribution margin, discount rate, and brand loyalty, calculate lifetime customer value. • Given specific market size, purchase cycle, average retail price, and market share information, forecast annual dollar sales for the company's product / service. <p>Other related areas that should be covered in terms of quantitative information:</p> <ul style="list-style-type: none"> • Development of promotion budget • Cost build up those impact channels of distribution selection has on the pricing and competitive cost structure. • Determining (Marketing Plan = Sales Volume) Relationship • Building a demand structure from a competitive structure • Cost orientated pricing equation • Determining MR and MC for Demand Orientated Pricing Method.
<p>Lehr- und Lernmethoden des Moduls</p>	<p>Research Paper</p> <p>Every graduate marketing course should have a research project that will enhance the student's ability to understand the material being taught in the class. This represents a typical research exercise that would be appropriate for this course:</p> <p>The Research Project for this course is designed to relate current articles (within the last year) to the material covered in the class. The topics that should be addressed are:</p> <ul style="list-style-type: none"> • Market Segmentation • Marketing Research • Consumer Buying Behavior • Product Management • Channels of Distribution • Promotion • Pricing <p>Case Study Analysis</p> <p>It is highly recommended that case discussion and analysis is part of weekly class exercises. The cases selected can be from those presented in the text or from other sources if desired. The</p>

	<p>purpose of the case discussions is to provide an opportunity for the students to apply what they are learning in the class with real world situations. It is suggested that the following outline be followed in analyzing and presenting these cases:</p> <ul style="list-style-type: none"> • Summary of case • Key marketing Issues addressed in the case • Answer the questions presented in the case • Class application – utilization of the “language of marketing” as presented in the case. <p>Students should give presentations to the class on cases that they have been assigned as a discussion</p> <p>Financial Analysis</p> <p>A handout will be given to the students, which contains comprehensive financial information. The students will be expected to complete this exercise during the last few weeks of class.</p> <p>Other Activities</p> <p>Students will be expected to study in groups. Case studies will be used to support this working in groups.</p>
<p>Besonderes (z.B. Online-Anteil, Praxisbesuche, Gastvorträge, etc.)</p>	<p>None</p>
<p>Empfohlene Literaturliste (Lehr- und Lernmaterialien, Literatur)</p>	<p>Required Textbook: Pride & Ferrell, <i>Marketing, Concepts and Strategies</i>, Houghton Mifflin Company</p>

Modul-Nr./ Code	MNGT 5590
Modultitel	Organizational Behavior
Bimester (5 per year)	Fall I and Spring II
Dauer des Moduls	8 weeks
Art der Lehrveranstaltung (Pflicht, Wahl, etc.)	Required course
Ggfs. Lehrveranstaltungen des Moduls	MNGT 5590
Häufigkeit des Angebots des Moduls	Twice per year
Zugangsvoraussetzungen	BUSN 5000
Verwendbarkeit des Moduls f. andere Module	Prerequisite for BUSN 6200 and BUSN 6140
Modulverantwortlicher	Dipl. Kfm. Norbert Wetzel, M.B.A.
Name des Hochschullehrers	Dr. Arno Haslberger
Unterrichts-/ Lehrsprache	English
Zahl der ECTS-Credits	6
Gesamtworkload und ihre Zusammen-setzung (z.B. Selbststudium + Kontaktzeit)	Contact hours: 48 Homework: 108 Total: 156
SWS (9 weeks)	6
Art der Prüfung/ Voraus- setzung für die Vergabe von Leistungspunkten	Departmental standard: At least 2 written exams (typically a midterm and a final exam), and at least 2 written assignments.
Gewichtung der Note in der Gesamtnote	It counts the same as all other courses taken by the student (12 to 19 courses depending on whether the student is required to take other prerequisites, and whether s/he chooses to complete an emphasis area).
Qualifikationsziele des Moduls	Upon successful completion of this course, the student will be able to: 1. Define, discuss, and recognize important terminology, facts, concepts, principles, analytic techniques, and theories

	<p>taught in this organizational behavior course.</p> <ol style="list-style-type: none"> 2. Identify and apply appropriate terminology, facts, concepts, principles, analytic techniques, and theories from the organizational behavior course when analyzing factual situations with organizational behavior problems. 3. Develop reasonable solutions to organizational behavior problems using appropriate facts, concepts, principles, analytic techniques, and theories from this organizational behavior course. 4. Evaluate the quality of their proposed solutions to organizational behavior problems against appropriate criteria, including organizational constraints. 5. Discuss the relevance and application of the concepts, principles, and theories used in organizational behavior to contemporary events. 6. Identify and discuss the interrelationships among the concepts, principles, and theories used in the different areas of organizational behavior.
<p>Inhalte des Moduls</p>	<p>After completing this course, students should have been introduced to the following mandatory topic areas.</p> <ul style="list-style-type: none"> • Overview of organizational behavior (to illustrate relevance to management) <p>Individual Level of Analysis</p> <ul style="list-style-type: none"> • Abilities and aptitudes (cognitive, physical, psychomotor, sensory) • Personality traits and theories (e.g., Five Factor Model or “Big 5”, Myers-Briggs Type Inventory, and emotional intelligence) • Attitudes (job satisfaction, organizational commitment, job involvement, etc.) • Values and ethics • Perception and attributions • Learning theory (or reinforcement theory) • Motivation theories and applied motivation topics (empowerment, pay for performance, goal setting, job redesign) • Stress management <p>Group Level of Analysis</p> <ul style="list-style-type: none"> • Small group and team formation and processes • Intergroup conflict and conflict resolution (includes negotiation) • Communication processes • Power and politics • Decision making models (individual and group, participatory management, rational and bounded rationality models) <p>Organization Level of Analysis</p>

	<ul style="list-style-type: none"> • Organizational culture • Organization development and change • Organization structure and design <p>Although these topics are mandatory, instructors may introduce other relevant organizational behavior topics at their discretion.</p>
<p>Lehr- und Lernmethoden des Moduls</p>	<p>Classes will include lectures, group exercises, and discussions of short cases. Some individual exercises may be completed during class, some outside of class. All group exercises will be completed during class. For all classes other than the first class, you are expected to have read the assigned chapters before class each week. This will enable you to participate in any exercises, to fully participate in discussions and to ask relevant questions.</p> <p>There will be one midterm examination and a final examination. The examinations will consist of short essay questions or cases. The examinations will cover all of the assigned readings, even if the material was not discussed in class. In addition, you may be tested on information introduced in lectures, etc. which is not covered in the textbook.</p> <p>You are expected to complete assigned self-assessment exercises at the end of each chapter throughout the course. You only need to calculate your scores on the inventories. In addition, there may be additional inventories or assignments that you will be responsible for completing as instructed.</p> <p>Finally, you will be required to write a paper analyzing an issue in organizational behavior of your choice. You will need to analyze the issue applying relevant organizational behavior theories. The paper will be evaluated based on:</p> <ul style="list-style-type: none"> • Referral to appropriate theories • Academic standards: referencing, number and quality of literature items incorporated • Coherency and quality of analysis/conclusions
<p>Besonderes (z.B. Online-Anteil, Praxisbesuche, Gastvorträge, etc.)</p>	<p>None</p>
<p>Empfohlene Literaturliste (Lehr- und Lernmaterialien, Literatur)</p>	<p>Required Textbook: Steven McShane and Mary Ann Von Glinow, <i>Organizational Behavior</i>, Boston: Irwin McGraw-Hill</p>

Modul-Nr./ Code	FINC 5000	
Modultitel	Finance	
Bimester (5 per year)	Fall I and Spring I	
Dauer des Moduls	8 weeks	
Art der Lehrveranstaltung (Pflicht, Wahl, etc.)	Required course	
Ggfs. Lehrveranstaltungen des Moduls	FINC 5000	
Häufigkeit des Angebots des Moduls	Twice per year	
Zugangsvoraussetzungen	BUSN 5600 and BUSN 5760	
Verwendbarkeit des Moduls f. andere Module	Prerequisite for FINC 5880	
Modulverantwortlicher	NN Stand-in: Mr. Christian Newman, M.S.e.	
Name des Hochschullehrers	Dipl. Kfm. Norbert Wetzel, M.B.A., and Dr. Helmut Elsinger	
Unterrichts-/ Lehrsprache	English	
Zahl der ECTS-Credits	6	
Gesamtworkload und ihre Zusammen- setzung (z.B. Selbststudium + Kontaktzeit)	Contact hours: 48 Homework: 108 Total: 156	
SWS (9 weeks)	6	
Art der Prüfung/ Voraus- setzung für die Vergabe von Leistungspunkten	Departmental standard: At least 2 written exams (typically a midterm and a final exam), and at least 2 written assignments.	
Gewichtung der Note in der Gesamtnote	It counts the same as all other courses taken by the student (12 to 19 courses depending on whether the student is required to take other prerequisites, and whether s/he chooses to complete an emphasis area).	
Qualifikationsziele des Moduls	<p style="text-align: center;">Outcome</p> <p>1. Students can determine the value of fixed income securities</p>	<p style="text-align: center;">Expectation</p> <p>Students can use equations and financial calculators to solve for all variables within the bond pricing equation.</p>

	<ol style="list-style-type: none"> 2. Students can determine the value of equity securities 3. Students can discuss market functioning and the role efficient markets play in security valuation 4. Students can evaluate capital budgeting decisions using standard methodologies 5. Students can explain the impact of capital structure decisions on financial performance and the cost of capital 6. Students can identify agency problems within a corporation and formulate strategies to address them 7. Students can evaluate credit and interest rate risk 8. Students can utilize financial analysis to assess an organization's financial condition 	<p>Students can compute the value of equity using the Gordon Growth Model.</p> <p>Students can identify the three levels of market efficiency, and are able to distinguish between the three when presented with a scenario.</p> <p>Students can employ NPV, IRR, and payback methods to analyze potential capital investments.</p> <p>Students can explain the affect of varying the firm's debt and equity levels on the weighted average cost of capital.</p> <p>Students can explain the conflicts of interest that exist between shareholders and managers in firms with less than 100% ownership by the manager of the firm. They can discuss a methods used by corporations (profit sharing, employee stock options, takeovers, etc.) to align manager and shareholder interests.</p> <p>Students can explain the impact of interest rate risk on risk premiums. They can discuss factors which increase interest rate risk.</p> <p>Students can compute ratios from the information on financial statements. The ratios are in the categories of liquidity, profitability, market valuation, and efficiency. Students can apply the DuPont Model.</p>
<p>Inhalte des Moduls</p>	<p>Valuation concepts and calculations (15%). This course covers techniques for valuation of bonds, equity securities, projects, and more. The methods used for equity analysis include discounted dividend approaches, such as the Gordon constant dividend growth model, and CAPM approaches. For bonds, yield to maturity, and yield to call methods are taught, and terms such as par value, coupon rate, current yield and others are covered.</p> <p>Analysis of Financial Statements and Ratios (12%). Students are introduced to the balance sheet, income statement, and statement of cash flows. They complete word problems that test their understanding of how these statements work together, and the types of information contained within the statements. Students</p>	

	<p>also learn about financial ratios in categories such as liquidity ratios, profitability ratios, market valuation ratios, long-term solvency ratios, and efficiency ratios. Students are tested with quantitative problems that use these various ratios.</p> <p>Time Value of Money (16%). Students are introduced to present value and future value, both of individual sums of money, as well as to streams of constant income, known as annuities. They are also introduced to perpetuities and the valuation of all of the above. Students are tested with quantitative problems that require that they not only identify the type of problem being asked (present value, future value, etc.), but also that they know how to correctly solve for the valuation of the cash stream. Students are taught how to use PVIF to establish an amortization schedule.</p> <p>Capital Budgeting (15%). Students are introduced to the payback method, discounted payback method, NPV (Net Present Value), and IRR (Internal Rate of Return) methods for valuing projects. Students are required to set up the flow of payments or income, correctly identify the timing associated with various cash flows, identify which method will provide what type of data, and limitations to the various methods, and lastly, the student can make a decision whether to buy or not buy an asset based on their valuation.</p> <p>Capital Structure (15%). Students are introduced to the Weighted Average Cost of Capital (WACC) method to establish a hurdle rate for the firm. Advantages and disadvantages of using various types of funding approaches are discussed.</p> <p>Efficient Markets (6%). Students are introduced to weak-form, semi-strong form, and strong form market efficiency. They are asked to identify events that would be classified into one of these areas, for example: (If stocks were to respond predictably to dividend increase announcements, this would be an example of violation of which type of market efficiency?) Current and past empirical studies of efficiency are discussed.</p> <p>Agency Theory (3%). Students are introduced to agency conflict, and how the firm-manager may make decisions on behalf of shareholders that may not be the decisions made by an owner-manager of 100% of the firm. Methods for contracting (incentive pay, threat of takeover, etc.) are discussed as deterrents to managers making poor decisions.</p> <p>Discussion of risk, including credit and interest rate risk (12%). Students are introduced to expected return, standard deviation and variance, and how these statistical concepts are applied in finance in areas such as determining security returns, establishing portfolios, and more.</p> <p>Other (6%). Current topics from the <i>Wall Street Journal</i>, <i>Business Week</i>, and other sources are used to link real-time events and business decisions to finance applications introduced within the text and the course.</p>
Lehr- und Lernmethoden	Problems

des Moduls	<p>Group Problem Solving</p> <p>Discussion of actual/current business events: Students are expected to regularly read the Wall Street Journal or comparable business periodicals and to actively contribute to class discussions, integrating actual events with concepts covered in class.</p>
Besonderes (z.B. Online-Anteil, Praxisbesuche, Gastvorträge, etc.)	None
Empfohlene Literaturliste (Lehr- und Lernmaterialien, Literatur)	<p>Required Textbook: S. Ross, R. Westerfield, J. Jaffe, and B. Jordan, <i>Modern Financial Management</i>, Mc-Graw-Hill.</p>

Modul-Nr./ Code	FINC 5880	
Modultitel	Advanced Corporate Finance	
Bimester (5 per year)	Fall II and Summer	
Dauer des Moduls	8 weeks	
Art der Lehrveranstaltung (Pflicht, Wahl, etc.)	Required course	
Ggfs. Lehrveranstaltungen des Moduls	FINC 5880	
Häufigkeit des Angebots des Moduls	Twice per year	
Zugangsvoraussetzungen	FINC 5000	
Verwendbarkeit des Moduls f. andere Module	Prerequisite for BUSN 6200 and BUSN 6140	
Modulverantwortlicher	NN Stand-in: Mr. Christian Newman, M.S.e.	
Name des Hochschullehrers	Mr. Hanno Poeschl, M.B.A., and Ms. Joy Chan, M.Com.	
Unterrichts-/ Lehrsprache	English	
Zahl der ECTS-Credits	6	
Gesamtworkload und ihre Zusammen- setzung (z.B. Selbststudium + Kontaktzeit)	Contact hours: 48 Homework: 108 Total: 156	
SWS (9 weeks)	6	
Art der Prüfung/ Voraus- setzung für die Vergabe von Leistungspunkten	Departmental standard: At least 2 written exams (typically a midterm and a final exam), and at least 2 written assignments.	
Gewichtung der Note in der Gesamtnote	It counts the same as all other courses taken by the student (12 to 19 courses depending on whether the student is required to take other prerequisites, and whether s/he chooses to complete an emphasis area).	
Qualifikationsziele des Moduls	<p style="text-align: center;">Outcome</p> <p>9. Students can determine the value of fixed income securities</p>	<p style="text-align: center;">Expectation</p> <p>Students can calculate the implied value of convertible securities as well as the value of bonds-with- warrants.</p>

	<p>10. Students can analyze capital budgeting decisions using standard methodologies</p> <p>11. Students can explain the impact of capital structure decisions on financial performance and cost of capital</p> <p>12. Students can utilize financial analysis to assess an organization's financial condition</p> <p>13. Students can construct strategies to reduce risk utilizing derivatives</p> <p>14. Students demonstrate integration of more than one area of finance when using case studies.</p> <p>15. Students will demonstrate knowledge of lease analysis.</p> <p>Students can make capital budgeting decisions using cash flow estimates and incorporating other sources of cash, such as taxes and depreciation. Students can explain the impact of profit margin and overall firm profitability on capital budgeting decisions, particularly when outside financing may be required to be able to complete projects.</p> <p>Students can determine the impact of changes in cost of equity, cost of debt, the risk-free rate of interest, the tax rate, and the levels of debt and equity on the firm's balance sheet on the overall cost of capital and the effect on both project and firm profitability.</p> <p>Students can apply ratio and financial statement analysis skills to solve unstructured problems.</p> <p>Students can compute payoffs to put and call contracts and value corporate projects using the real option approach.</p> <p>Students can solve cases requiring integration across various finance areas.</p> <p>Students can compare the value of leasing to that of purchasing.</p>
Inhalte des Moduls	<p>Valuation concepts and calculations (25%): This course covers techniques for valuation of hybrid securities. Typically, bond valuation formulas, such as yield to maturity, are used to value a bond trading with warrants, or a convertible bond, as a combined cash flow of a straight bond plus a call-like option (the warrants or the conversion value). Students learn to value warrants and the implied valuation of the option to convert. Advantages and disadvantages of different hybrid sources of financing is covered, as are the differences between different types of hybrids (how do bonds with warrants differ from convertible bonds?)</p> <p>Introduction to derivative securities (25%): This course covers an introduction to financial options and futures. Students</p>

	<p>are taught the Black-Scholes formulas for valuing a call option. Students are introduced to the six factors that impact option pricing, and the relation of each of those six factors (exercise price of the option, underlying stock price, variance of returns of the underlying stock distribution, the risk-free rate of return, dividends, and maturity of the option) to the price of the call or put.</p> <p>Financial Planning and forecasting (15%): Students integrate financial planning and forecasting into a capital budgeting analysis. Students learn the AFN (Additional Funds Needed) method for planning for the financing needs of the firms, based on efficiency of assets and the profitability of the firm, as well as its dividend payout policy.</p> <p>Lease Analysis (10%): Students will apply lease analysis to business decisions. They are introduced to NPV analysis to determine whether a firm would be better off leasing an asset, or borrowing money to purchase the asset. They learn how to identify cash flows associated with leasing or buying, the after-tax benefit of items such as depreciation write-offs, how salvage values should be included in the analysis, and the features and benefits of different types of leases, such as operating leases versus capital leases.</p> <p>Other topics (25%): Through the use of cases, students will demonstrate the ability to integrate disparate areas within finance to show the inter-relation of, for example, capital budgeting and capital structure, risk management and derivatives, and others. Students will work with a minimum of two cases during the term. When possible, the class will use a “real” case, if there is a willing corporation that will share data and work with the class participants in their analysis. Otherwise, purchased financial cases, and/or those included within the text itself, will be used to allow students to integrate various topics and to apply them to real or simulated data.</p>
Lehr- und Lernmethoden des Moduls	<p>Problems Group Problem Solving Cases Discussion of actual/current business events: Students are expected to regularly read the Wall Street Journal or comparable business periodicals and to actively contribute to class discussions, integrating actual events with concepts covered in class.</p>
Besonderes (z.B. Online-Anteil, Praxisbesuche, Gastvorträge, etc.)	None
Empfohlene Literaturliste (Lehr- und Lernmaterialien, Literatur)	Required Textbook: S. Ross, R. Westerfield, J. Jaffe, and B. Jordan, <i>Modern Financial Management</i> , Mc-Graw-Hill.

Modul-Nr./ Code	BUSN 5760				
Modultitel	Applied Business Statistics				
Bimester (5 per year)	Fall I, Spring I, and Summer				
Dauer des Moduls	8 weeks				
Art der Lehrveranstaltung (Pflicht, Wahl, etc.)	Required course				
Ggfs. Lehrveranstaltungen des Moduls	BUSN 5760				
Häufigkeit des Angebots des Moduls	Three times per year				
Zugangsvoraussetzungen	BUSN 5000				
Verwendbarkeit des Moduls f. andere Module	Prerequisite for FINC 5000 and BUSN 6070				
Modulverantwortlicher	Mr. Christian Newman, M.S.e.				
Name des Hochschullehrers	Mr. Ibrahim Wazir, M.A.				
Unterrichts-/ Lehrsprache	English				
Zahl der ECTS-Credits	6				
Gesamtworkload und ihre Zusammensetzung (z.B. Selbststudium + Kontaktzeit)	Contact hours: 48 Homework: 108 Total: 156				
SWS (9 weeks)	6				
Art der Prüfung/ Voraussetzung für die Vergabe von Leistungspunkten	Departmental standard: At least 2 written exams (typically a midterm and a final exam), and at least 2 written assignments.				
Gewichtung der Note in der Gesamtnote	It counts the same as all other courses taken by the student (12 to 19 courses depending on whether the student is required to take other prerequisites, and whether s/he chooses to complete an emphasis area).				
Qualifikationsziele des Moduls	<table border="0"> <thead> <tr> <th style="text-align: center;">Outcome</th> <th style="text-align: center;">Expectation</th> </tr> </thead> <tbody> <tr> <td>1. Students understand the basics of data collection and random sampling.</td> <td>Students can describe basic statistics concepts and apply proper sampling methods.</td> </tr> </tbody> </table>	Outcome	Expectation	1. Students understand the basics of data collection and random sampling.	Students can describe basic statistics concepts and apply proper sampling methods.
Outcome	Expectation				
1. Students understand the basics of data collection and random sampling.	Students can describe basic statistics concepts and apply proper sampling methods.				

	<ol style="list-style-type: none"> 2. Students understand basic calculations of descriptive statistics. 3. Students understand the basic properties of the normal distribution and sampling distributions in general. 4. Students understand confidence intervals. 5. Students understand hypothesis testing. 6. Students understand regression analysis. 7. Students understand the expected wealth hypothesis. 8. Students understand the concept of forecasting. 	<p>Students can compute basic descriptive statistics.</p> <p>Student can describe a normal distribution and apply the concepts of the normal distribution to that of sampling distributions.</p> <p>Students can construct confidence intervals for both numerical and categorical data, and can apply to a real-world business scenario.</p> <p>Students can use numerical or categorical data to assess the validity of statements made in a business setting.</p> <p>Students can perform simple and multiple regression analysis.</p> <p>Students can determine expected wealth in an uncertain business climate.</p> <p>Students can apply various advanced forecasting techniques.</p>
<p>Inhalte des Moduls</p>	<p>Review of Basic, Broad Statistics Concepts (4%). Students learn/review basic statistics concepts such as the distinction between descriptive and inferential statistics, as well as the distinction between a population and a sample.</p> <p>Sampling Techniques and Common Sampling Errors (4%). Students will also learn about proper sampling methods, as well as common errors that occur during the sampling process that can lead to poor data collection.</p> <p>Descriptive Statistics (12%). Students learn/review basic descriptive statistics such as the mean, median, mode, variance, standard deviation, coefficient of variation, skewness, and coefficient of correlation.</p> <p>Expected Wealth Hypothesis and Discrete Random Variables (12%). Students learn how to determine expected wealth in an uncertain business climate. Students also learn how to quantitatively assess risk by using such metrics as standard deviation and the coefficient of variation. Also, students will learn about binomial distributions, Poisson distributions, and various counting rules.</p> <p>Normal Distribution (9%).</p> <p>Sampling Distributions (9%). Student will become familiar with the properties of a normal distribution, how to use Z tables when working with both numerical and categorical data, and how to apply the concepts of the normal distribution to that of sampling distributions.</p> <p>Confidence Interval Estimation (8%). Students learn how to construct confidence intervals for both numerical and categorical</p>	

	<p>data, and then learn how this concept can be applied to a real-world business scenario.</p> <p>Hypothesis Testing (10%). Students learn how to use apply hypothesis testing to both numerical or categorical data sets to assess the validity of statements made in a business setting. This includes introduction to such things as: the null and alternative hypotheses, critical and observed values of test statistics, fail to reject and rejection regions, and both one and two tailed testing.</p> <p>Simple Linear Regression (8%).</p> <p>Multiple Linear Regression (12%). Students learn simple and multiple regression analysis, and then learn how to use regression results in a real-world setting. Most important is for students to know how to interpret regression results (coefficients, t-scores, p-values). Students should be shown how to work with dummy variables and how to test for non-linearity. Students should also be introduced to common problems such as multicollinearity, autocorrelation, and heteroskedasticity. Time permitting, students learn how to use Excel to actually generate regression results from scratch with a raw data set.</p> <p>Forecasting (12%). Students become familiar with the trend, seasonal, and cyclical components of a data series, and how to separate these components from one another. Students should be shown various smoothing techniques such as moving averages and exponential smoothing. Students should also be introduced to various methods of modeling trends (e.g. linear, quadratic, exponential).</p>
<p>Lehr- und Lernmethoden des Moduls</p>	<p>1) Cases that allow students to employ the statistical techniques learned in the class and emphasize the practical interpretation and application of statistics in real-world settings.</p> <p>2) Assigning selected problems from the back of each chapter as homework.</p> <p>3) Use Excel as often as possible to show students how to efficiently employ their statistical skills on raw data sets.</p>
<p>Besonderes (z.B. Online-Anteil, Praxisbesuche, Gastvorträge, etc.)</p>	<p>None.</p>
<p>Empfohlene Literaturliste (Lehr- und Lernmaterialien, Literatur)</p>	<p>Required Textbook: Anderson, Sweeny, Williams, Freeman, Shoemith, <i>Statistics for Business and Economics</i>, Thomson, 2007.</p>

Modul-Nr./ Code	BUSN 6070				
Modultitel	Management Accounting				
Bimester (5 per year)	Fall II and Summer				
Dauer des Moduls	8 weeks				
Art der Lehrveranstaltung (Pflicht, Wahl, etc.)	Required course				
Ggfs. Lehrveranstaltungen des Moduls	BUSN 6070				
Häufigkeit des Angebots des Moduls	Twice per year				
Zugangsvoraussetzungen	BUSN 5600 and BUSN 5760				
Verwendbarkeit des Moduls f. andere Module	Prerequisite for BUSN 6200 and BUSN 6140				
Modulverantwortlicher	NN Stand-in: Mr. Christian Newman, M.S.e.				
Name des Hochschullehrers	Mr. Gordon van der Veen, M.A.				
Unterrichts-/ Lehrsprache	English				
Zahl der ECTS-Credits	6				
Gesamtworkload und ihre Zusammen- setzung (z.B. Selbststudium + Kontaktzeit)	Contact hours: 48 Homework: 108 Total: 156				
SWS (9 weeks)	6				
Art der Prüfung/ Voraus- setzung für die Vergabe von Leistungspunkten	Departmental standard: At least 2 written exams (typically a midterm and a final exam), and at least 2 written assignments.				
Gewichtung der Note in der Gesamtnote	It counts the same as all other courses taken by the student (12 to 19 courses depending on whether the student is required to take other prerequisites, and whether s/he chooses to complete an emphasis area).				
Qualifikationsziele des Moduls	<table border="0"> <tr> <td style="text-align: center;">Outcome</td> <td style="text-align: center;">Expectation</td> </tr> <tr> <td>1. Students have basic knowledge of important facts, terminology,</td> <td>Students can discuss accounting core concepts, tools, and terminology that encompasses management accounting information as it is used for planning,</td> </tr> </table>	Outcome	Expectation	1. Students have basic knowledge of important facts, terminology,	Students can discuss accounting core concepts, tools, and terminology that encompasses management accounting information as it is used for planning,
Outcome	Expectation				
1. Students have basic knowledge of important facts, terminology,	Students can discuss accounting core concepts, tools, and terminology that encompasses management accounting information as it is used for planning,				

	<p>concepts, principles, and theories in the area of Accounting.</p> <p>2. Students can address unstructured business problems that span multiple functional areas.</p> <p>3. Students can evaluate and analyze profitability.</p> <p>4. Students can calculate costs of providing a good or service.</p> <p>5. Students can distinguish relevant versus irrelevant costs for decision making.</p> <p>6. Students can make short-term or tactical decisions.</p> <p>7. Students can evaluate capital investment projects using NPV and IRR.</p> <p>8. Students can prepare operational budgets.</p> <p>9. Students</p>	<p>control, and decision-making purposes.</p> <p>The MBA student can interpret the primary financial statements for decision making, including evaluating earnings trends and quality. The student can utilize accounting information, both financial and other qualitative information, for planning, implementing, controlling, and decision making related to enterprise activities. Managerial decision making includes costing and pricing decisions, profit planning, operational and capital budgeting, responsibility accounting and performance evaluation.</p> <p>Students can solve problems and interpret the results of break-even analysis and cost-volume-profit analysis. Students can analyze profitability trends and quality. Students can prepare full absorption and variable costing income statements.</p> <p>Students calculate the cost of goods and services using job order costing, process costing, activity-based costing, standard costing and target costing.</p> <p>Students can distinguish costs relevant to a decision versus costs that are not relevant, including an understanding of sunk costs, opportunity costs, and differential costs.</p> <p>Students can analyze short-term decisions, such as make-or-buy, keep or drop a segment, and special orders.</p> <p>Students can estimate cash flows and risk and use these values to compute NPV and IRR. Students can analyze the results and make a recommendation.</p> <p>Students can prepare operational budgets, consisting of sales budget, production budget, material budget, cash budget, and pro forma financial statements to use in planning and control.</p> <p>Students use Return on Investment</p>
--	--	--

	<p>understand how to use financial information to evaluate performance.</p> <p>10. Students can determine the transfer price that would maximize profits.</p> <p>(ROI), Residual Income (RI), Economic Value Added (EVA) and the balanced scorecard for performance evaluation and responsibility accounting.</p> <p>Students can calculate transfer prices and determine the transfer price that would maximize profits.</p>
<p>Inhalte des Moduls</p>	<p>Underlying Concepts, Tools, and Terminology (12%). The student should understand the core concepts, tools, and terminology that encompass management accounting information as it is used for planning, control, and decision-making purposes. At the root of this conceptual framework are three guiding learning objectives:</p> <ol style="list-style-type: none"> 1. The activities of an organization are viewed as a value chain consisting of value-added and nonvalue-added activities. The identification of each is fundamental to cost management, 2. Information about an organization's costs, how they are classified, and how or where they may be used are quite different within an organization based on different management accounting purposes, and 3. Cost behavior, as a supporting framework, must be thoroughly understood to appreciate how management accounting information is effectively designed and used. <p>Management Accounting Concepts and Tools to Support the Analysis of Profits (18%). The student should understand the factors that contribute to an organization's profitability as well as the relationships between those factors. These factors include alternative pricing approaches, an organization's cost structure, understanding and using contribution margin, the volume of activity and how sensitive profits are to changes in volume, the break-even point, and the concept of operating leverage. To understand how these factors interact with one another it is fundamental that cost behavior patterns, such as fixed, variable, and mixed costs, are identified and used in profitability analysis.</p> <p>How Organizations Determine the Cost of Providing a Product or Service (16%). An organization's accounting information system is used to provide information about the cost of providing its products or services as required for financial reporting purposes. But in order to effectively use this information for internal purposes of planning, control, and decision-making, the student will learn different cost classifications. Product and service costing systems are explored, such as job-cost and process cost systems. The methods by which costs are accumulated and assigned to product or service activities are critical to having valid cost information and the distinction between direct costs, which are traceable to a product or service activity, and indirect costs,</p>

	<p>which must be allocated to a product or service activity, are critical for the student to understand. Cost allocation and assignment techniques are to be explored with a special emphasis on activity-based costing.</p> <p>Management Accounting Information for Decision-Making (18%). An organization's management accounting information system supports its decision makers and students learn to understand how costs are organized and viewed differently for managerial decision-making purposes. Of critical importance to this objective is the ability for students to distinguish costs that are relevant to the decision at hand from those costs that are irrelevant and therefore should not be considered. Distinct cost terms are used to classify these costs as relevant or not and many decision-making examples should be used to illustrate this concept.</p> <p>Management Accounting Information for Planning (18%). An organization's management accounting information system supports its planning process and students must understand how costs are organized and viewed differently for planning purposes. This course should explore the organizational process and dynamics for planning and students should be able to complete the sequence of individual budgets and understand the cost standards that comprise an organization's operating budget and define expected performance, which is sometimes referred to as its master budget. In addition to this process of planning for profits and costs on the annual operational level, long-term planning for capital investments are also explored. To facilitate long-term planning and to support accurate capital investment decisions, the time value of money concept is introduced and techniques for analyzing capital investment proposals are presented.</p> <p>Management Accounting Information for Control (18%). An organization's management accounting information system supports its control function and students learn how costs are organized and viewed differently for control purposes. Once budgets and other plans and decisions are implemented, the appropriate question is "how well are we doing?" An organization's control function provides the answer. Students learn important control techniques and principles in order to properly compare the actual operating results to those costs that were expected for the level of activity achieved (flexible budgets). Variances are explored in terms of significance and meaning relative to corrective action. The behavioral implications of a performance reporting system is important for all students to appreciate and the concept of responsibility accounting is developed to guide the performance measurement system. The Balanced Scorecard is developed in order to emphasize the importance of using a mix of performance measures that focus on financial as well as non-financial organizational perspectives.</p>
Lehr- und Lernmethoden des Moduls	This course requires various problem solving, case analysis, and writing assignments each week in addition to class discussion on

	<p>the topics listed above. These assignments are for the students benefit; the material will be learned much more effectively by integrating these activities than from the reading or lectures alone. In addition, an important objective is to develop an awareness and appreciation for current issues beyond the concepts that are described in the textbook. Each week throughout the course assignment activities such as those described below should be required:</p> <ul style="list-style-type: none"> • Chapter Problems - each chapter has a variety of exercises and problems that reinforce some dimension of the material from that chapter. The requirements should be obvious from the information given. The goal, of course, is to have students develop appropriate analytical and problem solving techniques and when mistakes are made to learn from those mistakes. • Cases emphasize the practical interpretation and application of the material and can be used to illustrate more real-world examples. <p>Outside reading and other related materials or websites provide an opportunity to keep student current with the latest developments surrounding management accounting topics. Significant class discussion takes place each week around the assignment items and it is your responsibility to proactively participate in that class discussion. Participation in class discussion activities should comprise 10% of the final grade.</p>
<p>Besonderes (z.B. Online-Anteil, Praxisbesuche, Gastvorträge, etc.)</p>	<p>None</p>
<p>Empfohlene Literaturliste (Lehr- und Lernmaterialien, Literatur)</p>	<p>Required Textbook: Garrison and Noreen, <i>Managerial Accounting</i>, McGraw-Hill Irwin.</p>

Modul-Nr./ Code	BUSN 6110				
Modultitel	Operations and Project Management				
Bimester (5 per year)	Fall I and Spring I				
Dauer des Moduls	8 weeks				
Art der Lehrveranstaltung (Pflicht, Wahl, etc.)	Required course				
Ggfs. Lehrveranstaltungen des Moduls	BUSN 6110				
Häufigkeit des Angebots des Moduls	Twice per year				
Zugangsvoraussetzungen	BUSN 5760				
Verwendbarkeit des Moduls f. andere Module	Prerequisite for BUSN 6200 and BUSN 6140				
Modulverantwortlicher	Mr. Christian Newman, M.S.e.				
Name des Hochschullehrers	Mr. Gordon van der Veen, M.A.				
Unterrichts-/ Lehrsprache	English				
Zahl der ECTS-Credits	6				
Gesamtworkload und ihre Zusammen- setzung (z.B. Selbststudium + Kontaktzeit)	Contact hours: 48 Homework: 108 Total: 156				
SWS (9 weeks)	6				
Art der Prüfung/ Voraus- setzung für die Vergabe von Leistungspunkten	Departmental standard: At least 2 written exams (typically a midterm and a final exam), and at least 2 written assignments.				
Gewichtung der Note in der Gesamtnote	It counts the same as all other courses taken by the student (12 to 19 courses depending on whether the student is required to take other prerequisites, and whether s/he chooses to complete an emphasis area).				
Qualifikationsziele des Moduls	<table border="0"> <thead> <tr> <th style="text-align: center;">Outcome</th> <th style="text-align: center;">Expectation</th> </tr> </thead> <tbody> <tr> <td>1. Students understand the role of OM in the firm and how the</td> <td>Students can describe the appropriate relationship between the goals of other functional areas (i.e. marketing) and analyze operational level conflicts</td> </tr> </tbody> </table>	Outcome	Expectation	1. Students understand the role of OM in the firm and how the	Students can describe the appropriate relationship between the goals of other functional areas (i.e. marketing) and analyze operational level conflicts
Outcome	Expectation				
1. Students understand the role of OM in the firm and how the	Students can describe the appropriate relationship between the goals of other functional areas (i.e. marketing) and analyze operational level conflicts				

	<p>OM function must be integrated with other functions to ensure organizational success.</p> <ol style="list-style-type: none"> 2. Students can utilize PERT analysis to plan, manage, and evaluate a large project. 3. Students understand new product development processes. 4. Students know both the SQC and non-SQC approaches to the management of quality. 5. Students understand both the strategic and plant level capacity planning issues. 6. Students understand the major determinants of facility location decisions and will know how to use factor rating models to assist in the decision. 7. Students understand the basic issues involved in facility layout with an emphasis on assembly line-type manufacturing. 	<p>between the goals of functional areas and recommend a constructive response.</p> <p>Students can develop a PERT diagram, calculate the critical path, decide whether or not an activity should be crashed, and estimate the probability that the project will be completed on time.</p> <p>Students can read the description of a new product development process and determine if it is up-to-date. If it is not up-to-date the student can recommend changes that will bring it up to date.</p> <p>Students can develop an SQC chart and use it to evaluate the quality performance of an ongoing production process. The student can also describe how to use QFD, VA, vendor analysis and Value Engineering in the managing of quality.</p> <p>Students can discuss the major determinants of long term production capacity. The students can also determine bottlenecks in the process and make recommendations for dealing with the bottlenecks. This will include determining if the capacity expansion of the bottleneck makes good profitability sense.</p> <p>Students can discuss the facility location decision process to include the major variables. The student will, given the necessary information, also be able to use factor rating to assist in the location decision.</p> <p>Student can balance as assembly line to meet the expected production volume will be able to determine the maximum output of the assembly line. Students can also explain the impact of cycle time on production capacity.</p>
--	---	--

	<p>8. Students understand the basic issues involved in inventory management to include MRP.</p> <p>9. Students understand the general process of production planning to include aggregate planning and plant scheduling.</p>	<p>Student can determine the general nature of the inventory management task once the basic competitive posture of the firm has been determined. Students can also use EOQ calculations to assist in the inventory decisions.</p> <p>Students can describe the production planning process from the initial sales estimate to the plant floor. Student can also apply Johnson's rule in scheduling the n-job on two machines problem.</p>
<p>Inhalte des Moduls</p>	<p>Introduction and Integration (5%). This early part of the course should: introduce the student to the overall plan of the course and show how this material relates other major areas of study in the MBA program. The course should also address how operations can be used to create competitive advantage when designed to support the corporate and business-level strategies.</p> <p>Project Management (11%). This material should be taught as a generalizable approach to planning and control as opposed to a specifically operations management topic. It should include basic network analysis, PERT, time-cost issues, and decisions to expedite an activity.</p> <p>Plant, Product, and Process Design (11%). These three topics can be taught as an integrated whole that starts with product design, proceeds through process selection, and plant layout. In this section some attention can be spent on job design and work measurement, but it should not normally be a major focus of the course. Specific attention needs to be devoted to manufacturability, global manufacturing (globalization), plant layout (including assembly line organization and balancing), impact of cycle time on capacity, group technology and focused factories. This is a good area to deal with non-manufacturing businesses by reviewing retail and office layouts as well as product design and process selection for service industries.</p> <p>Quality Management (11%). The importance of quality, the Shingo system, continuous improvement, and SQC should be the focus of this section. The ability to construct and use SQC charts is an important objective of this section.</p> <p>Supply Chain Management (11%). Management of the supply chain is one of the most important corporate functions because it directly impacts both efficiency and quality. The key topics are supply chain design and measurement, (including vendor evaluation), outsourcing, Just-in-Time, capacity planning, and facility location.</p> <p>Operations Planning and Scheduling (11%). This section of the course covers, aggregate planning, operations scheduling, MRP,</p>	

	<p>inventory control, simulation, and synchronous manufacturing. Synchronous manufacturing should be taught with an emphasis on bottleneck analysis.</p> <p>Quantitative Methods (20%). While this is not intended to be an operations management specialist course, there are a number of quantitative tools that the students must know how to use and they are listed below. Except for SQC which should be taught in the QC section of the course and EOQ which should be taught with inventory control the other techniques can be taught different in places depending on the application which is to be emphasized.</p> <p>PERT: the student should be able to draw basic arrow diagrams, develop PERT diagrams using three time estimates, be able to use PERT probabilistically, be able to make expediting decisions, and time-cost problems;</p> <p>Queueing Theory: the student needs to know how to set up the problems for solution and how to interpret the output;</p> <p>Quality Control: the student should be able to construct, plot, and interpret the information on an SQC chart and be able to develop an appropriate sampling plan;</p> <p>Linear Programming: students need to be able to set up LP problems for solution and to interpret the results. The applications should include product line profitability, service productivity analysis, and distribution scheduling problems.</p> <p>Inventory Control: students should be able to calculate EOQ and be familiar with the total cost model for both fixed order quantity and fixed time period models.</p> <p>Discretionary Time (20%). These hours can be used in at least a couple of ways. They can be used to examine some of the core topics above in more detail or to provide more practice in the use of the quantitative methods. Alternatively, these six hours can be used by the individual faculty member to introduce the class to any related special expertise they may have developed during their career.</p>
<p>Lehr- und Lernmethoden des Moduls</p>	<ul style="list-style-type: none"> • Lecture • Mini-cases that emphasize the practical interpretation and application of the course material. • Problem solving using a combination of quantitative and qualitative (i.e. essay) type problems • Aplia exercises. Aplia (www.aplia.com) is recommended because it provides quality examples and questions for students to attempt. Aplia grades all questions for the instructor.
<p>Besonderes (z.B. Online-Anteil, Praxisbesuche, Gastvorträge, etc.)</p>	<p>None</p>
<p>Empfohlene Literaturliste (Lehr- und Lernmaterialien, Literatur)</p>	<p>Required Textbook: Chase, Aquilano, Jacobs, et. alia., <i>Operations Management for Competitive Advantage</i>, McGraw-Hill.</p>

Modul-Nr./ Code	BUSN 6120				
Modultitel	Managerial Economics				
Bimester (5 per year)	Spring I and Summer				
Dauer des Moduls	8 weeks				
Art der Lehrveranstaltung (Pflicht, Wahl, etc.)	Required course				
Ggfs. Lehrveranstaltungen des Moduls	BUSN 6120				
Häufigkeit des Angebots des Moduls	Twice per year				
Zugangsvoraussetzungen	BUSN 5620				
Verwendbarkeit des Moduls f. andere Module	Prerequisite for BUSN 6200 and BUSN 6140				
Modulverantwortlicher	Mr. Christian Newman, M.S.e.				
Name des Hochschullehrers	Mag. Hendrik Homan, M.B.A., and Mr. Gordon van der Veen, M.A.				
Unterrichts-/ Lehrsprache	English				
Zahl der ECTS-Credits	6				
Gesamtworkload und ihre Zusammensetzung (z.B. Selbststudium + Kontaktzeit)	Contact hours: 48 Homework: 108 Total: 156				
SWS (9 weeks)	6				
Art der Prüfung/ Voraussetzung für die Vergabe von Leistungspunkten	Departmental standard: At least 2 written exams (typically a midterm and a final exam), and at least 2 written assignments.				
Gewichtung der Note in der Gesamtnote	It counts the same as all other courses taken by the student (12 to 19 courses depending on whether the student is required to take other prerequisites, and whether s/he chooses to complete an emphasis area).				
Qualifikationsziele des Moduls	<table border="0"> <tr> <td style="text-align: center;">Outcome</td> <td style="text-align: center;">Expectation</td> </tr> <tr> <td>1. Students understand how market forces affect price and quantity.</td> <td>Students can utilize basic supply and demand analysis (graphical and quantitative) to predict the likely impact of events on the price and quantity sold of any product.</td> </tr> </table>	Outcome	Expectation	1. Students understand how market forces affect price and quantity.	Students can utilize basic supply and demand analysis (graphical and quantitative) to predict the likely impact of events on the price and quantity sold of any product.
Outcome	Expectation				
1. Students understand how market forces affect price and quantity.	Students can utilize basic supply and demand analysis (graphical and quantitative) to predict the likely impact of events on the price and quantity sold of any product.				

	<p>2. Students understand elasticity and its relationship to pricing and revenue.</p> <p>3. Students can utilize statistical analysis to assess product demand conditions</p> <p>4. Students can utilize industry analysis to assess market position</p> <p>Students can both calculate elasticity and estimate elasticity empirically. Given the result the student can correct predict the effect of a given change in price on revenue.</p> <p>Students can take provided data and correctly estimate a demand function, determine the statistical significance, calculate the product elasticities (price, cross, and income) and infer the implications of that information to market demand conditions.</p> <p>Students can also learn how to measure risk and uncertainty, and then incorporate these measures into their business decision making.</p> <p>Students can identify which of the four primary market structures most appropriately correlates to an industry. The student can draw inferences regarding firm behavior and performance.</p> <p>Students can identify the Oligopolistic model that best describes the behavior of an Oligopolistic industry.</p> <p>Students can use basic game theoretic analysis to describe the behavior of firms in an Oligopolistic industry.</p> <p>Students can also utilize Michael Porter's Five-forces model to assess market potential and gain draw inference regarding firm behavior and potential performance.</p>
<p>Inhalte des Moduls</p>	<p>Supply and Demand (6%). Students review the basic demand and supply model. They should understand how market forces drive price and quantity to equilibrium. They should understand the forces that affect demand and how changes in demand might affect market equilibrium. They should also understand the forces that affect supply and how changes in supply affect market equilibrium.</p> <p>Elasticity (6%). Students are required to calculate price, cross-, and own price elasticities of demand. They should be able to interpret the results and understand the implications of the results on market conditions. The students should understand</p>

the relationship between elasticity and revenue. And finally, students should understand what determines price elasticity (i.e. substitutability, degree of necessity, proportion of budget, and time frame).

Demand Estimation and Forecasting (20%). Students should thoroughly review multiple regression including determination of statistical significance. Multiple regression should then be used to estimate a demand curve given the appropriate data. The analysis should be extended to demand forecasting including correction for seasonality.

Optimization (20%). Production should be addressed primarily as it relates to cost. However, increasing/decreasing returns to a factor, to scale, and to scope should be highlighted. Students should understand the relationship between returns to a factor and incremental (or marginal) cost. Students should clearly understand the distinction in fixed and variable cost. Particularly they should understand the irrelevance of fixed costs in making short-run pricing and production decisions.

Students should be thoroughly familiar with the $MR=MC$ rule as it relates to optimal pricing and production in the short-run. Students should be able to derive a revenue and marginal revenue function (or table) based on an estimated demand curve. Coupling this with either a cost function or cost table should allow the student to determine profit maximizing quantity and price for a firm with pricing power.

Perfect Competition, Monopoly, and Monopolistic Competition (13%). Students should understand how market structure affects firm behavior and consequently potential profitability (i.e. the Structure-Conduct-Performance paradigm). The student should be very familiar with the identification of each market structure, the differing short and long-run effects of changes in demand and cost in each, and the potential for long-term profitability in each. These three individually deemphasized relative to Oligopoly due to the prevalence of Oligopoly in U.S. industry and because of the limited role strategy plays in these market structures.

Oligopoly including Game Theory (13%). Greater attention is paid to Oligopoly because of the implied interdependence of firms. By studying the different models of Oligopoly (e.g. Bertrand, Cournot, etc) and how firms behave differently in each, the student learns skills that will help them in analyzing industry conditions in BUSN 6200.

Although more esoteric than other topics in the course, it is valuable for students to learn basic game theoretical analysis. Game theory emphasizes the implications of interdependent behavior. Students are expected to be able to analyze simultaneous and sequential move games. Ideally students can relate real world industry competition to game theory (e.g. first mover advantage in a product positioning situation).

Porter's Five-Forces Analysis (4%). Although not a standard

	<p>topic in a Managerial Economics course, it is essential that our students be very familiar with the Michael Porter model. It is covered superficially in some texts and more thoroughly in a Harvard Business Review article available from the Department of Business.</p> <p>Risk and Return (6%). Students should be introduced to calculating expected wealth, as well as concepts such as the variance, standard deviation, and coefficient of variation. Students should be able to calculate expected profits, and should be familiar with the concepts of asymmetric information, adverse selection, and moral hazard.</p> <p>Instructor's Discretion (12%). The instructor can insert additional content that she or he believes would be valuable to the students.</p>
Lehr- und Lernmethoden des Moduls	
Besonderes (z.B. Online-Anteil, Praxisbesuche, Gastvorträge, etc.)	None
Empfohlene Literaturliste (Lehr- und Lernmaterialien, Literatur)	Required Textbook: Michael Baye, <i>Managerial Economics & Business Strategy</i> , Irwin McGraw-Hill.

Modul-Nr./ Code	BUSN 6140
Modultitel	Business Research Analysis
Bimester (5 per year)	Fall II and Spring II
Dauer des Moduls	8 weeks
Art der Lehrveranstaltung (Pflicht, Wahl, etc.)	Required course
Ggfs. Lehrveranstaltungen des Moduls	BUSN 6140
Häufigkeit des Angebots des Moduls	Twice per year
Zugangsvoraussetzungen	Completion of all other required courses in the M.B.A. program except BUSN 6200
Verwendbarkeit des Moduls f. andere Module	Not a prerequisite for any other course in the M.B.A. program.
Modulverantwortlicher	Mr. Christian Newman, M.S.e.
Name des Hochschullehrers	Mag. Gürkan Birer
Unterrichts-/ Lehrsprache	English
Zahl der ECTS-Credits	6
Gesamtworkload und ihre Zusammen- setzung (z.B. Selbststudium + Kontaktzeit)	Contact hours: 48 Homework: 108 Total: 156
SWS (9 weeks)	6
Art der Prüfung/ Voraus- setzung für die Vergabe von Leistungspunkten	Departmental standard: At least 2 written exams (typically a midterm and a final exam), and at least 2 written assignments.
Gewichtung der Note in der Gesamtnote	It counts the same as all other courses taken by the student (12 to 19 courses depending on whether the student is required to take other prerequisites, and whether s/he chooses to complete an emphasis area).
Qualifikationsziele des Moduls	
Inhalte des Moduls	The student examines the application of the tools and methods of research to management problems. The course focuses on

	<p>the nature of research; the use of research in decision making; decision making; research concepts and methods for the collection, analysis, and interpretation of data from surveys, experiments, and observational studies; and the evaluation, use, and presentation of research findings.</p>
<p>Lehr- und Lernmethoden des Moduls</p>	<p>Students can chose from a given list of topics at the beginning of the course. This list will be available end of February and students can chose a topic before the course even starts. For an individual discussion before class starts, please make an appointment by email.</p> <p>N.B.: This is not a traditional class with lots of ex-cathedra teaching. A substantial amount of class time will be devoted for the individual discussion and revision of your research papers (“coaching”) and for doing the actual research work.</p>
<p>Besonderes (z.B. Online-Anteil, Praxisbesuche, Gastvorträge, etc.)</p>	<p>None</p>
<p>Empfohlene Literaturliste (Lehr- und Lernmaterialien, Literatur)</p>	<p>Required Textbook: W.C. Booth, G. G. Colomb, and J. M. Williams, <i>The Craft of Research</i>, University of Chicago Press</p>

Modul-Nr./ Code	BUSN 6200				
Modultitel	Strategy and Competition				
Bimester (5 per year)	Fall II and Spring II				
Dauer des Moduls	8 weeks				
Art der Lehrveranstaltung (Pflicht, Wahl, etc.)	Required course				
Ggfs. Lehrveranstaltungen des Moduls	BUSN 6200				
Häufigkeit des Angebots des Moduls	Twice per year				
Zugangsvoraussetzungen	Completion of all other required courses in the M.B.A. program except BUSN 6140				
Verwendbarkeit des Moduls f. andere Module	Not a prerequisite for any other course in the M.B.A. program.				
Modulverantwortlicher	Mr. Christian Newman, M.S.e.				
Name des Hochschullehrers	Mag. Hendrik Homan, M.B.A., and Mr. Hanno Poeschl, M.B.A.				
Unterrichts-/ Lehrsprache	English				
Zahl der ECTS-Credits	6				
Gesamtworkload und ihre Zusammensetzung (z.B. Selbststudium + Kontaktzeit)	Contact hours: 48 Homework: 108 Total: 156				
SWS (9 weeks)	6				
Art der Prüfung/ Voraussetzung für die Vergabe von Leistungspunkten	Departmental standard: At least 2 written exams (typically a midterm and a final exam), and at least 2 written assignments.				
Gewichtung der Note in der Gesamtnote	It counts the same as all other courses taken by the student (12 to 19 courses depending on whether the student is required to take other prerequisites, and whether s/he chooses to complete an emphasis area).				
Qualifikationsziele des Moduls	<table border="0"> <thead> <tr> <th style="text-align: center;">Outcome</th> <th style="text-align: center;">Expectation</th> </tr> </thead> <tbody> <tr> <td>1. Students understand the important facts, terminology, concepts, principles, and theories in</td> <td>Students can describe the various models and methods used to conduct external and internal analysis (e.g. SWOT,</td> </tr> </tbody> </table>	Outcome	Expectation	1. Students understand the important facts, terminology, concepts, principles, and theories in	Students can describe the various models and methods used to conduct external and internal analysis (e.g. SWOT,
Outcome	Expectation				
1. Students understand the important facts, terminology, concepts, principles, and theories in	Students can describe the various models and methods used to conduct external and internal analysis (e.g. SWOT,				

	<p>the area of Strategy.</p> <p>2. Students can conduct industry analysis to assess the relative market position of a firm or product division.</p> <p>3. The student is able to use accounting and financial information to assist in their strategic analysis.</p> <p>4. The student is able to use quantitative tools to assist in the analysis of the strategy of the firm.</p> <p>5. The student can address unstructured business problems that span multiple functional areas.</p>	<p>BCG, Porter, etc.)</p> <p>Students can analyze a business situation, including market structure, within the parameters of the Porter 5 Forces Model or standard Economic Market Structures to assess market conditions. Students can determine the relative well-being of the firm and identify specific performance problems (e.g. inventory management, debt load, etc.) based on financial statements.</p> <p>Students can determine whether the financial condition of the firm will allow the firm to pursue a desired strategy.</p> <p>Students can discuss quantitative tools that can be used to assess competitive position and strategy. Students can identify situations when these quantitative tools can be helpful in the analysis. They can apply the tools and interpret the results.</p> <p>Students will, when faced with an unstructured business situation (through a case or simulation), be able to identify the key factors driving the problem or situation, determine whether additional information is needed to understand the situation, and to set priorities for decision and action.</p>
<p>Inhalte des Moduls</p>	<p>Discussion overview of strategy (3%).</p> <p>External and industry analysis (15%). Understanding the environment, the “playing field” is the foundation to formulating any kind of strategy. Strategy is about movement and countermovement vis-à-vis a competitor or competitors. Therefore it is essential that the strategist have tools to understand the industry environment and evaluate competitors. Appropriate topics include:</p> <p>(1) General environmental analysis (i.e., government,</p>	

technology, stakeholders, the economy, industry trends, industry concentration, etc.

(2) Competitor analysis (i.e., relative strengths and weaknesses of rivals)

(3) Porter's Five Forces

(4) SWOT (with an emphasis on external opportunities and threats)

(5) Scanning, monitoring and forecasting the environment are necessary skills in spotting opportunities and developing competitive strategy.

Internal analysis (14%). To narrow down the range of possibilities found in the environmental analysis, an internal analysis is needed to tell the firm what it can do.

Appropriate topics include:

(1) SWOT analysis (with an emphasis on internal firm strengths and weaknesses)

(2) analysis of available resources, capabilities and core competencies

(3) Resource based view of sustainable competitive advantage;

(4) Value chain.

Business-level strategy (14%). At the most fundamental level, business strategy is about how to out-compete the competition. It involves the choices firms make in product positioning and the overall value proposition offered to the customer vis-à-vis the competition's value proposition.

Appropriate topics:

(1) Porter's generic strategies (i.e., cost leadership, product/service differentiation, and focus/niche)

(3) Risks of generic strategies

(4) Profitability and generic strategies

(5) How Porter's generic strategies help nullify the threat of five environmental forces, which produces higher firm performance;

(5) "Best cost" strategy (i.e., "value" or "integrated cost leadership-differentiation")

(6) Strategic groups

(7) Integration of functional areas (i.e., marketing, production, finance, HR) to achieve business-level strategy.

Competitive Rivalry and Competitive Dynamics (14%). MBA students should be familiarized with the nature of competition. This is fundamental to a course in Strategic Management.

Appropriate topics:

(1) Chen's Model of Competitive Rivalry

(2) Competitor intelligence and analysis

(3) Drivers of competitive actions and responses

(4) Strategic and tactical actions

(5) Likelihood of attack and response

(6) First-mover advantages

(7) Slow vs. fast market cycles.

A natural extension of these topics is D'Avini's work on

	<p>Hypercompetition (see “Recommended Readings”) which shows the movement and countermovement between firms jockeying for superior positions in the market. Since more and more industries are involving into hypercompetitive environments (i.e., computer, automobile, home appliances, electronics), it is desirable to include this material in the course.</p> <p>Corporate-level strategy (20%)</p> <p>The primary areas covered by corporate-level strategy are which businesses and industries should the company compete in? And are these businesses closely related, unrelated, vertically integrated?</p> <p>Appropriate topics:</p> <ol style="list-style-type: none"> (1) Types of diversification (2) How should diversification be achieved – mergers and acquisitions vs. start-ups? (3) How can complex, diversified companies be managed? (i.e., BCG matrix, GE business screen) (4) Offensive vs. defensive strategy. <p>Optional Topics (20%). Although we expect these topics to comprise approximately 80% of the course, the remaining 20% we leave to instructor discretion to bring in their own expertise and experiences. Appropriate optional topics include such as things as international business and global competitive strategy, strategy implementation, leadership in a strategic context, coordination and control across multiple business units, etc.</p>
<p>Lehr- und Lernmethoden des Moduls</p>	<p>Extensive discussions of strategic theory and its use in top management situations.</p> <p>The discussion and solution of one or more comprehensive cases.</p> <p>The use of the Capstone Simulation.</p>
<p>Besonderes (z.B. Online-Anteil, Praxisbesuche, Gastvorträge, etc.)</p>	<p>None</p>
<p>Empfohlene Literaturliste (Lehr- und Lernmaterialien, Literatur)</p>	<p>Required Textbook: Fred R. David, <i>Strategic Management, Concepts and Cases</i>, Pearson Prentice Hall.</p> <p>Capstone Business Simulation.</p> <p>Cases and additional material to be given out in class.</p>